



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Salinas Union High School District (SUHSD) serves a diverse student body and provides equitable access to a comprehensive program with a wide array of services, activities, and enrichments to support their success. One of our primary goals is college and career readiness for all students and joint stakeholder strategic planning through the annual local control process that aligns our resources and actions to our vision and core values. SUHSD is guided by educational equity and through innovation, discovery, and support, we will meet the academic, behavioral, and social-emotional needs of each student to ensure the achievement of their aspirations.

The district consists of five comprehensive high schools, four middle schools, one independent study school, one alternative high school, ROP Center, and an Adult School. The district enrollment is 16,372 students with 80% of the students qualifying for Free and Reduced Lunch and 25% English Learners. Our Foster Youth enrollment fluctuates between 44 and 50 students district-wide.

Cultural and linguistic diversity is an asset; multilingualism for all students is a goal supported by our growing Seal of Biliteracy recipients, which has more than doubled from 178 in 2014 to at least 359 in 2021. District enrollment includes 29 languages spoken at home, of which the majority is Spanish.

SUHSD is continually in the process of creating systematic interventions for all students through our work in Professional Learning Communities and Multi-Tiered System of Supports (MTSS). SUHSD has experienced success in the implementation of PBIS with all schools receiving the CA PBIS Coalition Community Cares Acknowledgement during the 2019-2020 school year for their ongoing, positive efforts throughout the COVID-19 pandemic. This year, three schools (LPMS, SHS, WMS) have applied for Platinum Recognition, five schools (MTHS, NSHS, EAHS, RSJHS, HMS) have applied for Gold Recognition, and three schools (ESMS, AHS, EPS) have applied for Silver Recognition from the CA PBIS Coalition. In addition, two of our schools, SHS and WMS, are demo sites for the Interconnected Systems Framework (ISF) through PBIS and have been recognized for the work being done with mental health support in collaboration with Monterey County Behavioral Health. Our Alternative Education School, Mt. Toro High School was recognized as a California Distinguished School.

The systems that SUHSD created supported the enormity of the transition to distance learning in March of 2020. Our areas of focus included continuing to improve our two-way communication, and creating clarity and coherence with our labor partners, as we adapted and aligned our practices on the ever-changing state and local public health guidance. Our staff, students, and community came together and prioritized health and safety, while at the same time provided essential services such as daily meals and online instruction. SUHSD is moving forward and preparing for all in-person instruction for fall 2021 with a focus on building stakeholder relationships, strengthening our systems of communication, and delivering effective instruction to increase student outcomes.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

While the 2019 Dashboard carries over through the 21-22 academic year, the district showed some positive gains on the 2020 College and Career Indicator (CCI) Dashboard report. Overall the class of 2020 showed a slight gain in the percentage of graduates meeting the prepared criteria (39.4% versus 37% in 2019). The CCI gains were also notable for English learners (16.7% vs 11.8% in 2019), foster youth (18.8% vs 0% in 2019), and students with disabilities (8.3% vs 2.5% in 2019). During the 2020-21 school year, the district maintained its focus on sustaining learning, as evidenced by the revision and implementation of district assessments, which included STAR reading and math tests. The STAR reading state benchmark showed that the percentage of students predicted to meet proficiency on the English SBAC continued to increase from 28.2% in the fall of 2019 to 31.6% in the fall of 2020. The STAR math benchmark, which was given for the first time in the spring of 2021, predicted that the percentage of 11th graders to meet proficiency was actually two percentage points higher than the percentage of 11th graders meeting proficiency in 2019.

While our focus continues on student academic performance, we also acknowledge how critical it is to support our students' social-emotional well-being. Prior to the pandemic, we had established a strong partnership with Monterey County Behavioral Health and Harmony at Home to provide counseling and therapy services for our students. We had also hired our own social workers for our schools with Wellness Center buildings. The fact that we had the systems in place to provide social-emotional support to our students made it much easier to transition to

a virtual environment. The clinicians and counselors were able to use Zoom to continue their sessions. It also allowed the clinicians to learn more about the student's home environment. Harmony at Home counselors successfully engaged entire families in the therapy sessions! We have extended this support through the summer as well and have opened three additional wellness centers this year and will open three more next year.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2019 Dashboard indicators (the 2020 Dashboard was suspended), in addition to the needs identified this past year during distance learning, are guiding the reflections and actions in the current LCAP.

Overall 9.7% of middle school students were chronically absent during the 2019-20 year, which was at a green performance level for the Chronic Absenteeism Indicator (the indicator only applies to grades 3-8). However, the rate was much higher, 56.3%, for our homeless population, which put the district in the red. For this LCAP, the district will be providing extra support for transportation services to our homeless and foster youth population. In addition, the Pupil Personnel Department (PPS) will be coordinating the Positive Behavior Intervention and Support (PBIS) program that will, among other things, provide wrap around services that include mental health, support for students in home hospital care, and behavior intervention to help keep students in school.

English learners (EL) and students with disabilities (SWD) fell into the red on the suspension indicator while, overall, the district was in the orange. The percent of ELs suspended in 2019-210 was 9.7%, while SWDs was 9.3%, and the district average was 6.3%. The PPS department will be coordinating site PBIS teams to monitor behavior data and coordinate support for students, which include counseling, family outreach, and other mental health services. In addition, the district will be funding two instructional coaches and additional paraeducators to provide more individual classroom support for both the student and teachers.

In 2019, SWDs fell into the red on the Graduation Rate Indicator. That year 64% of SWDs graduated versus 86% overall (orange), which put the district in the orange performance level. Although no color was given in 2020, the graduation rates were 63.1% and 82.8% respectively. The LCAP has several actions that will improve graduation outcomes. Additional school counselors will be hired to reduce caseloads, develop and monitor six-year academic plans, and provide additional services to SWDs and other student groups. Sites will be implementing summer intersession, evening and morning intervention classes and online credit recovery classes during the day. Counselors will be conducting extra sessions for FASFA completion, targeting SWDs, ELs, foster youth, and homeless. Additionally, homeless and foster youth will also receive support to complete graduation requirements.

In 2019 37% of graduates were deemed prepared on the College and Career Readiness Indicator (CCI), while 0% of foster youth and only 2.5% of SWDs were prepared; both of those groups were in the red, while overall the district was in the orange. In 2020, 39.4% of all graduates, 18.8% of foster youth, and 8.3% of SWDs were prepared; there was no Dashboard color for 2020. In addition to the services listed to support increased graduation outcomes for students, the LCAP contains several other actions to ensure more graduates are college and career-ready. Those include increased access, especially for the targeted student groups, to college field trips. AVID will continue to be

supported at all sites, with a special emphasis on increasing access for SWDs, foster youth, and homeless. CTE coordinators will increase access to pathways for student groups, increase articulation with local community colleges to expand dual enrollment credit, and increase career exploration at middle school. Counselors and teachers will regularly monitor to support more students meeting A to G requirements by offering grade makeup opportunities and implementing effective research-based assessment and grading practices.

In English and math in 2019 the district performed at an orange and red levels respectively. However, homeless students, performed at an orange in English and red in Math; for ELs, they were at a red in English and orange in math. The LCAP has several actions to improve the Academic Indicator Outcome. As stated earlier, teachers will collaborate weekly to design and implement common assessments on essential standards, analyze the results, and design intervention and instruction based on those outcomes. To address gaps, which will be assessed more periodically due to the COVID shutdown over the past year, diagnostic testing STAR Reading and STAR math, and numerous standard specific pretests will be administered. Sites will be providing Tier 3 intervention classes, such as Read 180 and Systems 44, to students who have identified severe deficiencies in reading. Middle schools will continue to offer math intervention classes taken concurrently with regular math, for students with identified severe deficiencies in math. The district instructional special education coaches and additional para educators will be offering targeted support to SWDs and assist teachers in meeting those students' accommodations and modifications stipulated in their individual education plans. The district ELD teacher on special assignment will be working site EL Specialists to support both designated and integrated ELD across all classes, with the goal of supporting both the gain of English fluency and the learning of grade-level content knowledge.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP represents our district's allocation of resources towards specific actions designed to meet Board-established goals. The goal-setting process is based on the school district's vision, mission, and core values. The overarching goal of the LCAP is a constant improvement of the educational outcomes for every student.

