



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Galt Joint Union High School District

CDS Code: 34673550000000

School Year: 2022-23

LEA contact information:

Sean Duncan

Director of Educational Services

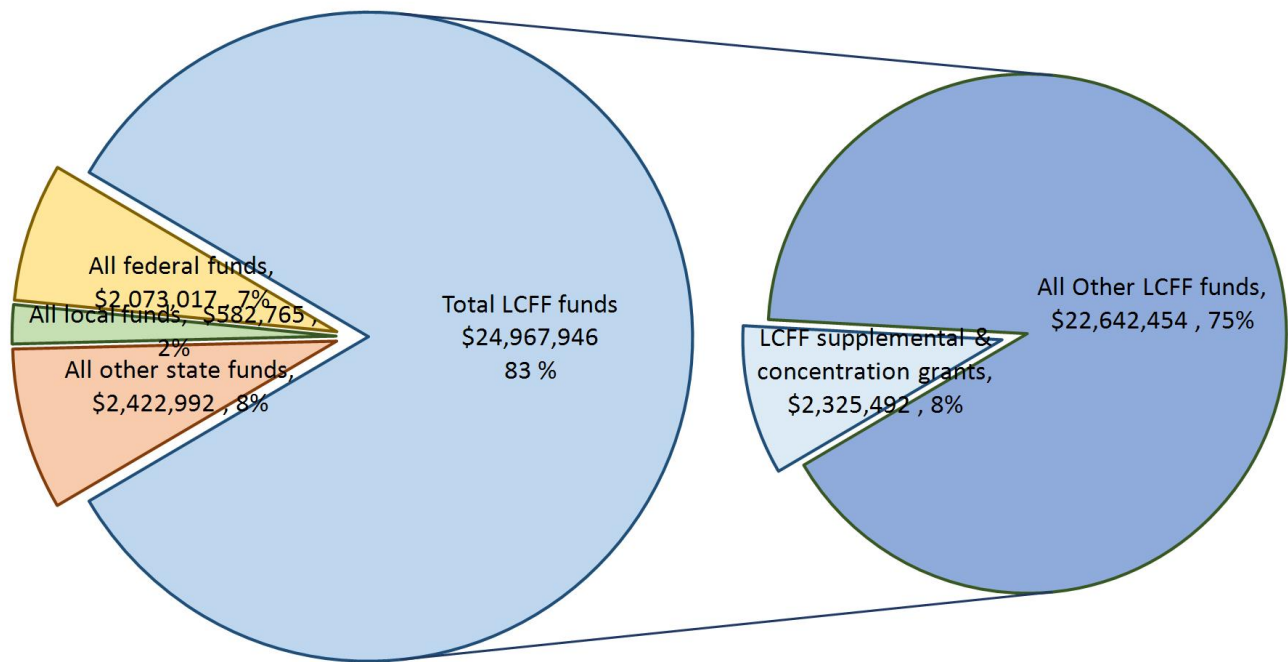
[sduncan@ghsd.k12.ca.us](mailto:sduncan@ghsd.k12.ca.us)

209-744-5326

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2022-23 School Year

## Projected Revenue by Fund Source

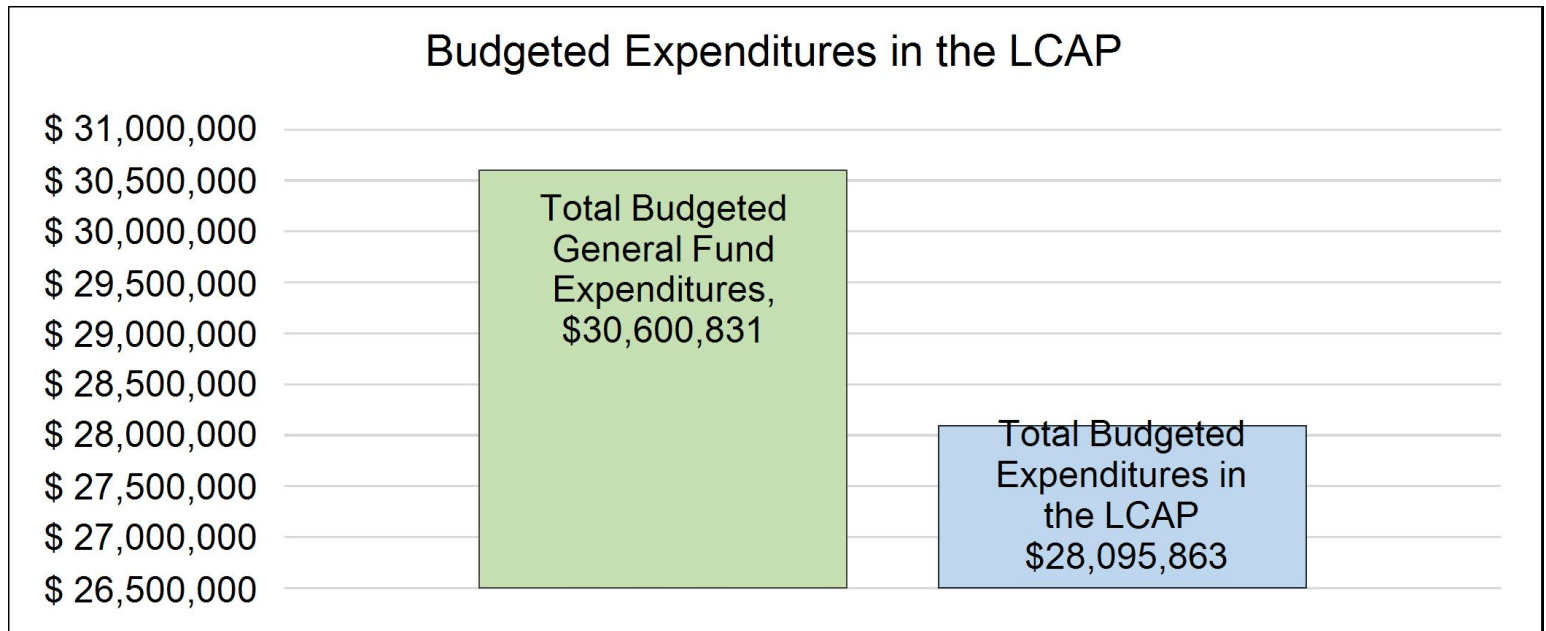


This chart shows the total general purpose revenue Galt Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Galt Joint Union High School District is \$30,046,720, of which \$24,967,946 is Local Control Funding Formula (LCFF), \$2,422,992 is other state funds, \$582,765 is local funds, and \$2,073,017 is federal funds. Of the \$24,967,946 in LCFF Funds, \$2,325,492 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Galt Joint Union High School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

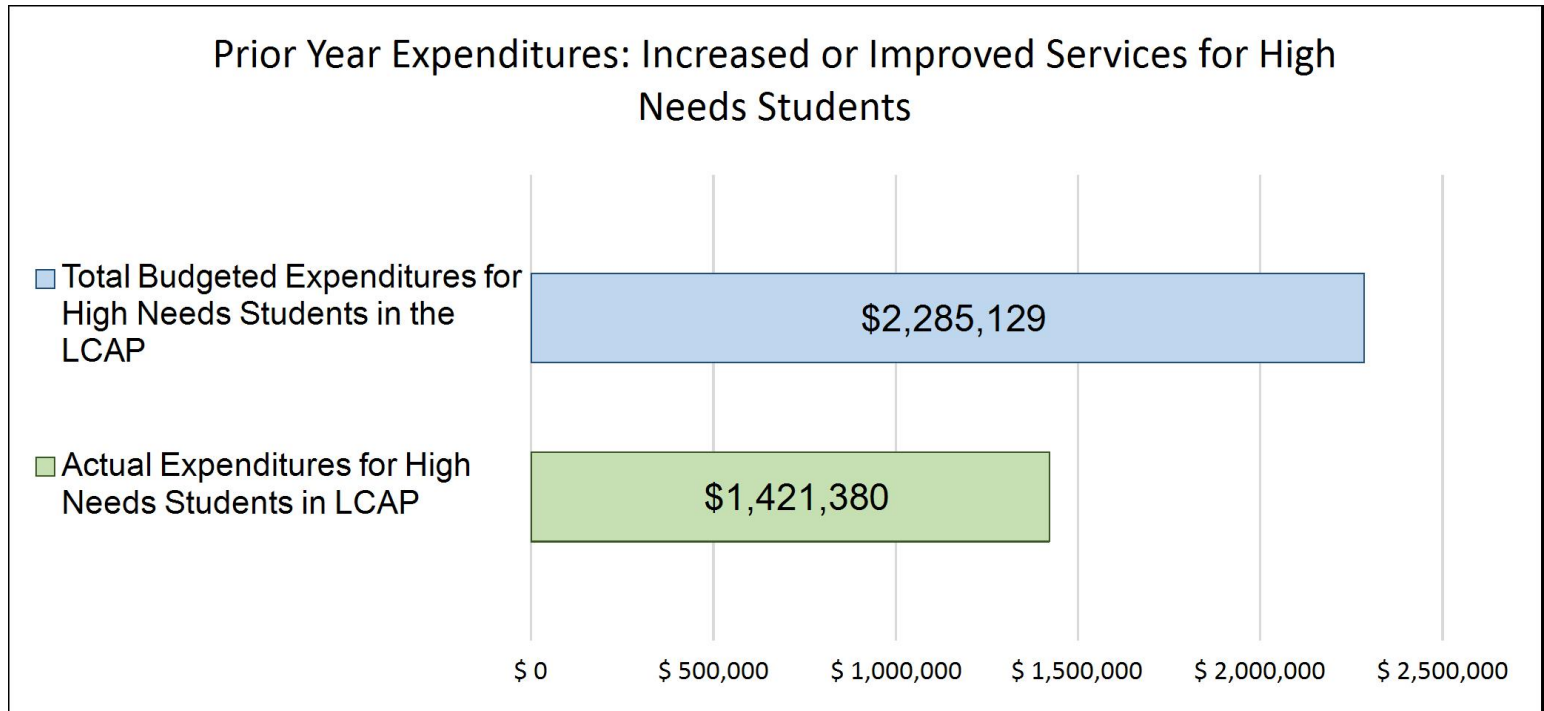
The text description of the above chart is as follows: Galt Joint Union High School District plans to spend \$30,600,831 for the 2022-23 school year. Of that amount, \$28,095,863 is tied to actions/services in the LCAP and \$2,504,968 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Galt Joint Union High School District is projecting it will receive \$2,325,492 based on the enrollment of foster youth, English learner, and low-income students. Galt Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Galt Joint Union High School District plans to spend \$2,860,491 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Galt Joint Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Galt Joint Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Galt Joint Union High School District's LCAP budgeted \$2,285,129 for planned actions to increase or improve services for high needs students. Galt Joint Union High School District actually spent \$1,421,380 for actions to increase or improve services for high needs students in 2021-22.



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Galt Joint Union High School District	Sean Duncan Director of Educational Services	sduncan@ghsd.k12.ca.us 209-744-5326

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Galt Joint Union High School District connected with the following stakeholder groups, using surveys and synchronous virtual meetings, in the spring, summer, and fall of 2021 to discuss how the district should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units.