Highlights for this year include:

Connectedness and Mental Health Services

Building authentic and genuine relationships will be extremely important as we transition to in-person instruction. Students, as well as staff, will need support as we face the trauma related to COVID-19, death, and isolation. SUHSD has increased the number of clinicians, psychologists, nurses, and social workers to help address the anticipated increased need for social-emotional support.

Tier 1 Instruction

The Gradual Release of Responsibility (GRR) is the SUHSD Instructional Model. SUHSD believes that through collaboration, students will engage in authentic and meaningful learning.

SUHSD will focus on effective instruction for all students. The Instructional Leadership Teams, as well as district administration, will provide support through conducting learning walks, feedback, and professional learning opportunities.

Parent Engagement

As a District, we continue to make ongoing efforts to promote educational opportunities for parents. With the support of the Community Liaison at each site, site administration provides outreach services to families with school and community resources. The Community Liaison coordinates weekly meetings to inform parents of parenting, community services, educational information, and general information pertinent to their respective schools. SUHSD is excited to have been selected to be part of the Community Engagement Initiative (CEI) Peer Leading and Learning Network Cohort 2. This network will allow us to collaborate with 14 other school districts across the state to build capacity for authentic community engagement, focusing on improving outcomes for all students, particularly our underserved student groups.

Civic Engagement

The recent adoption of the California State Seal of Civic Engagement (SSCE), presents a significant opportunity to recognize and prioritize learning experiences that promote civic knowledge, informed civic action, and reflection. The Seal also attends to the importance of civic-mindedness and a commitment to engaging with others in the school, in the community, or in broader society. It is for these reasons that SUHSD will begin its journey to ensure authentic civic engagement opportunities are integrated into multiple content areas.

SUHSD will partner with Mikva Challenge whose mission is to develop young people to be informed, active, and empowered citizens who promote a just and equitable world. Mikva Challenge programs and curricula have been described by Harvard Professor, Meira Levinson, as the “Gold Standard” for civic education. As part of this plan, Mikva Challenge will offer professional learning, action civics curricula, collaborative planning and implementation of youth civic action events, as well as (asynchronous and synchronous) classroom coaching and strategic planning for Salinas Union High School District. Through their Action Civics Model Site Initiative, and our local leadership, SUHSD will emerge as a model site for civic engagement in the state of California, and beyond. This will initially be part of a three-year partnership, with a goal of capacity building in SUHSD through this time, ensuring that every SUHSD campus has established pathways for all students to learn and engage civically in their communities.

Mathematics

SUHSD believes in ensuring that all students have access to high-quality, equitable mathematics education. We envision classrooms where all students see themselves as mathematicians who work collaboratively to discuss and solve complex, grade-level mathematical tasks and take ownership of their own learning. In addition, we envision graduating students who are enthusiastic about mathematics and can see its beauty, importance, and relevance to their lives.

SUHSD will continue to partner with Lisa Jilk to implement Complex Instructional (CI) which is a combination of pedagogical strategies used to create a classroom “social system” that directly attends to problems of social inequality, which undermine academic access and achievement if left unexamined. The CI model aims to “disrupt typical hierarchies of who is “smart” and who is “not” (Sapon-Shevin, 2004) and promotes equal-status interactions amongst students as they engage with tasks that have high cognitive demand within a cooperative learning environment (Jilk, 2009).

Coaching

Our district values job-embedded professional development. Our research-based, award-winning Instructional Coaching program has been in place for more than ten years. Instructional Coaches, English Learner Specialists, Site Educational Technology Coaches, and site administrators comprise the site Instructional Leadership Team. Together, this team supports teachers in implementing our instructional initiatives by delivering high-quality professional development- that includes Learning Walks and Coaching Observation Cycles. This year, Instructional Leadership Teams will also incorporate Data Cycles into their repertoire of instructional leadership practices to assist in assessing the impact of professional development on student learning.

At the district level, the Educational Services Department will facilitate Instructional Leadership Team Collaboratives to sustain a district-wide instructional leadership community of learners as well as to provide the site ILTs with support and professional development to help grow the capacity of their teams and individual members. ILT Collaboratives will provide direct professional development on district initiatives, like Constructing Meaning, Complex Instruction, and Co-Teaching. Additional professional development, Cognitive Coaching, and Adaptive Schools will target facilitation and coaching skills.

Administrators will continue their coaching with Dr. Peter DeWitt where they will engage in cycles of inquiry together to assist teams in directing the learning of individuals and teams within their school, and the process they will engage in will make the relationships more productive and stronger. This is in direct alignment with the work being done by our CCEE partners and our Cycles of Inquiry with Instructional Leadership Teams.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The schools that have been identified as CSI are El Puente High School and Carr Lake Community Day School.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Upon reviewing the El Puente School (ESP) data on the California Dashboard, state indicators show need improvement in all indicators, specifically graduation rate, college and career, and mathematics performance. These four indicators reflect the following student groups' performance in the red, the lowest performance level: all students, English learners, socioeconomically disadvantage, and Hispanic students. El Puente is eligible for CSI under graduation, although they had an 11.1% increase from 2018-19 to 2019-20, the mentioned student groups continue to perform in the red level. Furthermore, Carr Lake School (CLS) has been identified as a CSI school due to its low performance and suspension rates. Carr Lake is a small continuation school offering a student-centered environment and a personalized approach to learning. Yet, students at Carr Lake suspension rates increased significantly, EL increased suspension by 25.5%, Hispanic students

increased by 23.1%, and our socioeconomically disadvantaged students increased by 17%. There no identified resource inequities at either CLS or EPS.

Once CLS and EPS were identified under CSI designation, the District applied for the ESSA section 1003 funds and were awarded funds for both school sites. To complete a comprehensive needs assessment, the district provided data resources that would guide EPS and CLS in the development of their School Plan for Student Achievement (SPSA). The following data sources were provided to both sites: 2019 California Dashboard, student enrollment data by subgroup, English learner enrollment, CAASPP student performance data for English language arts and mathematics, and ELPAC summative data. In addition, sites were provided with grade distribution and discipline data. The District supported the identified schools in developing CSI plans through several networking sessions where teams were able to conduct school-level data analysis focusing on the specific student groups that had the highest needs. The teams conducted a root-cause analysis and identified key actions and services to address the areas of improvement. The principal allocated additional human and financial resources to specific student groups such as students with disabilities, English learners, and socio-economically disadvantaged through this process. Furthermore, the principal also shared and analyzed data with the participation of various stakeholder groups, including teachers, support staff, school site council, and English Learner Advisory Committee.

Through the needs assessment and data analysis, EPS'ss main focus is to support and increase graduation rates by providing students with regular monitoring, intervention opportunities, and support to meet graduation requirements. Therefore, an Intervention Specialist will work with students to monitor the student graduation plan, communicate regularly with students, parents/guardians, and teachers. Furthermore, the Intervention Specialist will coordinate additional services for at-risk students, including academic, social, and emotional support.

For CLS, the focus for students is to increase positive behavior reinforcement to see an increase in good behavior and decrease the suspension rate. Therefore, the focus at CLS is on Positive Behavior Intervention and Supports (PBIS). The PBIS committee will provide a well-rounded framework for expected student behavior. In addition, teachers will incorporate lesson plans to communicate and engage students with expectations.

EPS and CLS will also use resources for the teachers and support staff to engage in professional learning opportunities to increase literacy strategies, skills, and technology tools in the classroom. Teachers will continue to collaborate within their Professional Learning Communities to monitor student data, backward plan, develop common assessment and engage in reflective dialogue regarding student performance. Furthermore, both school sites will invest in reading software to support student-reading development. Increasing reading levels is a major component to increasing student academic performance, decreasing behavior, and increasing overall graduation rates. A variety of reading programs were identified and researched; however, both sites invested resources in MyOn (reading program) that provides each student with their own student-centered personalized library, based on each student's learning analytics. Data from MyOn will be analyzed quarterly and compared to student grade performance and other summative state assessments.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

To ensure sustainable continuous improvement, the District will review all the proposed actions and services described in the SPSAs monthly to monitor and evaluate the implementation through team-level meetings involving teachers, site administrators, and teachers in support positions (Intervention Specialist, EL Specialist, etc.). In addition, the school site administration will monitor and evaluate the effectiveness of the plan by reviewing key data points: grades, assessment results, attendance, and discipline after each grading period, approximately every nine weeks. Data discussion and strategies will be monitored quarterly through District leadership meetings to review student data, programmatic needs, success, and challenges. Furthermore, school sites will share students' data, success, and challenges at School Site Council, English Language Advisory Committee, parent groups, and teacher leaders at monthly meetings. The sites will make adjustments and recommendations throughout the year based on key data and areas needing modifications. Each school will build its capacity to lead continuous improvement work by collaborating weekly in PLCs and develop site cycles of inquiry within their school site. In addition, administration and teachers will have an opportunity to attend professional development with Renaissance and Nicole Dimich, Solution Tree Consultant. Furthermore, they will also have opportunities to participate in other virtual professional development related to assessment and grading, interventions, and effective differentiation strategies for unique populations (EL and SWD).

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Salinas Union High School District continued the previous structures to disseminate information and seek input from parents, certificated staff, classified staff, site administrators, and the community. To obtain feedback from stakeholders, the process included providing a presentation to all of our stakeholders that clearly define our district goals, mission, and current district and site data.

The parents/guardians and community members had the opportunity to attend one or more of the virtual community stakeholder meetings at each of our sites:

- El Sausal Middle School- February 10, 2021
- Harden Middle School- February 18, 2021
- La Paz Middle School- February 17, 2021
- Washington Middle School- February 23, 2021
- Alisal High School- February 17, 2021
- Everett Alvarez High School- February 25, 2021
- North Salinas High School- February 25, 2021
- Rancho San Juan High School- February 17, 2021
- Salinas High School- February 25, 2021
- Alternative Education Schools- February 24, 2021

Furthermore, a survey was developed for parents, students, and staff to obtain additional feedback. The survey was designed to rate and provide feedback on our current strategies and activities and called additional feedback. The survey was emailed to all the stakeholders. Parents received the survey via email, text (QR code), social media, and it was shared throughout the spring in the sites' weekly parent meetings. Students received the survey via email, and they were also provided a designated time frame during their advisory period. Finally, staff received their survey via email, and updates and reminders were provided during their staff weekly updates.

Overall we saw an increase in all stakeholder survey responses. We received over 7,300 student responses, an increase of 22.8% compared with our previous year. We received over 3,300 responses from our parents, increasing 33.6% from our last year—finally, over 800 responses from our staff. Therefore, almost 12,000 responses were analyzed to help us develop the 2021 LCAP.

Once our survey data was analyzed, all results and feedback were shared through the stakeholder committees to review the input and provide additional feedback.

- District English Language Advisory Committee Meeting- March 3 and April 7, 2021
- LCAP Parent Advisory - April 13, 2021
- Migrant Parent Advisory- March 17, 2021
- District English Learner Team- February 23
- Educational Services- February 11 and March 11

- Salinas Valley Federation of Teachers- March 22
- Site Administrators (principals and assistant principals)- March 23

A summary of the feedback provided by specific stakeholder groups.

After analyzing the stakeholder feedback, several trends surfaced aligned to our state and district priorities from all the stakeholders. The input received includes providing students with additional resources to address learning loss during the pandemic. Furthermore, we need to continue to provide social-emotional support to our students and staff as we return to full in-person instruction in the upcoming school year.

To continue preparing our students for college and career readiness, the primary recommendations from all stakeholder group recommendations include:

- Multi-Tiered System of Supports that clearly defines Tier I, II, and III interventions (administrators and certificated staff)
- Engage Industry Partners in mentoring, provide work experience opportunities, and engage in life skills training. (parent and students)
- Provide College Field Trips for all students and some opportunities for parents/caregivers also to participate in (parents and students)
- Adopt high school instructional materials aligned with Integrated Next Generation Science Standards (administrators and certificated staff)
- Provide “Adulting 101” workshops for students (parents and students)
- Increase the enrollment in the various district academic programs and within our community college (certificated staff, parents, and students)
- Provide College awareness and preparedness for both parent and students (parents and students)
- Provide Career Technical Education certifications and middle school exposure (parents and students)

Additionally, to continue to develop and retain highly qualified staff, the primary recommendation from all stakeholders include:

- Provide professional development in the areas of social-emotional support, equity, trauma-informed practices, and core content (administrators, parents, students, and staff)
- Provide additional in-classroom support for our English learners, foster, homeless, and students with disabilities (certificated staff and parents)
- Provide wrap-around support services for all students (parents)
- Support the transition to in-person learning, provide additional custodial support to ensure all the CDC guidelines are in place on campuses, and clerical staff to provide services to our students, parents/guardian, and community (parents, student, and staff)

Finally, to continue to provide a safe, caring, healthy learning environment and engaging families, the recommendations are as follows:

- Prioritize social-emotional support for all school members (students, staff, and parents)
- Provide additional social-emotional support for English learners, newcomers, students with disabilities, homeless and foster youth (parents and staff)
- Provide programs to support mental health, alternatives to discipline, and safety protocols (parents and students)

- Provide families with resources to support students with academic assignments (parents)
- Improve two-way communication between district/school and home (parents and students)
- Incorporate a multilingual communication system to help daily communication between parents and district staff (parents and students)
- Continue to provide virtual workshops and make the recordings available to families (parents and students)
- Use websites and social media to offer updated information and learning opportunities for families (parents, students, and staff)

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

In the areas of College and Career Readiness, SUHSD had taken stakeholder feedback and have included the following in the LCAP:

1. All students will have a 4 or 6-year plan that will be monitored and updated annually (1.2)
2. The district has purchased Naviance that will provide lessons on college and career, plus the opportunity for the student to monitor their progress (1.13)
3. Increase the CTE offers at the middle school level and engaging with industry partners to provide apprenticeships and certifications (1.13)
4. Tutors for the AVID classes to provide additional support for students (1.4)
5. Paraeducators to our ELD, ALD, ALL, and Math 7, Math 8, Math 1a, Math1b courses to support our English Learners, Foster Youth, students experiencing homelessness, and students with disabilities (1.7)
6. Provide Life Skills workshops to juniors and seniors (Expanded Learning Opportunity Grant)
7. Provide college field trips to all students (Expanded Learning Opportunity Grant)

In the area of increasing mental health services and parent resources, we have included the following in the LCAP:

1. Added 5 Psychologists with LCFF funding and an additional 2 with the ELO Grant (3.2)
2. Added Social Workers and a Social Worker Support Provider (3.2)
3. Added 3 additional Wellness Centers for next year(3.2)
4. Increased the number of clinicians with Monterey County Behavioral Health and increased the hours with Harmony at Home (3.2)
5. Purchase of technology tools to effectively communicate 2-ways with families (3.3)

In the area of professional development, we have included the following in the LCAP:

1. Trauma-informed practices, building rapport and relationships with students through a culturally relevant pedagogy (2.3)
2. Training on how to best communicate with our families (2.3)
3. Continue offering virtual workshops for our families and recording them for later access (3.3)
4. Improve the navigation on our website so it is more readily accessible

Goals and Actions

Goal

Goal #	Description
1	The performance and opportunity gap will be eliminated - all students will graduate college/career ready.

An explanation of why the LEA has developed this goal.

This goal aligns with the district's mission to prepare students for college and career. Our Dashboard shows that English learners, students with disabilities, and homeless students lag behind all students on the College and Career indicator so this will be an area of focus for our district for the next three years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Act: Instructional Materials	20-21: Instructional materials found to be sufficient for all students at all sites.				All sites found to have sufficient instructional materials for all students.
Core Content District Assessments- these assessments are teacher developed and standards aligned. They include beginning and end of year assessments and Smarter Balanced interim assessments.	<p>Baseline is the 2019 SBAC results. District assessment performance levels align to SBAC levels.</p> <p>ELA: 37.8% met standards 5.3% ELs 5.9% SWD 30.6% Homeless</p> <p>MATH: 22.7% met standards 3.3% ELs 3.7% SWD 15.7% Homeless</p>				<p>ELA: 46.8% met standards 17.3% ELs 17.9% SWD 42.6% Homeless</p> <p>MATH: 31.7% met standards 15.3% ELs 15.7% SWD 30.7% Homeless</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELD District Assessments	16.7% scoring at "Well Developed" (4) proficiency level				25.7% scoring at "Well Developed" (4) proficiency level
SBAC English Average Distance from Met	2019 Results: <ul style="list-style-type: none"> • 30.1 points below standard • EL: 74.9 points below • SWD: 129 points below • Homeless: 62.8 points below 				<ul style="list-style-type: none"> • 10.1 points below standard • EL: 29.9 points below • SWD: 84 points below • Homeless: 22.8 points below
SBAC Math Average Distance from Met	2019 Results: <ul style="list-style-type: none"> • 83.4 points below standard • EL: 118 points below • SWD: 179 points below • Homeless: 149.8 points below 				<ul style="list-style-type: none"> • 68.4 points below standard • EL: 98 points below • SWD: 84 points below • Homeless: 109.8 points below
% of Cohorts Graduation- Standard HS Diploma	Cohort Graduation Rate: <ul style="list-style-type: none"> • 82.6% • 67.3 EL • 63.8 SPED 				Cohort Graduation Rate: <ul style="list-style-type: none"> • 91.6% • 88.3 EL • 84.8 SPED