These engagement efforts will continue throughout the spring and summer of 2022 and beyond.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Galt Joint Union High School District did not receive concentration grant funding for the 2021-22 school year.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Galt Joint Union High School District connected with the following stakeholder groups, using surveys and synchronous virtual meetings, in the spring and summer of 2021 to discuss how the district should prioritize recovery efforts specifically in the areas of safe in-person learning, lost instructional time, and other pandemic impacts:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Galt Joint Union High School District is closely abiding by all guidance provided by our local and state Health Departments and implementing all safety protocols required by CalOSHA and our local and state Health Departments, including but not limited to: requiring masks, offering weekly testing, maintaining social distancing, contact tracing, isolating/quarantining students/staff who are exposed, exhibiting symptoms, or COVID-positive, maintaining clean classroom and office spaces, improving air quality, and minimizing large gatherings. District Staff meet bi-weekly to review the implementation of all current health and safety protocols and to update our protocols with any new guidance or requirements we receive from local or state agencies. All health and safety protocols are communicated regularly to staff, students, and families. All staff, students, and visitors on our campuses are required to follow these protocols while on our campuses. Through these efforts we have been able to keep all of our schools open for in-person instruction every day. For those students who have needed to miss an extended period of time to quarantine or isolate, teachers are providing all work online so students can stay on-track with their peers. For

those students, who due to fears of COVID transmission, choose not to attend in-person instruction, we offer a independent study option where students can take all of their coursework online and continue to progress toward graduation and meeting the A-G requirements.

Many of the actions in our ESSER III Expenditure Plan are intended to extend programs into future years that were originally outlined in our 2021-22 LCAP for this school year and, therefore, these expenditures will not take place until the 2022-23 school year or beyond. For those actions which have started this school year, all actions have been fully implemented or are in progress. The only real challenges we have encountered with implementation have revolved around lack of staff availability as a result of quarantines, lack of substitutes, and/or staff shortages in general. We have had great success with the implementation of our comprehensive online tutoring program, using PAPER Education Tutoring services, and with our 180 Counseling program to support our student's mental health needs.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Galt Joint Union High School District meets monthly to review current expenditures to ensure that they are in line with the goals and actions set forth in the District's 2021-22 LCAP and Annual Update and are consistent with the other applicable plans. Business services maintains a workbook of revenues and expenditures to track spending and ensure that expenditures are aligned to the applicable plans and/or the LCAP. The Board approves all plans, and is kept informed of expenditures and progress toward meeting plan goals. As data becomes available, District staff monitors progress toward identified goals and makes adjustments to actions as necessary.

## **Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year**

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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](mailto:lcff@cde.ca.gov).*

## **Introduction**

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local



educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.



**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with*

the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



## 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
Galt Joint Union High School District	Sean Duncan Director of Educational Services	sduncan@ghsd.k12.ca.us 209-744-5326

## Plan Summary [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Galt Joint Union High School District provides a high school education (grades 9-12) for students from the City of Galt and neighboring communities. The district boundaries straddle the county line between Sacramento and San Joaquin counties and encompasses four feeder districts including Galt Elementary, Oak View Elementary, New Hope Elementary and Arcohe Elementary School Districts. The district is located approximately 30 miles south of Sacramento on both sides of CA Highway 99. Originally an agricultural region, the district now remains partially agricultural, but has also become a southern suburb of Sacramento, with extensive housing developments and associated commercial and retail businesses.

The district has approximately 2200 students: 61% Hispanic/Latino, 30% White and 9% other races. 11% of students are English learners and 53% are socioeconomically disadvantaged. The district is comprised of two comprehensive high schools, Galt High School and Liberty Ranch High School, Estrellita Continuation High School, and Galt Adult School. Both comprehensive high schools offer a broad range of courses and opportunities to their students. In addition to the core academic courses in English, math, science, and social science, the District offers over 20 Advanced Placement and honors courses, 8 career-technical education pathways, a broad range of visual and performing arts, two world languages, and a variety of elective courses. Further, intervention and support classes and programs are offered to high-needs students including English learners, students with disabilities, migrant students, homeless and foster youth, and students from low-income families.

In the fall of 2016, voters in the Galt High School District overwhelmingly approved a facilities bond and construction began in the summer of 2017. This allowed the district to invest in improving facilities across the district, including: a new Science/CTE building, revitalized athletic stadium, modernized Agriculture buildings, and beautification of the grounds and buildings at Galt High School and a new athletic stadium at Liberty Ranch High School. In addition, through other grant monies, the District expanded the Agriculture facilities at Galt High School, adding additional classrooms and laboratory space.

In 2020, Galt Joint Union High School District was recognized as the 2020 Advanced Placement Small School District of the Year by the College Board. This award is given to a small school district who demonstrates a commitment to increasing access to their Advanced Placement courses for underrepresented students, while maintaining or increasing the percentage of students who earn a 3 or higher on their AP exams over three years.

Similar to schools and districts across California and the nation, the Galt Joint Union High School District, and its students, staff, and community, have endured many challenges in the face of the COVID-19 pandemic, school closures, distance learning, and the need to protect the health and safety of students and staff. In March of 2020, the District made the decision to close campuses and conduct all teaching remotely. Staff issued computers to students and moved all instruction online. Through most of 2020-21, students continued to participate in their classes virtually, with small cohorts of students being allowed to return to campus in October 2020. Finally, in March of 2021, the district was able to reopen for in-person instruction for the remainder of that year. Fortunately, through strict health and safety protocols, students were able attend fully in-person for the entirety of the 2021-22 school year. For those students who had health concerns preventing them from returning to in person instruction, the district offered an independent study option.

## Reflections: Successes

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

Despite the challenges students and staff continued to face during the 2021-22 school year, Galt Joint Union High School District was able to make progress toward some of the goals outlined in this LCAP.

The district believes strongly that all students should graduate ready for college and career and this means that students should gain not only academic proficiency in the core subject areas, but also job-ready knowledge and skills. As such, the district has always strongly supported and promoted career-technical education. Currently, each site has 5-6 different CTE pathways. This year, the percentage of students who participated in at least one of these pathways increased by 13% with now over 72% of our students participating. Participation in these pathways is also high among our high-needs student populations, including English learners (63%), students with disabilities (86%), and low-income students (65%). Further, more students are completing these pathways by taking the full sequence of courses in the pathway. This year, 19% of students completed a pathway, a 2.5% increase from last year. Similar growth was seen in low-income students with 19% completing the pathway, a 4.5% increase. Growth was also seen among English learners (0.5% increase) and students with disabilities (4.5% increase), however, there are still significant gaps between these student groups and their peers.

Another college and career readiness indicator where growth was demonstrated was the percentage of students who earned the State Seal of Biliteracy. Over 27% of graduating seniors earned the Seal of Biliteracy this year, up from 20% in the prior year.

While not directly measured by the metrics in this LCAP, another successful program which was implemented was the partnership with One-Eighty Counseling to provide students with direct access to mental health services on campus. During the course of the year, over 200 student referrals were made to the program to address various mental health needs. This program proved to be so successful that there was a need to bring on an additional mental health counselor and a substance abuse counselor to support our students. Next year, the district will also partner with Sacramento County Office of Education to add another mental health professional to support our campuses and will partner with Care-Solace to provide mental health referral services to students, families, and staff.

Lastly, the partnership with Paper Tutoring to provide 24/7, online tutoring for all students this year has proven to be of great benefit to the students of Galt. This year, students participated in nearly 6,000 learning interactions with Paper Tutors either for tutoring or essay review.

## 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.

Based on the CA Schools Dashboard and other local metrics, there are three areas of need that the district has identified as high-priority needs that need to be addressed with urgency.

First, the overall academic achievement of our students, as measured by D and F rates, continued to decline this year, for students as a whole and among specific student groups. The largest increase in Ds and Fs this year was seen in courses other than math or English. While the average D/F rate in courses other than math or English remained similar to previous years between 25 and 30% for core academic courses (science, history, arts, and world languages) and between 18 and 24% for other electives. The percentage of students who earned a D or F in at least one of these courses increased more than 26% from 2019-20 to 2020-21. This trend was seen across all student groups as well, including English Learners (31% increase), students with disabilities (32% increase), and low-income students (27% increase). In math and English, however, the D and F rates remained fairly stable. English had a slight 1.5% increase in students earning a D or F. Though, there was a significant increase in D/F rates among English learners of 13%. In math, there was also a slight increase overall in Ds and Fs of 2.6%, though, there were slight improvements seen among English learners (4% decrease) and students with disabilities (3% decrease).

Second, graduation rates in the district saw a 10% decline in 2020-21 with only 82% of students graduating, as compared to 92% in 2019-20. This decline is more pronounced among student groups with only 60% of English learners (19% decrease), 64% of students with disabilities (22% decrease), and 77% of low-income students (14% decrease). While the number of students graduating during this school year (2021-22) will show growth from the 2020-21 school year, graduation rates, especially among high-needs student groups, have not yet returned to pre-pandemic levels.

Finally, while CTE participation and completion and Seal of Biliteracy metrics improved, other metrics of college and career readiness, such as A-G completion and participation in Advanced Placement (AP) courses and passing AP exams, declined this year. A-G completion rates for last year's graduating class decreased by 7% for all students from the previous year. However, this is deceiving because the A-G rates in 2019-20 were inflated because of the change to Credit/No Credit for all grades in the last half of that school year. Because of this, students that would have not met A-G requirements because they would have earned a D in a class, were counted as meeting that requirement instead. If the data from 2019-20 is ignored, then A-G rates for all students actually increased by 7%, and for low-income students by 6.5% from the 2018-29 school year. However, this does not hold true for some student groups; students with disabilities experienced a 2% decline in A-G completion and English learners experienced a 17% decline.

## LCAP Highlights

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

The primary focus of the LCAP for the next several years is to rectify the damage that students, staff, families, and the community have suffered over the two years as a result of the COVID-19 pandemic. While necessary, the extended period of time that students spent in distance learning had a profound impact on their education, their mental health, the social bonds that they create in high school, and the culture of the schools they attend. And while students were able to attend in-person instruction throughout the 2021-22 school year, COVID safety protocols continued to disrupt the education of many students. As such, this LCAP outlines the district's efforts to address the academic deficits and socio-emotional and mental health needs that have emerged in students as a result of school closures, distance learning, and COVID. This LCAP is organized into four main goals, improve the academic achievement of students, provide the highest quality programs and instruction, foster safe and welcoming schools, and guarantee that the basic conditions for learning are in place for all students. To this aim, there are several features of this LCAP which should be highlighted.

First is the emphasis on using a continuous improvement approach and best practices in curriculum development, instruction, and assessment to improve academic outcomes for all students, particularly English learners, students with disabilities, low-income students, and homeless and foster youth. Throughout goals 1 and 2, there is a clear focus on developing standards-aligned curriculum and implementing effective instructional practices, including Universal Design for Learning and integrated English Language Development, to support high-needs students in their learning. Tier 1, 2, and 3 interventions are in place to identify and support students who are struggling. The academic counseling program has been expanded to help students set academic and career goals and make the best choices to progress toward those goals. Professional learning is prioritized for all staff in the district and teachers and administrators are provided with collaboration time to reflect on and revise instructional practices to improve student achievement.