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> 69.4% Homeless 19-20 % 9th Graders On Track for Graduation (55 credits+) 88.6% all, 72.9 EL, 88.2 SED, 63.6% FY (n=11), 37.6% SWD, 84.8% HOM				<ul style="list-style-type: none"> 91.4% Homeless % 9th Graders On Track for Graduation (55 credits+) 94.6% all, 81.9 EL, 94.2 SED, 72.6% FY, 46.6% SWD, 90.8% HOM
% of Graduates meeting A to G	2020 A to G Rates 50.3% 30 EL 22.4 SWD 23.5 Foster 16.9 Homeless 2020 % of grades C or higher (middle school) 87.1% 79.0 EL 71.8 SWD				59.3% 45 EL 37.4 SWD 31.9 Homeless 38.5 Foster % of grades C or higher (middle school) 93.1% 88.0 EL 80.8 SWD
% of Cohort CTE Completers (Cohort)	2020 Cohort 28.3% of graduates completed CTE Pathway compared to 24.6% ELs , 28.3% SED, 5.9% FY, 23.1% SWD				37.% all 37% EL 37% SED 20.9% FY 37% SWD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Cohort met A to G and CTE	2020 Cohort 11.6 % 5.8 EL 3.0 SWD 2.2 YIT				20.6 % 17.8 EL 15.0 SWD 14.2 YIT
% of ELs making progress in English	2019 45.5% making progress				60.5% making progress
% ELs reclassifying to fluent English proficient	2020-21 14.8%				23.8%
AP Exams- % of students passing 1 or more tests	2020: 59.8% of 1537 students passed an AP exam				68.8% of 1627 students pass
Early Assessment Program (EAP)	2019 Results: ELA: <ul style="list-style-type: none"> • 44.35% Met/Exceeds Standards • 4.74% English Learner • 8.62% SWD MATH: <ul style="list-style-type: none"> • 20.6 % Met/Exceeds • .78% English Learner • 3.53% SWD 				ELA: <ul style="list-style-type: none"> • 53.35% Met/Exceeds Standards • 19.74% English Learner • 23.62% SWD MATH: <ul style="list-style-type: none"> • 35.6 % Met/Exceeds • 20.78% English Learner • 23.53% SWD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Enrollment in advanced classes	2020-21 23.9% of students 3.1% of ELs 3.1% of SWD				29.9% of students 12.1% of ELs 12.1% of SWD
College Enrollment	2020 Graduates 68.8% enrolled in Fall of 2020 44.5% English Learner 41.5% SWD 41.3% Homeless				77.8% enrolled in Fall of 2024 69.5% English Learner 56.5% SWD 56.3% Homeless
STAR Reading State Benchmark	2021 Spring 30.1% Met State Benchmark (projected to score Meet/Exceeds standards on CAASPP Math 2.6% EL 5.3% SPED				2021 Spring 39.1% Met State Benchmark (projected to score Meet/Exceeds standards on CAASPP ELA 14.6% EL 17.3% SPED
STAR Math State Benchmark	2021 Spring 20.7% Met State Benchmark (projected to score Meet/Exceeds standards on CAASPP Math				2021 Spring 29.7% Met State Benchmark (projected to score Meet/Exceeds standards on CAASPP Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2.5% EL 2.9% SPED				14.5% EL 14.9% SPED

Actions

Action #	Title	Description	Total Funds	Contributing
1	Career Technical Education	1.1 Our CTE Coordinator will continue to work on aligning all of our CTE pathways, creating articulation agreements with local community colleges, monitoring implementation, and having data driven conversations with stakeholders. In addition, professional development will be provided to all CTE teachers within their strands. Last, middle school career exploration opportunities for ELs and SWD will be offered during intersession.	\$307,085.00	Yes
2	School Counseling	1.2 All students will have a 6-year academic plan to ensure a successful college and/or career pathway. Additional counselors were hired to reduce caseloads to ensure proper student placement, support for Foster Youth, ELs and SED are a priority. AP Exams will be paid for all students enrolled in AP classes.	\$1,309,839.00	Yes
3	Multi-Tiered Systems of Support (MTSS)	1.3 Teachers will collaborate weekly to assess student learning, especially for our low-income, ELs, and Foster Youth and ensure appropriate and timely interventions are in place for their students. Summer intersession and online credit recovery will be offered at all high schools. The district will provide additional custodial and security hours for interventions to ensure a safe learning environment after school hours and/or during intersessions. Additionally, middle school sites will provide a math intervention course, Math Support, intended to strengthen essential math skills to prepare them for success in high school. All teachers also have access to online resources like PLATO Courseware.	\$3,329,180.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Advancement Via Individual Determination (AVID)	1.4 In order to ensure a comprehensive model AVID program at every site with a focus on providing services to our targeted subgroups, the district will fund the AVID membership, tutors, substitutes, field trips, fingerprinting, supplies, and professional development. Every site will be funded based on the number of AVID sections they have.	\$2,166,268.00	Yes
5	Supporting Students with Disabilities	1.5 Teachers will be supported by two Instructional Coaches to ensure appropriate accommodations and modifications are implemented. Itinerant Para Educators will also be hired to support teachers. The Transition Partnership Program (TPP) is a CTE and work placement program established as a partnership between SUHSD and the Department of Rehabilitation. The TPP program provides students with disabilities the tools and supports necessary for a successful transition from high school to post-secondary education or competitive employment. We will continue with our residency program to address the shortage of fully credentialed teachers working with our students with IEPs. Further, we will be providing professional development for our classified and certificated staff topics such as co-teaching, behavioral emergency, restraint, compliance, and instructional strategies. In order to best meet the unique needs of our SWD students, supplemental materials will also be purchased.	\$1,236,960.00	Yes
6	Science	1.6 We will continue to provide supplemental instructional resources to support implementation of Next Generation Science classes. We will also continue to expand our science fairs/expositions at all school sites.	\$183,345.00	No
7	English Language Development (ELD)	1.7 To ensure equity and access to rigorous education to meet the objectives of this goal, we will implement a comprehensive and consistent EL program district-wide. Students will take a pre and post-assessment in their ELD, ALL, and ALD classes. EL Specialists will participate in ALD, ALL, and ELA/ELD framework training to provide support and implementation. EL Specialists will monitor and ensure	\$4,772,420.00	Yes

Action #	Title	Description	Total Funds	Contributing
		appropriate student placement and academic success of all ELs, including those who reclassified within the last two years.		
8	Instructional Technology	1.8 We will continue with our 1:1 initiative at every school site. Site Ed Tech instructional coaches will collaborate with their Instructional Leadership Team to ensure technology is used as a tool to deliver effective instruction.	\$4,874,863.00	Yes
9.A	School Plan for Student Achievement-Alisal High School	<p>1.9 A Site allocation of Supplemental and Concentration Funding to be spent on targeted subgroups indicated in the SPSA. Each school site receives an allocation based on the school's enrollment of students with unique needs. Each school is required to evaluate data metrics related to low-income, English Learner, foster, and homeless youth populations, to assure the plan focuses on addressing the needs of unduplicated students. Site administration works with their School Site Council (SSC) to inform stakeholders of goals and targets and incorporate data and leadership feedback to revise plans appropriately.</p> <p>Personnel includes- an additional counselor to support homeless and foster youth. Extra work agreements to provide extended learning opportunities, additional collaboration among all departments, and substitutes for department release days and field trips. Additional professional development in key district initiatives.</p> <p>Providing additional services to meet the needs of unduplicated students. Includes increasing opportunities for engaging and relevant educational opportunities through materials and supplies, college and career readiness field trips, summer university programs, extended learning opportunities throughout the school year, and intervention programs.</p>	\$364,716.00	Yes