Second is the theme of equitable access to courses, content, and services for all students in the district. In 2020, the district was awarded the AP Small School District of the Year for increasing access to AP courses to traditionally underrepresented student groups while increasing the overall pass rate on the AP exams for three consecutive years. This is a testament to the district's efforts to develop strong programs like AP, AVID, and Career Technical Education pathways and, at the same time, ensure that these programs are accessible to all students by removing barriers and creating scaffolds to support students. The district also has focused on making certain that all students have access to high-quality teachers and staff and are provided the instructional materials necessary to participate in a rigorous educational

program. As such, the district continues to provide a competitive salary and benefits package to attract qualified teachers and staff. The district has also reinstated textbook adoption cycles to ensure that all materials are up-to-date and standards-aligned and that there are enough materials for all students. Recently, the district has been able to provide every student with a Chromebook and, if needed, a hotspot. This has improved the ability of some students, who otherwise would not have internet access in the home, to extend their learning beyond the regular school days. This has also allowed the district to partner with Paper Tutoring to provide every student with 24/7 access to tutoring and essay review services, at no cost to students or their families.

Last is the importance placed on improving the physical and social-emotional well being of students and staff in the district and fostering a positive culture and climate. The district has greatly improved access to mental health services at the school sites and will continue to add more services as needed. The safety of students is a top priority and district staff work to continually evaluate and implement the best approaches to improve safety for students and staff at school. Parents are instrumental in accomplishing all of this, so the district will continue to build on the success of ParentSquare to improve communication even more and engage more parents in the schools and district. Finally, the district will continue to maintain and modernize facilities, provide delicious and nutritious meals to students, and improve access to transportation for students who need it.

## 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.

No schools in the District have been identified for comprehensive support and improvement.

### ***Support for Identified Schools***

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

Not applicable; No schools in the District have been identified for comprehensive support and improvement.

### ***Monitoring and Evaluating Effectiveness***

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

Not applicable; No schools in the District have been identified for comprehensive support and improvement.



# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

District staff engaged with our educational partners throughout the school year and used input provided by individuals and groups to inform revisions made to the 2022-23 Local Control and Accountability Plan and Annual Update.

Throughout the 2021-22 school year, the following committees and teams met regularly to discuss and provide input on district goals and actions:

- District Leadership, comprised of district administrators, met monthly
- District Cabinet, comprised of district and site administrators, met bi-weekly
- Reopening Committee, comprised of district and site administrators, teachers, and staff, met bi-weekly through the first half of the school year.
- Health and Safety Committee, comprised of district and site administrators, school nurse, and teachers, met bi-weekly through the first half of the year, and monthly for the remainder of the year.
- Leadership from GFCCE and CSEA, our bargaining units, met with District Administration monthly.
- English Learners Workgroup, comprised of district and site administrators, English Language Development Coordinators, teachers, and paraprofessionals, met monthly.
- Special Education Workgroup, comprised of district and site administrators, and special education teachers, met monthly.

Other committees and teams that discussed and/or provided input on one or more goals or actions, included: School Site Councils, Facilities Master Planning Committee, Professional Learning Committee, Curriculum Committee, Calendar Committee, Bell Schedule Committee, Graduation Requirements Committee, Educational Technology Committee, English Learners Workgroup, Textbook Adoption Committee, Department Chairs, Counselors, Attendance and Engagement Teams, CTE Committee.

District staff also collaborated with several educational and community partner organizations on specific actions, including: Sacramento County Office of Education, Butte County Office of Education, California Department of Education, City of Galt, One-Eighty Counseling, Galt Joint Union Elementary School District, Arcohe Elementary School District, New Hope Elementary School District, and Oakview Elementary School District.

During the spring of 2022, surveys were administered to students, staff, and families using the Panorama Survey platform. For students, surveys addressed student engagement, school climate, and safety. For staff, surveys addressed student engagement, school climate, safety, and staff-leadership relationships. For families, surveys addressed student engagement, school climate, safety, and family engagement with the school/district.

The 2022-23 Local Control and Accountability Plan and Annual Update, and the goals and actions therein, were discussed in open session at Board meetings on these dates: January 13, February 10, March 10, April 7, May 12 of 2022.

The 2022-23 Local Control and Accountability Plan and Annual Update was posted on the District's website, along with a submission form on June 9, 2022. Also, on June 9, 2022, information regarding how to view and provide feedback on the LCAP and annual update was sent to staff via email, and to students, parents, and staff via ParentSquare.

The final draft of the 2022-23 Local Control and Accountability Plan and Annual Update were shared with the following individuals/groups for input:

- SELPA Director on June 9, 2022
- Galt Federation of Certificated and Classified Employees on June 9, 2022
- CSEA Local on June 9, 2022
  
- District Advisory Committee on June 7, 2022
- District English Learner Advisory Committee on June 8, 2022

The 2022-23 Local Control and Accountability Plan and Annual Update were presented to the Board of Trustees and a public hearing was held on June 9, 2022 and were approved by the Board of Trustees on June 23, 2022.

#### A summary of the feedback provided by specific educational partners.

Feedback from the District's educational partners, including teachers, staff, administrators, students, and families, has been grouped by theme and then categorized by goal.

##### Goal 1:

- Address poor student achievement (D/F rates)
- Continue to provide multiple credit recovery opportunities
- Increase summer learning opportunities for on-track students
- Improve academic and social supports for students with disabilities and English learners
- Provide a variety of tutoring opportunities

##### Goal 2:

- Improve academic rigor
- Offer more electives
- Continue supporting strong CTE pathways and AP/Honors offerings
- Improve student outcomes in Math and English
- Provide more focused professional learning for teachers, staff and administration to improve instruction and student outcomes

##### Goal 3:

- Increase mental health services for students, staff, and families

- Create more opportunities for students to engage with their school (clubs, competitions)
- Promote culture and diversity on campus
- Increase and publicize student recognition for academic achievement
- Promote a respectful culture and a positive climate on school campuses.
- Increase safety measures.
- Boost staff morale.

Goal 4:

- Improve facilities that are in disrepair
- Provide reliable transportation

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Galt JUHSD places great value on the feedback from our stakeholders and, as such, our LCAP is greatly influenced by the myriad voices of those stakeholders. While in many cases the influences of our stakeholders on the LCAP is subtle as it takes place over the course of many interactions and conversations, there are specific parts of this LCAP that were directly influenced by input from our stakeholders.

Goal 1

Action 1 – Effective Curriculum Design and Instructional Strategies to Support Struggling Students – the focus of this action was changed in direct response to feedback from teachers regarding the most immediate needs in their classrooms.

Action 4 – English Language Development Program – Adding sections of English Language Development and restructuring the levels of those courses to better align with English learner fluency levels were made at the request of site administration, English Language Development Coordinators, and the District English Learner Advisory Committee.

Action 5 – Special Education Program – Based on feedback from parents and the District Advisory Committee, language was added about providing more opportunities for summer learning and social interaction for students with disabilities. Also, language was added about working to increase parent engagement. The Least Restrictive Environment Committee was added as a result of conversations among teachers, counselors, and administrators.

Action 13 - Comprehensive Tutoring Program – The language about exploring in-person tutoring options was based on feedback from students and parents.

Goal 2

Action 1 – College and Career Readiness – The decision to postpone the implementation of increased graduation requirements was made with input from teachers, counselors, administrators, and the District Advisory and District English Learner Advisory Committees. The District Advisory Committee requested that the District promote more electives in core academic areas, as well as more academic clubs and competitions for students.

Action 2 – Advanced Placement and Dual Enrollment – The District Advisory Committee requested that sites recognize and celebrate more academic achievements, like passing an AP exam.

Action 7 – Professional Learning and Continuous Improvement Plan – Based on feedback from teachers, a greater focus was placed on providing professional learning around standards-aligned curriculum design. Also, teachers and administrators expressed a need to improve supports for intern teachers.

### Goal 3

Action 1 - Mental Health and Social-Emotional Support – All stakeholders expressed an interest in continuing to build upon and increase services to address the mental health and social-emotional needs of our students, staff, and families.

Action 2 – Academic and College/Career Counseling – The District English Learner Advisory Committee expressed a need to hold more evening programs like college nights and FAFSA nights to help families navigate the college application process.

Action 3 – School Safety – The District Advisory and English Learner Advisory Committees expressed that they would like more School Resource Officers available at the school sites.

Action 4 – Parent Engagement and Communication – The District Advisory Committee recommended finding ways to incentivize parents to complete the annual surveys to increase participation.

Action 5 – School Culture and Climate – Both staff and students expressed a need to continue rebuilding the amazing culture and climate of our schools. Parents and students suggested finding ways to recognize more students for academic successes. The District Advisory Committee requested that the district promotes more clubs and events that celebrate the diversity of the Galt community.

# Goals and Actions

## Goal

Goal #	Description
1	By 2024, the academic achievement of all students, including English learners, student with disabilities, and socio-economically disadvantaged students, as measured by student grades and scores on diagnostic assessments in math and English, will improve by at least 10%.

An explanation of why the LEA has developed this goal.

As a result of school closures and distance learning due to the COVID-19 pandemic, student achievement as measured by grades and assessments has decreased significantly. Galt Joint Union High School District will focus on bridging the gaps in learning and moving students toward grade-level proficiency.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
I-Ready ELA Results: % of students who placed at or above grade level on End of Year I-Ready ELA Benchmark. (I-Ready End-of-Year View Diagnostic Results Report)	16% All Students 3% English Learners 5% Students with Disabilities 11% Socioeconomically Disadvantaged Students (May 13, 2021)	Metric discontinued because of a change in calculation method; new metric included below.			30% All Students 20% English Learners 22% Students with Disabilities 25% Socioeconomically Disadvantaged Students
I-Ready Math Results: % of students who placed at or above grade level on End of Year I-Ready Math Benchmark.	7% All Students 2% English Learners 0% Students with Disabilities 3% Socioeconomically Disadvantaged Students (May 13, 2021)	Metric discontinued because of a change in calculation method; new metric included below.			17% All Students 14% English Learners 12% Students with Disabilities 15% Socioeconomically Disadvantaged Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(I-Ready End-of-Year View Diagnostic Results Report)					
Rates of D & F Grades in ELA: % of students who earned a D or F in one or more semesters of ELA this year. (PowerSchool: StoredGrades: Q1,Q2, & Q3 Grades; after Q3 grades are stored)	31.0% All Students 49.5% English Learners 44.7% Students with Disabilities 39.6% Socioeconomically Disadvantaged Students (March 26, 2021)	32.5% All Students 62.9% English Learners 44.7% Students with Disabilities 41.6% Socioeconomically Disadvantaged Students (March 26, 2021)			20% All Students 35% English Learners 30% Students with Disabilities 25% Socioeconomically Disadvantaged Students
Rates of D & F Grades in Math: % of students who earned a D or F in one or more semesters of math this year. (PowerSchool: StoredGrades: Q1,Q2, & Q3 Grades; after Q3 grades are stored)	39.0% All Students 62.1% English Learners 52.5% Students with Disabilities 46.7% Socioeconomically Disadvantaged Students (March 26, 2021)	41.6% All Students 57.5% English Learners 49.4% Students with Disabilities 49.1% Socioeconomically Disadvantaged Students (March 26, 2021)			25% All Students 40% English Learners 30% Students with Disabilities 25% Socioeconomically Disadvantaged Students
Rates of D & F Grades in other subject areas: % of students who earned a D or F in one or more semesters of any other subject area this year.	22.2% All Students 40.5% English Learners 32.9% Students with Disabilities 30.2% Socioeconomically Disadvantaged Students	48.1% All Students 71.0% English Learners 64.7% Students with Disabilities 57.6% Socioeconomically Disadvantaged Students			12% All Students 25% English Learners 18% Students with Disabilities 15% Socioeconomically Disadvantaged Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(PowerSchool: StoredGrades: Q1,Q2, & Q3 Grades; after Q3 grades are stored)	Disadvantaged Students (March 26, 2021)	Disadvantaged Students (March 26, 2021)			
English Learner Reclassification Rate: % of English Learners who were reclassified this year. (Dataquest: English Learner Data Report)	2.4% English Learners Reclassified (2020-21)	14.4% English Learners Reclassified (2021-22)			10% English Learners Reclassified
EL Learner Progress Rate - % of EL Students who improved one or more levels or maintained ELPI level 4 on ELPAC. (CA School Dashboard: English Learner Progress Indicator; lagging 1 year, no data for 2019-20)	39.7% English Learners (2018-19)	No Data for 2020-21			50% English Learners
I-Ready ELA Results: % of students who placed at or above grade level on End of Year I-Ready ELA Benchmark.	32% All Students 0% English Learners 10% Students with Disabilities 22% Socioeconomically	25% All Students 3% English Learners 6% Students with Disabilities 20% Socioeconomically			45% All Students 20% English Learners 30% Students with Disabilities 40% Socioeconomically