Action #	Title	Description	Total Funds	Contributing
9.B	School Plan for Student Achievement-Everett Alvarez High School	<p>1.9B Site allocation of Supplemental and Concentration Funding to be spent on targeted subgroups indicated in the SPSA. Each school site receives an allocation based on the school's enrollment of students with unique needs. Each school is required to evaluate data metrics related to low-income, English Learner, foster, and homeless youth populations, to assure the plan focuses on addressing the needs of unduplicated students. Site administration works with their School Site Council (SSC) to inform stakeholders of goals and targets and incorporate data and leadership feedback to revise plans appropriately.</p> <p>Personnel includes- Extra work agreements to provide extended learning opportunities, additional collaboration among all departments, and substitutes for department release days and field trips. Additional professional development in key district initiatives.</p> <p>Providing additional services to meet the needs of unduplicated students. Includes increasing opportunities for engaging and relevant educational opportunities through materials and supplies, college and career readiness field trips, summer university programs, extended learning opportunities throughout the school year, and intervention programs.</p>	\$244,728.00	Yes
9.C	School Plan for Student Achievement-North Salinas High School	<p>1.9 C Site allocation of Supplemental and Concentration Funding to be spent on targeted subgroups indicated in the SPSA. Each school site receives an allocation based on the school's enrollment of students with unique needs. Each school is required to evaluate data metrics related to low-income, English Learner, foster, and homeless youth populations, to assure the plan focuses on addressing the needs of unduplicated students. Site administration works with their School Site Council (SSC) to inform stakeholders of goals and targets and incorporate data and leadership feedback to revise plans appropriately.</p> <p>Personnel includes-Extra work agreements to provide extended learning opportunities, additional collaboration among all departments,</p>	\$252,648.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and substitutes for department release days and field trips. Additional professional development in key district initiatives.</p> <p>Providing additional services to meet the needs of unduplicated students. Includes increasing opportunities for engaging and relevant educational opportunities through materials and supplies, college and career readiness field trips, summer university programs, extended learning opportunities throughout the school year, and intervention programs.</p>		
9.D	School Plan for Student Achievement-Rancho San Juan High School	<p>1.9 D Site allocation of Supplemental and Concentration Funding to be spent on targeted subgroups indicated in the SPSA. Each school site receives an allocation based on the school's enrollment of students with unique needs. Each school is required to evaluate data metrics related to low-income, English Learner, foster, and homeless youth populations, to assure the plan focuses on addressing the needs of unduplicated students. Site administration works with their School Site Council (SSC) to inform stakeholders of goals and targets and incorporate data and leadership feedback to revise plans appropriately.</p> <p>Personnel includes-Extra work agreements to provide extended learning opportunities, additional collaboration among all departments, and substitutes for department release days and field trips. Additional professional development in key district initiatives.</p> <p>Providing additional services to meet the needs of unduplicated students. Includes increasing opportunities for engaging and relevant educational opportunities through materials and supplies, college and career readiness field trips, summer university programs, extended learning opportunities throughout the school year, and intervention programs.</p>	\$182,358.00	Yes

Action #	Title	Description	Total Funds	Contributing
9.E	School Plan for Student Achievement-Salinas High School	<p>1.9 E Site allocation of Supplemental and Concentration Funding to be spent on targeted subgroups indicated in the SPSA. Each school site receives an allocation based on the school's enrollment of students with unique needs. Each school is required to evaluate data metrics related to low-income, English Learner, foster, and homeless youth populations, to assure the plan focuses on addressing the needs of unduplicated students. Site administration works with their School Site Council (SSC) to inform stakeholders of goals and targets and incorporate data and leadership feedback to revise plans appropriately.</p> <p>Personnel includes-Extra work agreements to provide extended learning opportunities, additional collaboration among all departments, and substitutes for department release days and field trips. Additional professional development in key district initiatives.</p> <p>Providing additional services to meet the needs of unduplicated students. Includes increasing opportunities for engaging and relevant educational opportunities through materials and supplies, college and career readiness field trips, summer university programs, extended learning opportunities throughout the school year, and intervention programs.</p>	\$227,502.00	Yes
9.F	School Plan for Student Achievement-El Sausal Middle	<p>1.9 F Site allocation of Supplemental and Concentration Funding to be spent on targeted subgroups indicated in the SPSA. Each school site receives an allocation based on the school's enrollment of students with unique needs. Each school is required to evaluate data metrics related to low-income, English Learner, foster, and homeless youth populations, to assure the plan focuses on addressing the needs of unduplicated students. Site administration works with their School Site Council (SSC) to inform stakeholders of goals and targets and incorporate data and leadership feedback to revise plans appropriately.</p> <p>Personnel includes-Extra work agreements to provide extended learning opportunities, additional collaboration among all departments,</p>	\$161,370.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and substitutes for department release days and field trips. Additional professional development in key district initiatives.</p> <p>Providing additional services to meet the needs of unduplicated students. Includes increasing opportunities for engaging and relevant educational opportunities through materials and supplies, college and career readiness field trips, summer university programs, extended learning opportunities throughout the school year, and intervention programs.</p>		
9.G	School Plan for Student Achievement-Harden Middle	<p>1.9 G Site allocation of Supplemental and Concentration Funding to be spent on targeted subgroups indicated in the SPSA. Each school site receives an allocation based on the school's enrollment of students with unique needs. Each school is required to evaluate data metrics related to low-income, English Learner, foster, and homeless youth populations, to assure the plan focuses on addressing the needs of unduplicated students. Site administration works with their School Site Council (SSC) to inform stakeholders of goals and targets and incorporate data and leadership feedback to revise plans appropriately.</p> <p>Personnel includes-Extra work agreements to provide extended learning opportunities, additional collaboration among all departments, and substitutes for department release days and field trips. Additional professional development in key district initiatives.</p> <p>Providing additional services to meet the needs of unduplicated students. Includes increasing opportunities for engaging and relevant educational opportunities through materials and supplies, college and career readiness field trips, summer university programs, extended learning opportunities throughout the school year, and intervention programs.</p>	\$158,895.00	Yes

Action #	Title	Description	Total Funds	Contributing
9.H	School Plan for Student Achievement-La Paz Middle	<p>1.9 H Site allocation of Supplemental and Concentration Funding to be spent on targeted subgroups indicated in the SPSA. Each school site receives an allocation based on the school's enrollment of students with unique needs. Each school is required to evaluate data metrics related to low-income, English Learner, foster, and homeless youth populations, to assure the plan focuses on addressing the needs of unduplicated students. Site administration works with their School Site Council (SSC) to inform stakeholders of goals and targets and incorporate data and leadership feedback to revise plans appropriately.</p> <p>Personnel includes-Extra work agreements to provide extended learning opportunities, additional collaboration among all departments, and substitutes for department release days and field trips. Additional professional development in key district initiatives.</p> <p>Providing additional services to meet the needs of unduplicated students. Includes increasing opportunities for engaging and relevant educational opportunities through materials and supplies, college and career readiness field trips, summer university programs, extended learning opportunities throughout the school year, and intervention programs.</p>	\$175,725.00	Yes
9.I	School Plan for Student Achievement-Washington Middle	<p>1.9 I Site allocation of Supplemental and Concentration Funding to be spent on targeted subgroups indicated in the SPSA. Each school site receives an allocation based on the school's enrollment of students with unique needs. Each school is required to evaluate data metrics related to low-income, English Learner, foster, and homeless youth populations, to assure the plan focuses on addressing the needs of unduplicated students. Site administration works with their School Site Council (SSC) to inform stakeholders of goals and targets and incorporate data and leadership feedback to revise plans appropriately.</p> <p>Personnel includes-Extra work agreements to provide extended learning opportunities, additional collaboration among all departments,</p>	\$140,679.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and substitutes for department release days and field trips. Additional professional development in key district initiatives.</p> <p>Providing additional services to meet the needs of unduplicated students. Includes increasing opportunities for engaging and relevant educational opportunities through materials and supplies, college and career readiness field trips, summer university programs, extended learning opportunities throughout the school year, and intervention programs.</p>		
9.J	School Plan for Student Achievement-Mount Toro High	<p>1.9 G Site allocation of Supplemental and Concentration Funding to be spent on targeted subgroups indicated in the SPSA. Each school site receives an allocation based on the school's enrollment of students with unique needs. Each school is required to evaluate data metrics related to low-income, English Learner, foster, and homeless youth populations, to assure the plan focuses on addressing the needs of unduplicated students. Site administration works with their School Site Council (SSC) to inform stakeholders of goals and targets and incorporate data and leadership feedback to revise plans appropriately.</p> <p>Personnel includes-Extra work agreements to provide extended learning opportunities, additional collaboration among all departments, and substitutes for department release days and field trips. Additional professional development in key district initiatives.</p> <p>Providing additional services to meet the needs of unduplicated students. Includes increasing opportunities for engaging and relevant educational opportunities through materials and supplies, college and career readiness field trips, summer university programs, extended learning opportunities throughout the school year, and intervention programs.</p>	\$24,255.00	Yes