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(I-Ready Diagnostic Results - Reading Report; students Early On Grade Level or above)	Disadvantaged Students (May 13, 2021)	Disadvantaged Students (May 16, 2022)			Disadvantaged Students
I-Ready Math Results: % of students who placed at or above grade level on End of Year I-Ready Math Benchmark. (I-Ready Diagnostic Results - Math Report; students Early On Grade Level or above)	15% All Students 3% English Learners 4% Students with Disabilities 10% Socioeconomically Disadvantaged Students (May 13, 2021)	17% All Students 3% English Learners 3% Students with Disabilities 12% Socioeconomically Disadvantaged Students (May 16, 2022)			30% All Students 22% English Learners 22% Students with Disabilities 28% Socioeconomically Disadvantaged Students

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Effective Curriculum Design and Instructional Strategies to Support Struggling Students	Teachers will identify the potential root causes for why students may fail a course and adjust their curriculum, instruction, approach, or specific interventions to address those causes.	\$5,000.00	Yes
1.2	Math Program	Mathematics courses are frequently a roadblock for students on their path to graduation, especially for English learners and students with disabilities. This results in high rates of students having to retake coursework and prevents students from accessing higher level mathematics which is important for success after high school and attending college. As such, the District will focus on mathematics curriculum and instruction that is rigorous, effective, and differentiated for English learners and students with disabilities, while maintaining	\$36,778.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>access to higher level college preparatory mathematics courses for all students.</p> <p>The Mathematics Department will continue to explore alternative pathways of mathematics courses that are rigorous, relevant, A-G approved, and that focus using alternative approaches to the traditional mathematics sequence.</p> <p>Professional learning that is specific to mathematics around curriculum design and review, integrated English Language Development, engaging mathematics instruction, and Universal Design for Learning will be provided for mathematics teachers.</p> <p>Teachers will collaborate around creating a guaranteed, standards-aligned curriculum with common pacing, activities, and assessments to ensure that all students have equitable access to the content.</p> <p>Collaboration with the feeder districts around mathematics will focus on vertical articulation, alignment of coursework, and moving all students toward mastery of standards and math skills, so that students do not fall behind and have to take additional remediation courses in high school.</p>		
1.3	English Program	<p>English courses are frequently a roadblock for students on their path to graduation in our district, especially for English learners and students with disabilities. This results in high rates of students having to retake coursework in order to graduate. As such, the District will focus on English curriculum and instruction that is rigorous, effective, and differentiated for English learners and students with disabilities.</p> <p>The English Department will develop differentiated lessons with appropriate learning scaffolds to support English learners and students with disabilities.</p>	\$10,606.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Professional learning that is specific to English around curriculum design and review, integrated English Language Development, use of informational text, and Universal Design for Learning will be provided for English teachers.</p> <p>Teachers will collaborate around creating a guaranteed, standards-aligned curriculum with common pacing, activities, and assessments to ensure that all students have equitable access to the content.</p> <p>Collaboration with the surrounding feeder districts around English will focus on vertical articulation, alignment of coursework, and moving all students toward mastery of grade-level standards, so that students do not fall behind and have to take years of remediation courses in high school.</p>		
1.4	English Language Development Program	<p>The District will expand its English Language Development (ELD) program and services to better support English learners.</p> <p>Two teachers will be paid an additional stipend to act as the English Language Development Site Coordinators. These Coordinators will work alongside the site administration and Director of Educational Services to over see the administration of the ELD program, including designated ELD, integrated ELD, professional development for teachers, ELPAC testing, reclassification, and other services for English learners.</p> <p>Additional sections of designated English Language Development will be added into the master schedules at both comprehensive school sites to provide all English learners access to designated ELD. A third level ELD course will be added and the courses renamed to better align with the English learner fluency levels identified in the English Learner Roadmap.</p> <p>All teachers will participate in professional learning on how to integrate ELD practices into their daily instruction to support English learners.</p>	\$264,217.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Site administrators and ELD Site Coordinators will participate in professional learning on the EL Roadmap, implementation of an effective ELD program, and ELPAC administration.</p> <p>Instructional paraprofessionals will support newcomer English learners in their core academic classes.</p>		
1.5	Special Education Program	<p>The District will continue to provide supports for students receiving special education services. Each student will be provided a case manager with a special education credential who will monitor student progress, ensure their IEP is followed, and consult with staff and families to assist in their progress. In addition to case management duties, special education teachers will teach a Curriculum Support class; this is a class offered to students with disabilities that provides pre-teaching, re-teaching, and specific assistance with classroom assignments and projects. Transition services, directed by the Transition Partnership Program Coordinator, are also provided in these classes. Push-in intervention services are also provided by special education teachers in general education classes. The District will provide a refresher in-service on completing Individual Education Program forms and special education teachers have continued access to professional development offered by the Special Education Local Plan Agency (SELPA).</p> <p>The special education department will be supporting current goals through staff development training, administrative support, and communication. A special education audit has been completed. Based upon the results, strengths and weaknesses will be identified and recommended improvements will be addressed to ensure compliance with state and federal law.</p> <p>Instructional paraprofessionals will provide support in general education classes and sometimes support the special education teachers in their Curriculum Support classes. Additionally, they will provide 1:1 and small group instruction when necessary. Instructional</p>	\$3,186,147.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Paraprofessionals will continue to participate in on-line professional development courses offered by the district.</p> <p>Summer school and other credit recovery opportunities will continue to be made available to all students with disabilities. The District will investigate ways to provide more opportunities for students with disabilities to participate in summer learning to maintain academic progress.</p> <p>Sites will explore ways to promote more inclusion of students with disabilities in school events, activities, and extracurriculars. Liberty Ranch High School offers the Social Exchange Program; a small group of students with and without disabilities who meet monthly to promote social skills and acceptance among peers.</p> <p>The district's school psychologist will continue to offer individual and group counseling to students as described in their Individual Education Programs. Our School Psychologists are available to all students as necessary. This coming school year the District will contract with an outside agency to offer additional social-emotional supports and counseling. Specific trainings will also be provided on Suicide Prevention to students, staff, and family members.</p> <p>Least Restrictive Environment (LRE) Committee, similar to MTSS, will be created to hear and act on referrals concerning Special Education students. The LRE Committee will meet monthly to hear new or continuing SPED cases and will be attended by the Directors of Special Education and Student Services, district school psychologist, and academic counselors.</p> <p>The Director of Special Education will explore ways to increase engagement with parents of students with disabilities.</p> <p>Collaboration and articulation with feeder districts will focus on improving math and reading skills of students, particularly for our students with disabilities and English learners.</p>		

Action #	Title	Description	Total Funds	Contributing
1.6	Expanded Instructional Time	Action completed. Will not be continued for the 2022-23 school year.		Yes
1.7	Multi-Tiered Systems of Support	<p>The District is committed to providing a broad array of Tier 1, 2, and 3 academic, social-emotional, and behavioral supports and services for all students.</p> <p>The District will continue to utilize and refine its Multi-Tiered Systems of Support (MTSS) process to provide resources for teachers and staff to implement Tier 1 supports in the classroom and throughout the school day, and to quickly identify students who need Tier 2 or 3 supports, evaluate their needs, and appropriately place students in those supports.</p> <p>The MTSS team, led by a Program Coordinator II and the Director of Student Services, places specific emphasis on the needs of English learners and foster/homeless youth to ensure that these high-needs students are provided appropriate, timely interventions and supports.</p>	\$82,362.00	Yes
1.8	Alternative Schooling Options	<p>The District understands that the traditional school experience is not accessible or the best approach for all students. As such, the District is committed to providing alternative educational options for students. Over the next couple of years, the District will provide increased access to these programs for students who have been adversely impacted by the COVID-19 pandemic and would benefit from a non-traditional approach to education. As unduplicated students often benefit from being able to access education through a diverse array of options, focus will be placed on structuring the programs to meet the needs of these students.</p> <p>As some students may not be able to return to in-person instruction in the fall, the District will be hiring at least one full-time instructor to run</p>	\$883,898.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>an expanded independent study option that provides a full complement of courses for students to work toward graduation and A-G completion.</p> <p>At Estrellita, the District's continuation high school, the District will be investing in an additional FTE in science, so that students have access to fully-credentialed teachers in the four core academic subjects (math, English, social studies, and science). This will have the added benefit of increasing the number of students that can be served in this program. A bilingual instructional paraprofessional will be hired to support English learners, Reclassified English Proficient students, and students with disabilities.</p> <p>The District will continue to work with Sacramento County Office of Education to provide the Colley program, which provides a schooling option for expelled and chronically absent students.</p> <p>Finally, the District will continue to provide Adult Education options for adults in our community, including a track towards earning a high school diploma, and English Language Development and Citizenship classes.</p> <p>The job description for the Continuation Principal is being revised to oversee and coordinate these programs to ensure a cohesive array of educational options for our students and community.</p>		
<b>1.9</b>	Supports for Foster and Homeless Students	The District's Program Coordinator II will provide support and access to services for our Foster and Homeless Youth.	\$63,230.00	Yes
<b>1.10</b>	Migrant Education Program	The District's Migrant Education Case Manager will continue to provide supports for Migrant students and to monitor and support their academic progress and direct them to other services. Summer school	\$32,881.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>and other credit recovery opportunities will be made available to all Migrant students.</p> <p>In coordination with Migrant Education Region 2, the District will provide access to other resources and services, including Migrant Education Advisors.</p>		
<b>1.11</b>	Summer Learning Opportunities	In an effort to address learning loss and credit deficiencies resulting from lost instructional time during the COVID-19 pandemic, which disproportionately affected unduplicated students and students with disabilities, the District will be offering increased summer learning opportunities during the summer. These opportunities include credit recovery and targeted intervention for students who are not yet ready for the next level coursework in an effort to improve their grades and adequately prepare them to take the next level course.	\$213,263.00	Yes
<b>1.12</b>	Flex Academy	The district will continue to provide Flex Academy to meet the needs of students and provide increased access to a broad selection of courses. Flex Academy is a program that can be scheduled into the instructional day for students or can be taken outside of the regular school day. Flex Academy utilizes the Edgenuity Courseware curriculum, a complete catalog of online courses, which students can take for original credit or credit recovery. This program allows students to take A-G approved courses that are not currently offered at their school or that will not fit into their schedule otherwise, as well as courses they need for credit recovery without having to wait until summer school or next school year. Driver's Education is also available.	\$360,879.00	Yes
<b>1.13</b>	Comprehensive Tutoring Program	The District will increase tutoring services to students outside of the school day by providing access to online tutoring and essay review	\$115,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>through Paper tutoring, which provides 24/7 access to qualified and trained tutors in all subject areas.</p> <p>Both comprehensive sites will explore the need for in-person tutoring before or after school with peer tutors and core instructors.</p>		

## 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.

Action 1.1 – The district did not continue partnering with California Education Partners during this school year and did not focus on equitable grading practices. Instead, professional learning and collaborative cycles focused on integrated English language development (iELD), Universal Design for Learning (UDL), and curriculum mapping and standards implementation. This decision was made based on feedback from teachers about their immediate needs in the classroom.

Action 1.2 – The Math department implemented Applied Math, an alternative math course. Math teachers collaborated to develop curriculum maps for and vertically align their core courses. Though, collaboration with feeder districts did not take place this year. Teachers worked on implementing iELD and UDL strategies into their instruction.

Action 1.3 – The English department focused on implementing iELD and UDL strategies into their instruction to better support students. Teachers collaborated to develop curriculum maps for and vertically align their core courses. Though, collaboration with feeder districts did not take place this year.

Action 1.4 – The District increased services for English learners by increasing the number of designated ELD sections, hiring an ELD Coordinator at each comprehensive site, and providing training to all staff on the needs of English learner and integrated ELD instruction.

Action 1.5 – Special education services continued to meet students' individual needs throughout the school year. The RSP teachers provide a service to their students through periods of Curriculum Support and Intervention in the general education classrooms. Paraprofessional received training at the beginning of the school year around how to best support students and teachers in the classroom. Two additional non-public agency paraprofessionals were added to each comprehensive high school site. Additional staff were added to support the continual coverage outages and to improve continuity of services to special education students. Two psychologists served the district's special education population for most of the year. However, one of them recently resigned leaving the total case load responsibility with the remaining psychologist. In addition to the school psychologist servicing the counseling needs as needed, the additional contracted counseling services assisted in further supporting the social-emotional needs of special education students throughout the district. An audit of

the special education program and services the district provides was conducted. The results of that audit will be utilized to recommend improvement to the special education program to ensure compliance with state and federal laws.

Action 1.6 – The school calendar was extended by three days to add more instructional time to catch students up academically after a year of distance learning. Because of staffing and other logistical challenges, the district did not implement an extended school day.

Action 1.7 – MTSS continued to identify and provide appropriate interventions for students who required academic, behavioral, or social-emotional support. Referrals to MTSS were higher than in previous years as many students struggled with issues related to the pandemic and with returning to the rigors of in-person instruction. The number of Special Education referrals to the MTSS Committee declined slightly after the school psychologist resigned.

Action 1.8 – A full time teacher was hired to work with our independent study students. However, enrollment in independent study increased throughout the year, necessitating increased staffing and services for that program. Estrellita Continuation High School and the Colley (formerly Gerber) program continue to provide alternative schooling options for students that struggle to be successful in a comprehensive school environment. Despite best efforts, staffing challenges prevented the district from hiring an additional FTE in science for Estrellita this year. The Adult Education program continues to grow. Course offerings were expanded to include a culinary component.

Action 1.9 – The Program Coordinator continued to provide support and services for our foster and homeless youth.

Action 1.10 - The Migrant Education Case Manager continued to provide support and services to all migrant students. Migrant Education, Region 2 was able to provide two Migrant Education Interns to further support our migrant students; however, due to unforeseen circumstances, one of these interns was not able to remain in the position until the end of the school year. The remaining Intern and Case Manager absorbed the vacated caseload and services continue uninterrupted.

Action 1.11 – Summer school was offered at both comprehensive high schools in the summer of 2021. Students who were within a few percentage points of passing a class at the end of the 2021 school year were given extra time during summer school to improve their grade. Students who failed courses during the regular school year were given the opportunity to retake the class and recover those credits. Summer school will again be offered on both campuses during the upcoming summer break for students who need to recover lost credits.

Action 1.12 – Flex Academy continues to be a successful program that allows students to recover credits or access courses not offered on campus during the regular school day.

Action 1.13 – Because of staffing and logistical challenges, after-school tutoring was not offered in a traditional manner. Instead, the District partnered with Paper Tutoring to provide 24/7 online tutoring and essay review to all of our students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.1 – Action was not implemented during this school year as originally planned.

Action 1.2 – Additional sections of new Applied Math course ran during the school year than originally planned.

Action 1.3 – Professional learning and collaboration were implemented as described, however, English teachers did not utilize additional release days allocated for this work.

Action 1.4 – Original estimate did not include all sections of English Language Development nor salary and health benefits increases.

Action 1.5 – No significant material difference.

Action 1.6 – Fewer staff than budgeted for were in attendance on the three additional instructional days. Also, plans for implementing a fifth period option for students were abandoned.

Action 1.7 – Negotiated salary and health and welfare benefits increased, resulting in higher than budgeted expenses.

Action 1.8 – Higher than expected demand of the independent study program resulted in more staff being hired to run this program.

Action 1.9 – Negotiated salary and health and welfare benefits increased, resulting in higher than budgeted expenses.

Action 1.10 – Negotiated salary and health and welfare benefits increased, resulting in higher than budgeted expenses.

Action 1.11 – Higher than expected demand for summer school offerings result in more staff being hired to run this program.

Action 1.12 – Because of increased opportunities to recover credits (ie. summer school) and lowering of graduation requirements, there was lower than expected need for sections of Flex Academy.

Action 1.13 – District decided to contract with Paper Tutoring to provide 24/7 tutoring and essay review for all students, rather than offering after-school tutoring.

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

The academic achievement of students continued to decline during this school year with a significant increase in the number of students earning a D or F in one or more of their classes. Interestingly, D and F rates did not change significantly in math or English where students usually struggle. In English, D and F rates rose slightly, except among English learners who had a 13% increase. In math, D and F rates also rose slightly for all students. However, English learners and students with disabilities showed a slight improvement with a 2-3% decline in Ds and Fs in their math classes. In the other subject areas, however, the D and F rate more than doubled this year. Further, while there were slight gains made in percentage of students performing at grade level on the math portion of the I-Ready diagnostic assessment, there was a decline in the percentage of students performing at grade level on the reading portion.

Based on this information, it is difficult to demonstrate that the actions targeted to move the district toward the goal of improving academic achievement for all students were successful. However, district staff firmly believes that, with some changes, the actions listed here will be effective in improving student outcomes with continued implementation, as these actions are all research-based and have been successful within the district, historically. The challenges of the past two years have had a profound impact on not only the academic progress of students, but also on the socio-emotional development and mental health of many students within the district. With the investment in mental health services and the efforts to rebuild the culture and climate at the school sites, as described in goal 3, many students made tremendous progress in these areas during this school year. With continued focus on providing high-quality instructional programs and a broad array of

effective supports and services to high needs students, as described in the actions of this goal, the district is confident that students can make similar progress academically over the next few years. Despite the data, several of actions have had positive impacts on student achievement this year.

First, the English Language Development program was restructured to provide more ELD classes for English learners. Two English Language Development coordinators were hired to support these students. Student profiles for each English learner were provided to teachers to help them better understand the needs of these students and the strategies that would best support them. Additionally, teachers, staff, and administrators received training around the needs of English learners and how to provide integrated English Language Development.

The Special Education program went through a comprehensive audit to evaluate the services we provide to students with disabilities and make recommendations on how to improve the program. The findings from that audit will be reviewed by staff over the coming months and an implementation plan will be developed to address these recommendations.

Rather than continuing with providing after-school tutoring for students, which was often difficult to staff and poorly attended by students due to other after-school conflict, the district partnered with Paper Tutoring, an online tutoring and essay review service. This program has proven to be a tremendous success during this inaugural year. Students utilized this program nearly 6,000 times this year to get one-on-one tutoring or feedback on their essay drafts. Students and teachers alike have heralded the effectiveness and efficiency of this program.

Summer school offerings, Flex Academy, and alternative education options have provided students with a pathway to graduation even when they failed multiple courses in previous years. As a result, graduation rates are starting to return to traditional levels. Further, district staff is in the process of redesigning the Flex program so that these courses meet A-G requirements, providing a way for these students to still meet college entrance requirements.

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.

I-Ready ELA and Math Metrics - old metrics discontinued and new metrics and outcomes added due to a change in the manner which I-Ready reports students at grade level from 2020-21 to 2021-22.

Action 1.1 - Based on feedback from teachers and administrators, the focus for this action is being changed to effective curriculum design and instructional strategies, including Universal Design for Learning and integrated English Language Development, to support struggling students. Staff believes that these are of greater immediate need to support students who are failing, than revising grading practices. References to equitable grading practices were also removed from actions 1.2 and 1.3.

Action 1.5 - This action may be adjusted based on the results of the special education audit which is currently being conducted. Added language regarding the formation of the Least Restrictive Environment Committee to address any referrals for special education students. Removed language about math placement for incoming freshman with disabilities to allow sites more flexibility over how students are placed.

Action 1.6 - The additional instructional days and extended school day was only planned for 1 school year. This action will not be continued into the 2022-23 school year.

Action 1.7 - Removed reference to special education student referrals being reviewed by the MTSS committee, as these referrals will now to the the Least Restrictive Environment Committee mentioned in Action 1.5.

Action 1.13 - Added language about the availability of Paper tutoring and essay review services for all students online, 24/7. Changed language regarding after-school tutoring to reflect that sites will explore the need for these services.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	<p>Ensure that all students have equitable access to a high-quality education that prepares them for college and/or career, including:</p> <ul style="list-style-type: none"> <li>• A broad range of courses that are rigorous, standards-aligned, and relevant</li> <li>• Teachers who are highly-skilled, caring, and engaging</li> <li>• Appropriate, targeted supports and interventions</li> </ul>

An explanation of why the LEA has developed this goal.