Action #	Title	Description	Total Funds	Contributing
9.K	School Plan for Student Achievement-El Puente School	<p>1.9 K Site allocation of Supplemental and Concentration Funding to be spent on targeted subgroups indicated in the SPSA. Each school site receives an allocation based on the school's enrollment of students with unique needs. Each school is required to evaluate data metrics related to low-income, English Learner, foster, and homeless youth populations, to assure the plan focuses on addressing the needs of unduplicated students. Site administration works with their School Site Council (SSC) to inform stakeholders of goals and targets and incorporate data and leadership feedback to revise plans appropriately.</p> <p>Personnel includes-Extra work agreements to provide extended learning opportunities, additional collaboration among all departments, and substitutes for department release days and field trips. Additional professional development in key district initiatives.</p> <p>Providing additional services to meet the needs of unduplicated students. Includes increasing opportunities for engaging and relevant educational opportunities through materials and supplies, college and career readiness field trips, summer university programs, extended learning opportunities throughout the school year, and intervention programs.</p>	\$22,077.00	Yes
9.L	School Plan for Student Achievement-Carr Lake	<p>1.9 L Site allocation of Supplemental and Concentration Funding to be spent on targeted subgroups indicated in the SPSA. Each school site receives an allocation based on the school's enrollment of students with unique needs. Each school is required to evaluate data metrics related to low-income, English Learner, foster, and homeless youth populations, to assure the plan focuses on addressing the needs of unduplicated students. Site administration works with their School Site Council (SSC) to inform stakeholders of goals and targets and incorporate data and leadership feedback to revise plans appropriately.</p>	\$1,485.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Personnel includes-Extra work agreements to provide extended learning opportunities, additional collaboration among all departments, and substitutes for department release days and field trips. Additional professional development in key district initiatives.</p> <p>Providing additional services to meet the needs of unduplicated students. Includes increasing opportunities for engaging and relevant educational opportunities through materials and supplies, college and career readiness field trips, summer university programs, extended learning opportunities throughout the school year, and intervention programs.</p>		
10	Indirect Costs	1.10 Personnel will maintain, monitor, and support school sites with their Supplemental/Concentration budgets.	\$1,745,589.00	No
11	Portable Classrooms	1.11 Portables to ease the number of rotating teachers.	\$84,240.00	No
12	Foster and Homeless Youth	1.12 We support our Foster Youth students with materials and supplies, transportation from or to the school of origin (with district transportation, private transportation or MST bus passes), regular counseling updates, and required promotional materials (gown, cap, tassel). We will coordinate college visits for both FY and YIT and provide FAFSA/Scholarship workshops and supports.	\$7,600.00	Yes
13	Civic Engagement	1.13 In order to graduate College, Career, and Community Ready students, our district will implement a Civic Engagement Plan. Our plan will provide opportunities and secure resources so that students have multiple pathways toward meeting and exceeding state criteria for the Seal of Civic Engagement, pursuant to CA Assembly Bill 24, which calls pupils "to become civically engaged in democratic governmental institutions at the local, state, and national levels."	\$148,415.00	No

Action #	Title	Description	Total Funds	Contributing
		School site and district staff will coordinate to provide our students with opportunities within the district instructional program, within Salinas communities, as well as the wider state and national level.		
14	Literacy	<p>1.14 In order to implement an integrated, high-quality, equitable literacy program for all students the district will implement a strategic Literacy Plan. Our plan will align both district and state literacy initiatives, like Constructing Meaning, integrated ELD instruction, the Seal of Biliteracy, and the EL Roadmap, "to graduate more students who are have acquired the highly desirable 21s century skill of multilingualism." (State Literacy Plan pg. 15)</p> <p>The District Literacy Plan will focus on:</p> <ul style="list-style-type: none"> • Celebration of diversity and an asset-based approach • The whole child • Well-prepared and supported Teachers and Leaders • Family and Community Engagement. <p>The district Literacy Specialist will collaborate with district Curriculum Specialists, District Ed Techs, the District Instructional Coach, site Instructional Leadership Teams, as well as site Library Techs to implement the district Literacy Plan.</p>	\$1,162,441.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Recruit, hire, retain, and develop faculty, staff, and leaders that are qualified, high performing, diverse, and culturally competent.

An explanation of why the LEA has developed this goal.

The LEA developed this goal because we want to reduce the staff turnover rate and increase student outcomes, especially for our English Learners, Students with Disabilities, and Foster Youth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Retention rate of probationary teachers	From 2019-20 to 2020-21 57 of 62 (91.9%) 1st year returned in 20-21 66 of 72 (91.7%) 2nd year returned in 20-21				94.9% 1st year 94.7 2nd year
Appropriately placed and fully credentialed teachers.	2019-20 Preliminary CALPADS report showed 44 misassignments.				0 misassignments.
Professional development efficacy	2021-2022 will be the baseline year. Overall usefulness of PD Overall usefulness for our English Learners				90% of PD events will rate at least a 3 of 4 for overall usefulness. 90% of PD events will rate at least a 3 of 4 for usefulness to support English Learners.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Overall usefulness for our Students with Disabilities				90% of PD events will rate at least a 3 of 4 for usefulness to support
ILT Learning Walks	2021-2022 will be the baseline year.				100% of sites complete an ILT Learning Walk at least 3 each year.
Participation in Professional Sharing opportunities	2021-2022 will be the baseline year.				50% of teachers will participate in at least 1 professional sharing opportunity at their school site
Data Cycles	2021-2022 will be the baseline year.				100% of sites will complete at least 3 data cycles each school year.
Administrator Classroom Walks	2021-202 will be the baseline year.				90% of site administrator teams will meet the established expectations for monthly classroom observations.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Recruitment and Retention	2.1 In an ongoing effort to recruit and retain highly qualified staff, we will continue to provide financial support for teachers seeking to earn their BCLAD and CTE credential. Further, a bonus will be given to teachers in content areas of high demand such as ELD, Math, Science, ELA, and SPED. We also want to support innovation in	\$880,803.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teaching, thus we are funding a grant at every site for teachers to implement an innovative idea that will support the academic success of ELs and students with disabilities. We will continue to utilize our online recruitment and hiring software.		
2	Educational Services	2.2 The Educational Services staff will coordinate and provide professional development aligned to instructional district initiatives that support the academic success of all students. The Curriculum Specialists will support teachers with the implementation of rigorous, standards-aligned curricula and assessments as well as the integration of technology in the classroom. Teachers and paraeducators will have multiple opportunities to participate in professional development.	\$1,422,488.00	Yes
3	Professional Learning Opportunities	<p>2.3 Professional development for certificated and classified employees will be aligned to district initiatives to ensure effective first-time instruction as well as research-based learning intervention and acceleration. Site Instructional Leadership Teams and the Educational Services Department will design and facilitate job-embedded and workshop model professional development opportunities. Professional learning will be in-person as well as a virtual (synchronous and asynchronous) to provide our staff with flexible opportunities for learning.</p> <p>Some examples PD topics include- Integrated ELD, culturally and linguistically sustaining literacy strategies, Co-Teaching, Complex Instruction and effective data analysis and collaboration practices that support our professional learning communities.</p> <p>Our site and district professional development offerings will prioritize opportunities that increase our staff's ability to provide a high quality educational experience to all students and specifically our target student groups: English Learners, students with learning disabilities, as well as homeless youth and youth in transition.</p>	\$3,632,363.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	New Teacher Support	2.4 New teachers who participate in Induction will be assigned a mentor. All teachers who participate in the program will have release time during their work day for peer observations. Certificated teacher leads will meet with new teachers to provide ongoing support.	\$439,289.00	Yes
5	Administrator Professional Development and Growth	<p>2.5 Recruiting, developing, and retaining high-quality administrators is critical for supporting student learning. Administrators will be provided with professional development opportunities aligned to the California Professional Standards for Education Leaders (CPSEL):</p> <ol style="list-style-type: none"> 1. Development and implementation of a shared vision 2. Instructional leadership 3. Management and learning environment 4. Family and community engagement 5. Ethics and integrity 6. External context and policy <p>Professional development topics will also be aligned to our district's initiatives and LCAP Goals- including but limited to PBIS, Co-Teaching, PLCs, Complex Instruction, integrated ELD/literacy, Instructional Coaching/Data Cycles, and our Constructing Meaning/Gradual Release of Responsibility rubric.</p> <p>The district will provide workshop and job-embedded opportunities (coaching with Peter DeWitt) as well as opportunities to attend administrator conferences and trainings like the Curriculum and Instruction Steering Committee (CISC) or the Association of California School Administrator (ACSA) Academies.</p>	\$285,500.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	All students will be engaged in learning environments that are safe, caring, and healthy.