Galt Joint Union High School District is committed to providing a comprehensive, rigorous sequence of high school coursework to all students that adequately prepares them to pursue college, career, or military.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of CA State Standards in all subject areas: The average level of implementation of state standards reported by departments (District: Local Indicators: Implementation of State Standards)	Core Academic Areas: 3 - Initial Implementation Elective Areas: 4 - Full Implementation English Language Development: 2 - Beginning Development Support for Teachers & Administrators: 3 - Initial Implementation (2020-21)	Core Academic Areas: 3 - Initial Implementation Elective Areas: 4 - Full Implementation English Language Development: 2 - Beginning Development Support for Teachers & Administrators: 2 - Beginning Development (2021-22)			Core Academic Areas: 5 - Full Implementation and Sustainability Elective Areas: 5 - Full Implementation and Sustainability English Language Development: 4 - Full Implementation Support for Teachers & Administrators: 4 - Full Implementation



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to a Broad Course of Study - AP Participation Rate: % of students participating in 1 or more AP courses this year. (PowerSchool: Students enrolled in AP coursework)	22.9% All Students 4.7% English Learners 3.5% Students with Disabilities 15.2% Socioeconomically Disadvantaged Students (2020-21)	17.9% All Students 4.6% English Learners 1.7% Students with Disabilities 10.8% Socioeconomically Disadvantaged Students (2021-22)			28% All Students 14% English Learners 14% Students with Disabilities 22% Socioeconomically Disadvantaged Students
Access to a Broad Course of Study - CTE Pathway Participation Rate: % of students participating in 2nd or 3rd course of a CTE Pathway. (CALPADS: Report 3.14; lagging 1 year)	17.7% All Students 5.7% English Learners 19.4% Students with Disabilities 19.7% Socioeconomically Disadvantaged Students (2019-20)	Metric discontinued because of a change in calculation method; new metric included below.			22% All Students 12% English Learners 24% Students with Disabilities 24% Socioeconomically Disadvantaged Students
AP Exam Pass Rate: % of AP students who passed an AP Exam this year with a score of 3 or higher. (CollegeBoard: AP Score Report: Current Year Score Summary - Aggregated for Districts; lagging 1 year)	64.0% All AP Students (2020)	42.0% All AP Students (2021)			67% All AP Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Senior AP Exam Pass Rate: % of graduating seniors who passed 2 or more AP exams at any point during their high school career. (CA School Dashboard: College/Career Measures Report; lagging 1 year)	9.6% All Students 5.0% English Learners 0.0% Students with Disabilities 7.8% Socioeconomically Disadvantaged Students (2019-20)	11.6% All Students 0.0% English Learners 1.9% Students with Disabilities 9.1% Socioeconomically Disadvantaged Students (2020-21)			12% All Students 8% English Learners 3% Students with Disabilities 11% Socioeconomically Disadvantaged Students
Access to a Broad Course of Study - CTE Pathway Participation Rate: % of students participating in a CTE Pathway. (CALPADS: Report 3.15; lagging 1 year)	62.7% All Students 60.1% English Learners 82.2% Students with Disabilities 60.9% Socioeconomically Disadvantaged Students (2019-20)	72.5% All Students 63.0% English Learners 85.6% Students with Disabilities 65.1% Socioeconomically Disadvantaged Students (2020-21)			80% All Students 80% English Learners 90% Students with Disabilities 80% Socioeconomically Disadvantaged Students
CTE Pathway Completion Rate: % of graduating seniors who completed a CTE pathway. (CA School Dashboard: College/Career	16.5% All Students 2.5% English Learners 3.5% Students with Disabilities 14.4% Socioeconomically Disadvantaged Students (2019-20)	19.0% All Students 2.9% English Learners 8.1% Students with Disabilities 18.8% Socioeconomically Disadvantaged Students (2020-21)			20% All Students 8% English Learners 11% Students with Disabilities 19% Socioeconomically Disadvantaged Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Measures Report; lagging 1 year)					
A-G Completion Rate: % of graduating seniors who completed the UC/CSU A-G criteria. (DataQuest: Four Year Adjusted Cohort Graduation Rate report; lagging 1 year)	54.0% All Students 20.0% English Learners 25.9% Students with Disabilities 45.0% Socioeconomically Disadvantaged Students (2019-20)	46.9% All Students 0.0% English Learners 16.7% Students with Disabilities 38.5% Socioeconomically Disadvantaged Students (2020-21)			60% All Students 30% English Learners 35% Students with Disabilities 55% Socioeconomically Disadvantaged Students
A-G & CTE Completion Rate: % of graduating seniors who completed both the UC/CSU A-G criteria and a CTE Pathway. (CALPADS: Reports 3.15 & 15.2; lagging 1 year)	12.6% All Students 0.0% English Learners 3.0% Students with Disabilities 6.1% Socioeconomically Disadvantaged Students (2019-20)	9.5% All Students 0.0% English Learners 2.7% Students with Disabilities 7.9% Socioeconomically Disadvantaged Students (2020-21)			16% All Students 5% English Learners 8% Students with Disabilities 12% Socioeconomically Disadvantaged Students
SBAC English-Language Arts Met Standards Rate: % of Juniors who met or exceeded standards on the SBAC ELA Assessment.	57.5% All Students 3.3% English Learners 15.5% Students with Disabilities 50.8% Socioeconomically Disadvantaged Students	No data available for 2020-21			65% All Students 25% English Learners 30% Students with Disabilities 62% Socioeconomically Disadvantaged Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(CAASPP Results Website; lagging 1 year; no data for 2019-20)	(2018-19)				
SBAC Math Met Standards Rate: % of Juniors who met or exceeded standards on the SBAC Math Assessment. (CAASPP Results Website; lagging 1 year; no data for 2019-20)	26.7% All Students 3.3% English Learners 1.7% Students with Disabilities 19.9% Socioeconomically Disadvantaged Students (2018-19)	No data available for 2020-21			45% All Students 25% English Learners 24% Students with Disabilities 40% Socioeconomically Disadvantaged Students
CA Science Test Met Standards Rate: % of students who took CAST and met or exceeded standards on the CA Science Test. (CAASPP Results Website; lagging 1 year; no data for 2019-20)	32.2% All Students 3.3% English Learners 9.6% Students with Disabilities 24.9% Socioeconomically Disadvantaged Students (2018-19)	No data available for 2020-21			40% All Students 25% English Learners 30% Students with Disabilities 35% Socioeconomically Disadvantaged Students
Senior SBAC Met Standards Rate: % of gradating seniors who met standards on both the ELA and	22.6% All Students 0.0% English Learners 1.2% Students with Disabilities	No data available for 2020-21			30% All Students 10% English Learners 12% Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math Smarter Balanced Assessments. (CA School Dashboard: College/Career Measures Report; lagging 1 year)	17.8% Socioeconomically Disadvantaged Students (2019-20)				28% Socioeconomically Disadvantaged Students
Prepared for College English (Early Assessment Program): % of Seniors who exceeded standards in ELA on the SBAC ELA Assessment in their Junior Year. (CAASPP Results Website; lagging 1 year; no data for 2019-20)	24.1% All Students 0% English Learners 1.7% Students with Disabilities 18.9% Socioeconomically Disadvantaged Students (2018-19)	No data available for 2020-21			27% All Students 8% English Learners 9% Students with Disabilities 24% Socioeconomically Disadvantaged Students
Prepared for College Math (Early Assessment Program): % of Seniors who met or exceeded standards in Math on the SBAC Math Assessment in their Junior Year.	17.2% All Students 3.3% English Learners 0% Students with Disabilities 5.0% Socioeconomically Disadvantaged Students (2018-19)	No data available for 2020-21			20% All Students 10% English Learners 8% Students with Disabilities 12% Socioeconomically Disadvantaged Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(CAASPP Results Website; lagging 1 year; no data for 2019-20)					
College and Career Indicator: % of graduating seniors who demonstrated College/Career Preparedness as measured by the College and Career Indicator. (CA School Dashboard: College/Career Measures Report; lagging 1 year)	42.7% All Students 5.0% English Learners 5.8% Students with Disabilities 38.1% Socioeconomically Disadvantaged Students (2019-20)	No data available for 2020-21			50% All Students 15.0% English Learners 16% Students with Disabilities 48% Socioeconomically Disadvantaged Students
Pupil Outcomes in a Broad Course of Study: % of graduating seniors who earned the following recognitions: State Seal of Biliteracy State Seal of Civic Engagement Golden State Seal Merit Diploma	State Seal of Biliteracy: 19.7% State Seal of Civic Engagement: No data Golden State Seal Merit Diploma: 23.8% (2019-20)	State Seal of Biliteracy: 27.8% State Seal of Civic Engagement: No data Golden State Seal Merit Diploma: 25.3% (2020-21)			State Seal of Biliteracy: 30% State Seal of Civic Engagement: 10% Golden State Seal Merit Diploma: 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(DataQuest: Four Year Adjusted Cohort Graduation Rate report; lagging 1 year)					
College Going Rates: % of high school completers who enrolled in a postsecondary institution within 12 months of completing high school (Dataquest: College Going Rates report; lagging 3 years)	63.1% All Students 25.8% English Learners 57.8% Students with Disabilities 56.2% Socioeconomically Disadvantaged Students (2017-18)	Metric discontinued; no data available since 2017-18			68% All Students 35% English Learners 63% Students with Disabilities 63% Socioeconomically Disadvantaged Students
Graduation Rate: % of Seniors who graduated in 4 years. (DataQuest: Four Year Adjusted Cohort Graduation Rate report; lagging 1 year)	92.2% All Students 78.9% English Learners 86.6% Students with Disabilities 90.9% Socioeconomically Disadvantaged Students (2019-20)	82.3% All Students 60.0% English Learners 64.3% Students with Disabilities 77.1% Socioeconomically Disadvantaged Students (2020-21)			93% All Students 86% English Learners 90% Students with Disabilities 93% Socioeconomically Disadvantaged Students

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	College and Career Readiness	The District firmly believes that all students should have access to and successfully participate in a broad and rigorous course of study that	\$355,107.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>adequately prepares them for college, career, and civic life. The District encourages all students to complete a full complement of A-G coursework, complete a CTE pathway, and participate in a myriad of elective offerings.</p> <p>The District will continue to offer a hybrid block schedule to increase the number of classes students can participate in during their four years in high school, and to provide opportunities for remediation and acceleration where appropriate.</p> <p>Due to disruptions to learning caused by the COVID-19 pandemic, the District's efforts to increase graduation requirements have been waived through the 2023-24 school year. The class of 2025 will be the first class that is expected to meet the increased requirements.</p> <p>The District will continue to develop and re-write curriculum so that it meets the rigorous requirements set forth by the UC and CSU systems for A-G approval, with the goal of having all non-remedial coursework A-G approved, and will explore potential barriers that are preventing unduplicated students from meeting A-G requirements. The District will work to get all coursework NCAA-approved for admission of potential future college athletes.</p> <p>The District will encourage sites to provide more opportunities for students to start and participate in academic clubs and competitions (i.e. Academic Decathlon, Science Olympiad, Debate Club).</p> <p>The District will continue to offer a full complement of coursework in math, English, science, and social science that provides students with at least a four year sequence of courses to take in these areas. In addition, the District will offer all coursework required to meet the District's graduation requirements, including physical education, health, world language, and visual and performing arts.</p> <p>The District will continue to provide a broad range of elective courses in physical education, visual and performing arts, career-technical</p>		