An explanation of why the LEA has developed this goal.

The district's Dashboard indicates disparities in chronic absenteeism and suspension rates for different student groups, so a major focus for the district will be creating environments that positively engage all students and their families, with a special emphasis on these student groups, with the school and the school community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Connectedness and Safety	Based on 2020-21 survey data: <ul style="list-style-type: none"> 76.1% students feel connected to an adult at school 68.9 % feel safe at school 76.9% feel that the classroom learning environment is safe 88% feel that the schools set clear rules for behavior. 				Based on survey data: <ul style="list-style-type: none"> 85.1% students feel connected to an adult at school 77.9 % feel safe at school 85.9% feel that the classroom learning environment is safe 97% feel that the schools set clear rules for behavior.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School facilities in good repair.	2017 100% of the facilities were rated Exemplary.				100% of the facilities were rated Exemplary.
Percent of families responding to district and site surveys.	2020-2021 LCAP Survey 3,374				Increase survey participation by 30%
Percent of families participating in conferences and site weekly parent meetings.	<p>2019-2020 Strengthening the Family Conference 297 Participants</p> <p>2019-2020 Mental Health Matters Conference 118 Participants</p> <p>2019-2020 Weekly Site Parent Meetings</p> <p>AHS Unduplicated 76 Duplicated 570</p> <p>EAHS Unduplicated 68 Duplicated 294</p> <p>NSHS Unduplicated 38 Duplicated 169</p> <p>RSJHS Unduplicated 26</p>				<p>Increased conference attendance participation by 15%</p> <p>Weekly Site Parent Meetings Increase site weekly participation by 30%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Duplicated 71 SHS Unduplicated 70 Duplicated 145 Alternative Education Unduplicated No Data Duplicated No Data ESMS Unduplicated 180 Duplicated 437 HMS Unduplicated 28 Duplicated 165 LPMS Unduplicated 119 Duplicated 333 WMS Unduplicated 171 Duplicated 503				
Chronic Absenteeism Rate	2018-19 last reliable data 11.4% 15.0 EL 17.7 SWD 34.2 YIT				2.4% 3.0 EL 15.7 SWD 22.2 YIT
Average Days Absent	2018-19 last reliable data				7.3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	9.3 10.6 EL 12.1 SWD 19.9 YIT				5.6 EL 7.1 SWD 14.9 YIT
Dropout Rates	2019-20 Middle Schools: 0% High Schools: 0.7% 1.6% EL 1.2% SPED				Middle Schools: 0% High Schools: 0.3% 0.3% EL 0.3% SPED
Suspension Rates	2018-19 6.3% 9.7 EL 9.3 SPED 9.7 FY 10.4 Homeless				3.3% 4.7 EL 4.3 SPED 9.7 FY 5.4 Homeless
Expulsion Rate	2018-19 0.07% 0.09 EL 0.12 SPED 0.0 YIT				0.03% 0.03 EL 0.03 SPED 0.0 YIT

Actions

Action #	Title	Description	Total Funds	Contributing
1	Pupil Personnel Department	3.1 Pupil Personnel Department will coordinate, implement and evaluate programs and services such as health services, behavioral interventions and supports, registration and student transfers,	\$3,691,690.00	No

Action #	Title	Description	Total Funds	Contributing
		alternative ed oversight, and safety and discipline. An Itinerant Teacher will be hired to support our students with IEPs that are enrolled in Home and Hospital and Carr Lake. A translator/interpreter will be hired to support with 504s and expulsion hearings. An additional three nurses will be hired to support with medical health services such as vision and hearing screenings. Priority will be given to students identified as EL, FY, SED, Youth in Transition, Students with an IEP, and LGBTQ youth.		
2	Social Emotional Wrap Around Services	3.2 Given the expansion of our Wellness Centers, a Wellness Department is being created to provide oversight of social-emotional supports. This year we have added social workers, psychologists, and increased clinician hours to provide additional support that is anticipated as a result of the trauma caused by COVID-19.	\$10,004,194.00	Yes
3	Parent Engagement	3.3 The quality and effectiveness of school-to-home communication will be enhanced through weekly and monthly night parent meetings that will include topics based on a parent needs assessment survey. Our parent coordinator will work with site Community Liaisons to develop, implement and evaluate a comprehensive Parent Involvement Plan. Parents will have the opportunity to attend various conferences and workshops: CAFE, Strengthening Families, Mental Health Matters, and other workshops based on parents' needs assessments. Workshop and conference topics will include student academic achievement, social-emotional support, parenting, health, and drug awareness. All presentations will be in English and Spanish. Our Community Liaisons and parents will have the opportunity to participate in professional development with the goal of creating meaningful collaboration and empowering leadership skills to better support student achievement. Also, a Director of Communications was hired to ensure our community is aware of student achievement, parent conferences, and events.	\$1,146,109.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Middle School and High School Transition Programs	3.4 Create a sense of belonging for all students through Link Crew and WEB as students' transition to middle school and high school.	\$191,173.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
29.61%	\$44,045,319

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1: The performance and opportunity gap will be eliminated -all students will be college and career ready

After assessing the needs, conditions, and circumstances of our low-income students, English Learners, and foster youth, we learned that the graduation, CTE pathway completion, and A-G eligibility rates of our unduplicated students are lower than all students in the district as shown below:

88.6% of all 9th-grade students were on track compared to 72.9% of ELs, 88.2% low-income, and 63.6% FY (n=11)

82.6% of all students graduated compared to 67.3% of ELs, 80.6% low-income , 81.0% FY

50.3% of all students were A-G eligible compared to 30% ELs, 45.6% low-income, 23.5% FY

28.3% of graduates completed CTE Pathway compared to 24.6% ELs, 28.3% low-income, 5.9% FY

In order to address this condition of our unduplicated students, we will develop and implement services and programs that are designed to enhance the base program and address some of the major causes of the gaps that exist in our graduation rates, A-G eligibility rates, and CTE pathway completion rates. Goal 1 Actions 1, 3, 4, 7, 8, 9, and 12 provide additional resources as well as district-wide support to increase graduation, A-G eligibility, and CTE pathway rates. These actions are being provided on an LEA-wide basis and we expect that we will increase our percentage rates and we expect that our FY will increase their CTE pathway completion at a higher percentage given that their gap is wider.

Goal 2: Recruit, hire, retain, and develop faculty, staff, and leaders that are qualified, high-performing, diverse, and culturally competent.

After assessing the needs, conditions, and circumstances of our low-income students, English Learners, and foster youth, we learned that we had 44 misassignments for the 2019-20 school year; we have a turnover rate of 10% after the first year and second year of hiring teachers, and that 90% of professional development was rated overall useful in supporting English Learners.

In order to address this, we will develop and implement job-embedded professional development with our administrators, certificated and classified instructional support staff. Goal 2 Action 3 provides professional development and coaching that will enhance self-efficacy. This action is being provided LEA-wide and we hope to see no misassignments, higher retention rates, and 100% rating of our professional learning opportunities.

Goal 3: All students will be engaged in learning environments that are safe, caring, and healthy.