Action #	Title	Description	Total Funds	Contributing
		<p>education, and leadership and will promote the development of more elective offerings in English, math, and science.</p> <p>The District will encourage students to pursue the Golden State Seal Merit Diploma, State Seal of Biliteracy, and the State Seal of Civic Engagement, and any other awards that recognize their achievements.</p>		
<b>2.2</b>	Advanced Placement & Dual Enrollment	<p>The District believes that providing students with opportunities to earn college credit improves their achievement in and beyond high school and potentially reduces the overall costs of attending a college.</p> <p>The District will continue to offer a wide range of Advanced Placement opportunities for students and explore ways to reduce barriers to access and increase participation in AP coursework among unduplicated students, including providing an opportunity for students to take an AP Tutorial class if they are taking multiple AP courses. In addition, the District will continue to subsidize the cost AP exams for students that qualify for the National Free/Reduced Lunch Program.</p> <p>The District and sites will establish a recognition program for students who pass one or more AP exams.</p> <p>The District will work with local community and state colleges and universities to develop dual/concurrent enrollment courses and support Career Technical Education articulation agreements.</p>	\$130,751.00	Yes
<b>2.3</b>	Career-Technical Education (CTE) Pathways	<p>The District believes that Career-Technical Education (CTE) is an essential component to every students' high school education and is committed to providing the highest quality CTE courses and pathways for students.</p>	\$291,939.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The District will continue to support and grow high-quality CTE pathways, including Agriculture, Biomedical, Engineering, Information Technology, Sports Medicine, and Hospitality/Culinary.</p> <p>CTE Department Chairs will work with counselors to encourage students, including unduplicated students, to participate in and complete a minimum of one, three-course CTE pathway. The District will work to identify and eliminate potential barriers which may be preventing unduplicated students from accessing these pathway courses.</p> <p>District staff will work with CTE Department Chairs to apply for grants to support the pathways.</p>		
<b>2.4</b>	Access to a Broad Course of Study	<p>The District will explore potential barriers that prevent unduplicated students from accessing courses and develop a plan to minimize or remove these barriers or to provide supports to overcome them.</p> <p>The District will continue to promote the AVID program to support unduplicated students and strive to maintain the AVID schoolwide status earned by both comprehensive sites.</p> <p>The District will conduct an annual review of course descriptions, prerequisites, and marketing strategies to ensure that courses are accessible to students.</p>	\$244,189.00	Yes
<b>2.5</b>	Curriculum Development and Standards Alignment	<p>The District believes that providing a guaranteed and viable curriculum for all students is necessary to increase equity and achievement for every student.</p> <p>Over the next three years, Departments will map their curriculum in the Atlas Curriculum Mapping application, to ensure that the curriculum is</p>	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>standards-aligned, adequately and commonly paced, rigorous, relevant, and includes common activities, assessments, and experiences for all students.</p> <p>Each summer, teachers will be given the opportunity to be paid to work on summer projects focused on revising and updating current curriculum and developing activities and assessments to better align to standards and best instructional practices.</p> <p>Departments will receive training in integrated English Language Development and Universal Design for Learning (UDL) and will be required to employ these strategies in their curriculum design and instruction to better differentiate the activities for students with unique needs (English learners, students with disabilities, etc.) without sacrificing content mastery and rigor.</p>		
<b>2.6</b>	Comprehensive Assessment Plan	<p>The District will develop a comprehensive assessment plan that clearly identifies how, when, and why assessments are being administered to students, with an increased focus on assessments for learning.</p> <p>The District will administer the I-Ready Diagnostic assessments three times a year to monitor student progress in math and English. Assessment scores will be used to place new students in the correct courses and to identify any additional supports they may need.</p> <p>The District will continue to provide professional learning around how to effectively measure student learning through well-designed formative and summative assessments.</p> <p>The District will work with Departments to evaluate how assessments are used to inform instruction and develop strategies to use assessment and feedback to provide a bridge to learning.</p>	\$27,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Departments will utilize Illuminate to develop common benchmark assessments to evaluate content mastery, so that the results can be disaggregated and shared easily.</p> <p>Sites will develop a plan to prepare students for the CAASPP and CAST assessments. The plan will include the CAASPP interim assessments, lessons on the secure browser, question types, universal and designated supports and accommodations, and positive marketing.</p> <p>The District will continue to offer the PSAT assessments in October to all Juniors free-of-charge, and will offer the SAT School Day to Juniors and Seniors.</p>		
<b>2.7</b>	Professional Learning and Continuous Improvement Plan	<p>The District believes that on-going, targeted professional learning for all staff, a focus on continuous improvement and a positive collaborative culture will lead to improved outcomes for students and staff.</p> <p>The District will develop a Continuous Improvement Plan which focuses on professional development for all staff and encourages collaborative learning through cycles of inquiry.</p> <p>The District will provide professional development for teachers and administrators around the following topics:</p> <ul style="list-style-type: none"> <li>• Standards-aligned curriculum design</li> <li>• Differentiation using Universal Design for Learning</li> <li>• Integrated English Language Development</li> <li>• Effective Integration of Technology in the Classroom</li> <li>• Google Workspace Certification and Training</li> <li>• Using Assessments to Inform Instruction</li> <li>• Equitable Grading Practices</li> <li>• Working with Parents</li> </ul> <p>During 2022-23, the District will provide 2 optional days of professional</p>	\$204,698.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>learning for all certificated and instructional support staff at the start of the school year.</p> <p>The District will continue to promote the use of Cycles of Inquiry and the Continuous Improvement model among the departments during district-provided collaboration time.</p> <p>Professional Learning Site Coordinators at each comprehensive site will support site administration and department chairs in the implementation of the Cycles of Inquiry and other professional learning topics.</p> <p>The District will continue to support new teachers, including interns, through the Induction process, including employing an Induction Coordinator and Support Providers who are highly-skilled educators, and will provide a New Teacher Orientation Day at the start of the school year.</p> <p>The District will encourage teachers to set clear goals and objectives for their continued growth each year based on the California Standards for the Teaching Profession.</p> <p>The District will bring back the Peer Assistance and Review Process to provide teachers with another avenue to get support and feedback.</p>		
2.8	Educational Technology	<p>The District believes that students should become fluent in the use of technology while in school and that technology can be a useful tool to enhance teaching and improve learning when integrated appropriately. As such, it has long been a goal of the District to move toward a one computer for every student environment. Due to the COVID-19 pandemic and the sudden move to distance learning, the District has achieved this goal. Now, the District wants to ensure that this investment will not go to waste and that teachers and students utilize this resource to improve the educational experience for students.</p>	\$81,319.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>The District will continue to invest in Canvas as a Learning Management System and will continue to improve the CANVAS experience for students and teachers.</p> <p>The District will continue to invest in educational software and applications to support the teaching and learning taking place in classrooms, including CANVAS, Illuminate, Paper, TurnItIn, Google workspace, and Zoom.</p> <p>The Educational Technology Committee will continue to review and recommend useful educational applications and software to enhance student learning.</p> <p>The District will utilize CommonSense Media, Gaggle, Securly and other applications to teach students about digital citizenship, etiquette, and cybersafety and security.</p> <p>Departments will collaborate and brainstorm ways to incorporate digital literacy and the appropriate use of technology into their lessons</p> <p>The Director of Technology will work with teachers around the effective integration of technology into daily instruction and learning.</p>		
<b>2.9</b>	Data and Reporting	<p>The District understands the importance of having easy access to accurate data and student information for reporting.</p> <p>The District will continue to use PowerSchool and the Special Education Information System (SEIS) as the primary repositories for student information, and will use PowerSchool, SEIS, Illuminate, and Excel to pull data and create reports.</p> <p>The District will focus on developing protocols, timelines, and validation reports to improve the accuracy of data in these systems, to ensure the data reported to the State is accurate and complete.</p>	\$43,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>The District will develop easy-to-follow scripts, queries, and how-to's on data extraction for a variety of purposes or reports.</p> <p>The District will continue to contract with Schell Consulting to provide assistance in the CALPADS, CALSAAS, Office of Civil Rights, Perkins, and Federal Program Monitoring reporting requirements.</p> <p>The District will develop a publicly-accessible dashboard of important District metrics, including those outlined in the LCAP.</p>		

## 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.

Action 2.1 - The district reviewed the increased graduation requirements and the number of students who would be on track to meet these increased requirements. Based on this information, the decision was made to postpone the implementation of these requirements until the class of 2025. Staff is working to ensure that most courses meet the A-G and NCAA requirements and have received approval as such. Students are encouraged to complete requirements to earn the Golden State Seal Merit Diploma and State Seal of Biliteracy. Staff is considering ways to promote the completion of the Seal of Civic Engagement.

Action 2.2 - The district offers between 19 and 21 different Advanced Placement courses each year. The district subsidizes the costs for AP exams for all students resulting in a large number of students taking and passing the exams. AP Tutorial classes are in place for students who are taking multiple AP courses. The district did not pursue partnerships with local community colleges to establish dual enrollment courses. However, we do have articulation agreements for some of our CTE courses.

Action 2.3 - CTE pathways in the district continue to flourish. However, the Information Technology pathway at Liberty Ranch was dissolved due to difficulties with staffing and waning interest among students.

Action 2.4 - Both comprehensive sites maintain strong AVID programs. New courses were added to the course catalog this year, including Robotics and Foods and Culture to expand our CTE pathways, and Film Studies, Piano, and Introduction to Digital Arts to expand our arts offerings.

Action 2.5 - Teachers and administrators received training on prioritizing standards and curriculum mapping. Departments established goals and timelines about mapping out all courses in Atlas and establishing an agreed-upon vertical sequence of standards and content. Curriculum committee was established to review and provide feedback to teachers and departments on their curriculum maps.

Action 2.6 - I-Ready assessments were administered to all students three times throughout the year to measure student progress in reading and math. Professional learning about developing assessments and using data did not occur this year because of too many competing needs for professional development time. Departments continue to use Illuminate to develop common assessments. Because all students now have Chromebooks, State testing was easier to proctor this year. In response to the UC and CSU systems dropping the SAT/ACT testing requirements for admission, the district decided to stop administering the PSAT to all sophomores and juniors, instead offering the assessment free-of-charge to any student who chose to take it.

Action 2.7 - Professional learning and collaboration time centered around integrated English Language Development, Universal Design for Learning, and curriculum mapping and standards prioritization. Other topics will be pursued in future years. The district provided two additional professional learning days at the beginning of the year to provide teachers and staff with information and training on implementation of educational technology and addressing the needs of students who experienced learning loss as a result of distance learning. Paraprofessionals participated in a two-day training on being an effective instructional assistant during these days, as well. Professional Learning Site Coordinators were hired and helped tremendously with organizing and running professional learning experiences for teachers. Professional Learning Committee was established to identify needs and set goals around professional learning and the develop and maintain a professional learning calendar for the district. A new process for teachers to set and monitor progress of their annual teaching goals and objectives was established and will be implemented next year. The Peer Assistance and Review process was not restarted.

Action 2.8 - The district continues to provide a Chromebook for every student and has qualified for Emergency Connectivity Funding to help offset the costs of this program for the next couple of years. Canvas, PowerSchool, Clever, ParentSquare, and Illuminate form the backbone of our educational technology platform. This year, however, it was determined that the district will have to move students from using Microsoft Office to Google workspace for next year. Digital safety and literacy was not a focus this year for students. Features of Securly were rolled out to teachers to help them moderate student online activity while in class. The Educational Technology committee was established to review and recommend new educational technology applications and advise the Technology Department on the effective integration of technology into teaching and learning.

Action 2.9 - The district continues to work with Schell Consulting, PowerSchool, CALPADS, and SEIS to improve our data protocols to ensure that the data is accurate. Data sharing agreements were established with our feeder districts to protect the data and privacy of their students and ours. Public dashboards were created this year to share data on COVID cases and quarantines. A similar dashboard for LCAP-related metrics will be developed for next school year.