After assessing the needs, conditions, and circumstances of our low-income students, English Learners, and foster youth, we learned that suspension and chronic absenteeism of our unduplicated student groups are higher than all students as shown below:

6.3% suspension rates for all students compared to 9.7% for ELs and 9.7% for FY

11.4% chronic absenteeism rate for all students compared to 15% for ELs and 34.2% for YIT

In order to address this condition of our unduplicated students, we will develop and implement services and programs that are designed to enhance the base program and address some of the major causes of the gaps that exist. Goal 3 Action 2 provides additional resources as well as district-wide support to decrease suspensions and chronic absenteeism rates. These actions are being provided on an LEA-wide basis and we expect that we will decrease our suspension rates for ELs and FY by 3% and chronic absenteeism rate for ELs by 3% and FY by 10%

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services are being increased in the following ways:

- Evening parent meetings to develop 4 or 6-year academic plans
- Summer intersession
- Online credit recovery during the school day, before and after school.
- Science Fair materials and supplies to support participation.
- Mental Health Services
- Participation in Joven Noble and Xinachtli classes
- Supporting teachers attaining their BCLAD to support our newcomer students
- Professional development in the areas of Constructing Meaning, Culturally relevant pedagogy, cultural competencies and strategies that help foster an LGBTQ-inclusive school environment, and literacy across the content areas.
- Coaching for site leadership to provide effective feedback to teachers that will improve teaching and learning.
- Instructional coaches to support our teachers in our Mild/Mod and Mod/Severe programs.
- Family engagement opportunities that include weekly meetings discussing topics selected by our families and attendance at an annual conference.
- Paraprofessional training that includes strategies to support our English learners in the classroom.
- Additional paraprofessionals specifically working with our targeted student groups.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$44,978,292.00				\$44,978,292.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$32,012,941.00	\$12,965,351.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Low Income	Career Technical Education	\$307,085.00				\$307,085.00
1	2	English Learners Foster Youth Low Income	School Counseling	\$1,309,839.00				\$1,309,839.00
1	3	English Learners Foster Youth Low Income	Multi-Tiered Systems of Support (MTSS)	\$3,329,180.00				\$3,329,180.00
1	4	Low Income	Advancement Via Individual Determination (AVID)	\$2,166,268.00				\$2,166,268.00
1	5	English Learners Foster Youth Low Income	Supporting Students with Disabilities	\$1,236,960.00				\$1,236,960.00
1	6	All	Science	\$183,345.00				\$183,345.00
1	7	English Learners	English Language Development (ELD)	\$4,772,420.00				\$4,772,420.00
1	8	English Learners Foster Youth Low Income	Instructional Technology	\$4,874,863.00				\$4,874,863.00
1	9	English Learners Foster Youth Low Income	School Plan for Student Achievement-Alisal High School	\$364,716.00				\$364,716.00
1	10	English Learners Foster Youth Low Income	School Plan for Student Achievement-Everett Alvarez High School	\$244,728.00				\$244,728.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	11	English Learners Foster Youth Low Income	School Plan for Student Achievement-North Salinas High School	\$252,648.00				\$252,648.00
1	12	English Learners Foster Youth Low Income	School Plan for Student Achievement-Rancho San Juan High School	\$182,358.00				\$182,358.00
1	13	English Learners Foster Youth Low Income	School Plan for Student Achievement-Salinas High School	\$227,502.00				\$227,502.00
1	14	English Learners Foster Youth Low Income	School Plan for Student Achievement-El Sausal Middle	\$161,370.00				\$161,370.00
1	15	English Learners Foster Youth Low Income	School Plan for Student Achievement-Harden Middle	\$158,895.00				\$158,895.00
1	16	English Learners Foster Youth Low Income	School Plan for Student Achievement-La Paz Middle	\$175,725.00				\$175,725.00
1	17	English Learners Foster Youth Low Income	School Plan for Student Achievement-Washington Middle	\$140,679.00				\$140,679.00
1	18	English Learners Foster Youth Low Income	School Plan for Student Achievement-Mount Toro High	\$24,255.00				\$24,255.00
1	19	English Learners Foster Youth Low Income	School Plan for Student Achievement-El Puente School	\$22,077.00				\$22,077.00
1	20	English Learners Foster Youth Low Income	School Plan for Student Achievement-Carr Lake	\$1,485.00				\$1,485.00
1	22	All	Indirect Costs	\$1,745,589.00				\$1,745,589.00
1	23	All	Portable Classrooms	\$84,240.00				\$84,240.00
1	24	Foster Youth Low Income	Foster and Homeless Youth	\$7,600.00				\$7,600.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	25	All	Civic Engagement	\$148,415.00				\$148,415.00
1	26	English Learners Foster Youth Low Income	Literacy	\$1,162,441.00				\$1,162,441.00
2	1	English Learners	Teacher Recruitment and Retention	\$880,803.00				\$880,803.00
2	2	English Learners Foster Youth Low Income	Educational Services	\$1,422,488.00				\$1,422,488.00
2	3	English Learners Low Income	Professional Learning Opportunities	\$3,632,363.00				\$3,632,363.00
2	4		New Teacher Support	\$439,289.00				\$439,289.00
2	5		Administrator Professional Development and Growth	\$285,500.00				\$285,500.00
3	1	All	Pupil Personnel Department	\$3,691,690.00				\$3,691,690.00
3	2	English Learners Foster Youth Low Income	Social Emotional Wrap Around Services	\$10,004,194.00				\$10,004,194.00
3	3		Parent Engagement	\$1,146,109.00				\$1,146,109.00
3	4	Low Income	Middle School and High School Transition Programs	\$191,173.00				\$191,173.00
4	1	All						
4	3	All						
4	7	All						

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$39,125,013.00	\$39,125,013.00
LEA-wide Total:	\$36,022,466.00	\$36,022,466.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$3,102,547.00	\$3,102,547.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Career Technical Education	LEA-wide	English Learners Low Income	All Schools	\$307,085.00	\$307,085.00
1	2	School Counseling	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,309,839.00	\$1,309,839.00
1	3	Multi-Tiered Systems of Support (MTSS)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,329,180.00	\$3,329,180.00
1	4	Advancement Via Individual Determination (AVID)	LEA-wide	Low Income	All Schools	\$2,166,268.00	\$2,166,268.00
1	5	Supporting Students with Disabilities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,236,960.00	\$1,236,960.00
1	7	English Language Development (ELD)	LEA-wide	English Learners	All Schools	\$4,772,420.00	\$4,772,420.00
1	8	Instructional Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,874,863.00	\$4,874,863.00
1	9	School Plan for Student Achievement-Alisal High School	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$364,716.00	\$364,716.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	10	School Plan for Student Achievement-Everett Alvarez High School	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$244,728.00	\$244,728.00
1	11	School Plan for Student Achievement-North Salinas High School	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$252,648.00	\$252,648.00
1	12	School Plan for Student Achievement-Rancho San Juan High School	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$182,358.00	\$182,358.00
1	13	School Plan for Student Achievement-Salinas High School	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$227,502.00	\$227,502.00
1	14	School Plan for Student Achievement-El Sausal Middle	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$161,370.00	\$161,370.00
1	15	School Plan for Student Achievement-Harden Middle	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$158,895.00	\$158,895.00
1	16	School Plan for Student Achievement-La Paz Middle	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$175,725.00	\$175,725.00
1	17	School Plan for Student Achievement-Washington Middle	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$140,679.00	\$140,679.00
1	18	School Plan for Student Achievement-Mount Toro High	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$24,255.00	\$24,255.00
1	19	School Plan for Student Achievement-El Puente School	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$22,077.00	\$22,077.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	20	School Plan for Student Achievement-Carr Lake	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,485.00	\$1,485.00
1	24	Foster and Homeless Youth	LEA-wide	Foster Youth Low Income	All Schools	\$7,600.00	\$7,600.00
1	26	Literacy	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,162,441.00	\$1,162,441.00
2	1	Teacher Recruitment and Retention	LEA-wide	English Learners	All Schools	\$880,803.00	\$880,803.00
2	2	Educational Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,422,488.00	\$1,422,488.00
2	3	Professional Learning Opportunities	LEA-wide	English Learners Low Income		\$3,632,363.00	\$3,632,363.00
2	4	New Teacher Support	LEA-wide		All Schools	\$439,289.00	\$439,289.00
2	5	Administrator Professional Development and Growth	LEA-wide		All Schools	\$285,500.00	\$285,500.00
3	2	Social Emotional Wrap Around Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,004,194.00	\$10,004,194.00
3	3	Parent Engagement	Schoolwide		All Schools	\$1,146,109.00	\$1,146,109.00
3	4	Middle School and High School Transition Programs	LEA-wide	Low Income	All Schools	\$191,173.00	\$191,173.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.