An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Action 2.1 – Expenditures identified here should have been listed under 2.4 and vice versa. After switching these expenditures, the increase is due to carryover in site budgets from prior year.
- Action 2.2 – Negotiated salary and health and welfare benefits increased, resulting in higher than budgeted expenses.
- Action 2.3 – Increase in expenditures is due to the district's Career Technical Education Incentive Grant (CTEIG) award.
- Action 2.4 – Expenditures identified here should have been listed under 2.1 and vice versa. After switching these expenditures, increases resulted from increased in negotiated salary and health and welfare benefits.
- Action 2.5 – No significant material difference.
- Action 2.6 – District discontinued requiring all Sophomores and Juniors take the PSAT resulting in fewer students taking the tests and lower costs.
- Action 2.7 – Professional learning workshops were not conducted as planned due to substitute shortages.
- Action 2.8 – Cost of Zoom license was lower than planned.
- Action 2.9 – Costs for PowerSchool were higher than planned.

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

The district offers a wide range of courses for students to give them access to a range of experiences and prepare them for college, career, and life. Currently, at each comprehensive site, students are provided access to 15 different AP courses, 5-6 different Career-Technical Education (CTE) pathways, two world languages, a full complement of core and elective courses that meet A-G requirements, as well as support programs and classes, including Flex Academy, AVID, designated ELD, and curriculum support.

Over the past several years, staff has worked hard to align most courses to meet the A-G requirements for admission to UC and CSU universities. Currently, over 95% of the courses offered meet these requirements. Despite this, there was a decrease in the percentage of students who met the A-G requirements last year, especially among English learners. This is a result of an anomalously high A-G completion rate in 2019-20 due to the change in grading procedures from the traditional A-F grade scale to Credit/No Credit as a result of school closures. When compared to 2018-19, the A-G completion rate for 2020-21 graduating seniors increased by 7%. However, there was a slight 2% decrease among students with disabilities and a large 17% decrease among English learners. This is primarily due to the challenges faced by these student groups during distance learning as many of these students struggled with the lack of structure, poor access to internet, and family needs during this time. Another contributing factors was the reduction in graduation requirements to the state minimum graduation requirements which do not meet the criteria for A-G completion. To address these declines, students were provided with significant opportunities to retake classes through summer school and Flex academy. Also, counselors reviewed student transcripts and graduation progress and advised students on which classes to take this year. Also, the district purchased SchoolLinks for students to set college and career goals and develop a four-year academic plan to help them meet those goals. Further, staff participated in professional development around English Language Development, needs of English learners, and Universal Design for Learning.

In 2020, the District was awarded the AP Small School District of the Year from the College Board for increasing participation in AP classes among traditionally underrepresented student groups, and improving AP exam pass rates over three consecutive years. However, over the past two years there has been a decrease in students participating in AP classes and a decline in AP exam pass rates as a result of challenges brought on by the pandemic and distance learning, scheduling issues, increased numbers of students having to retake classes, and lowered requirements for graduation. To address this, sites are refining master schedules to minimize conflicts which prevent students from taking AP classes, and encouraging more students to take AP courses through promotion of the courses and individual conversations with students.

On the other hand, sites have seen that the number of students enrolled in CTE courses and the number of pathway completers has increased. Teachers, counselors, and administrators have done an excellent job developing high-quality CTE pathways that are of high-interest and engaging to students. The Agriculture programs at both high schools continue to be very successful, with over half of the student body on each campus participating in one or more Agriculture courses each year. These programs are supported through district funds, state and federal grants, and extensive student and parent involvement through boosters, advisory groups, and events. Both Agriculture programs have strong FFA chapters that are renowned across the state and nationally. Each year, both chapters have individuals and teams who compete in academic and agricultural competitions, fairs, and events. Usually, our students are very successful in these endeavors and often go on to participate at state and national events.

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.

CTE Participation Metric - old metric discontinued and new metric and outcomes added due to a change in the manner which CALPADS reports participants in CTE Pathways from 2020-21 to 2021-22.

College Going Rates Metric - metric discontinued because Dataquest has not updated this metric since 2017-18.

Action 2.1 – The district's implementation of increased graduation requirements was waived until the class of 2025 to minimize the impact of distance learning on the ability of students to complete graduation requirements.

Action 2.5 - To support the development and improvement of curriculum and instruction, the district will provide the opportunity for teachers to be paid to work on curriculum development for current courses over the summer.

Action 2.6 – In light of the UC and CSU systems removing college-entrance exam requirements (i.e. SAT or ACT), we will no longer administer the PSAT to all juniors and sophomores. Instead, we will offer the PSAT free-of-charge to any junior that chooses to take it.

Action 2.7 – Added Google Workspace Certification and training to the list of professional learning topics for this school year. Changed the language around the 2 additional professional learning days to indicate that they will be optional for staff this year. Highlighted that interns will

also receive mentoring support as new teachers through our induction process. Removed language about the 2 day training for instructional paraprofessionals because we will not be continuing that for this school year.

Action 2.8 – Changed language referencing Microsoft Office suite to Google Workspace, the district's new productivity suite for students. Added Securly, Illuminate, Clever, and Paper as specific applications that are utilized in the district.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Promote a school climate and culture that is welcoming, encouraging, supportive, and safe.

An explanation of why the LEA has developed this goal.

The staff of the Galt Joint Union High School District believes strongly that a positive school climate and culture are essential components of a comprehensive educational experience that promotes high engagement and achievement among the student body.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance Rate: Average % of days students attended school. (PowerSchool: Attendance Reports)	94.1% All Students (2019-20)	82.4% All Students (2020-21)			96% All Students
Chronic Absenteeism Rate: % of students who were absent 10% or more of the days they were expected to attend. (DataQuest: Chronic Absenteeism Rate report; lagging 1 year; no data for 2019-20)	15.0% All Students 21.0% English Learners 21.9% Students with Disabilities 18.7% Socioeconomically Disadvantaged Students (2018-19)	9.2% All Students 11.1% English Learners 10.7% Students with Disabilities 13.1% Socioeconomically Disadvantaged Students (2020-21)			12% All Students 15% English Learners 15% Students with Disabilities 13% Socioeconomically Disadvantaged Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dropout Rate: % of Senior Cohort who did not graduate, complete, or remain enrolled in high school. (DataQuest: Four Year Adjusted Cohort Outcome report; lagging 1 year)	4.2% All Students 13.2% English Learners 7.5% Students with Disabilities 4.8% Socioeconomically Disadvantaged Students (2019-20)	9.0% All Students 17.1% English Learners 7.5% Students with Disabilities 11.2% Socioeconomically Disadvantaged Students (2020-21)			3% All Students 8% English Learners 5% Students with Disabilities 3% Socioeconomically Disadvantaged Students
Pupil Suspension Rate: % of students with one or more suspensions. (DataQuest: Suspension Rate report; lagging 1 year)	4.5% All Students 5.5% English Learners 6.7% Students with Disabilities 5.5% Socioeconomically Disadvantaged Students (2019-20)	0.9% All Students 0.9% English Learners 2.9% Students with Disabilities 1.2% Socioeconomically Disadvantaged Students (2020-21)			3% All Students 3.5% English Learners 4% Students with Disabilities 3.5% Socioeconomically Disadvantaged Students
Pupil Expulsion Rate % of students expelled. (DataQuest: Expulsion Rate report; lagging 1 year)	0.2% All Students (2019-20)	0% All Students (2020-21)			0% All Students
Parent Participation in Programs for Unduplicated Pupils: % of parents of unduplicated students	11.0% All Students 5.0% English Learners 3.0% Students with Disabilities	16.0% All Students 8.0% English Learners N/A Students with Disabilities			20.0% All Students 17.0% English Learners 15.0% Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
reporting that they regularly participate in programs at the school/district. (Panorama Surveys: Parent Engagement: Family Engagement Question Set)	5.0% Socioeconomically Disadvantaged Students (Spring 2021)	1.0% Socioeconomically Disadvantaged Students (Spring 2022)			17.0% Socioeconomically Disadvantaged Students
Parent Participation in Decision Making: The average implementation level of parent participation in decision making reported by parents. (District: Local Indicators: Parent and Family Engagement)	3 - Initial Implementation (Spring 2021)	3 - Initial Implementation (Spring 2022)			5 - Full Implementation and Sustainability
School Connectedness Surveys: % of students, staff, and parents reporting that they or their children feel connected/a sense of belonging to their school. (Panorama School Climate Surveys: Sense of Belonging,	32% Students 59% Staff 42% Parents (Spring 2021)	31% Students 65% Staff/ 47% Teachers 48% Parents (Spring 2022)			45% Students 70% Staff/Teachers 50% Parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Belonging or School Fit questions)					
School Safety Surveys: % of students, staff, and parents reporting that they or their children feel safe at school. (Panorama Surveys: School Climate: School Safety or Well Being questions)	70% Students 53% Staff 65% Parents (Spring 2021)	61% Students 59% Staff/ 60% Teachers 53% Parents (Spring 2022)			75% Students 70% Staff/Teachers 72% Parents

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Mental Health & Social-Emotional Support	<p>The District will continue to employ a school psychologist and in addition will look to hire a full-time behaviorist to intervene and establish behavior plans for students who demonstrate inappropriate and assaultive behavior.</p> <p>The District will contract with One-Eighty Counseling and Resources program for two mental health counselors to provide comprehensive mental health counseling, support, and resources for students on both comprehensive campuses. Also, the District is partnering with Sacramento County Office of Education to provide a third mental health counselor for students enrolled at Estrellita Continuation, Independent Study, and Colley programs. Additionally, the District is partnering with Care-Solace, a mental health referral service, to provide additional mental health support for students, staff, and families.</p>	\$296,978.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The District will also work with the American Foundation for Suicide Prevention to provide suicide prevention training to staff.		
<b>3.2</b>	Academic and College/Career Counseling	<p>The district has expanded its counseling program by adding two additional academic counselors to lower caseloads, increase student and parent access to counseling staff, and improve upon the services offered to students at Estrellita Continuation High School, incoming freshmen, English learners, and students with disabilities. In addition, counselors will support students as they prepare to enter college, the workforce, or military.</p> <p>Counselors will develop a comprehensive counseling plan and curriculum using SchoolLinks, a college and career readiness platform, that help students set and monitor progress toward college and career goals, develop four-year and postsecondary plans, complete college applications, and simplify the process of applying for financial aid and scholarships. Counselors and administrators will continue to provide evening programs, like college and FAFSA nights, to support students and families as they prepare for college or career.</p> <p>Counselors will develop a Counseling Handbook that details the policies and procedures used by the Counseling Department for easy reference for teachers, students, administrators, and parents.</p>	\$1,145,263.00	Yes
<b>3.3</b>	Campus Safety	<p>The District will continue its commitment to maintaining campuses that are safe for students, staff, and visitors. The comprehensive school safety plans and the Injury and Illness Prevention Plans will be revised annually.</p> <p>The District implemented a new digital, 24/7 emergency medical response platform (Catapult EMS), and continues to invest heavily in</p>	\$310,175.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>the safety infrastructure at the district office and all three high school sites. Training will be provided on the use of Catapult EMS and on ALICE active shooter preparedness.</p> <p>Maintenance and Operations will conduct annual site inspections to identify and address safety issues.</p> <p>The District will continue to provide campus security throughout the school day on our comprehensive school campuses.</p> <p>The District will continue it's partnership with the Galt Police Department to provide a School Resource Officer who is available on campuses every day. District will work the City of Galt and Galt Police Department to explore the possibility of adding an additional School Resource Officer.</p>		
<b>3.4</b>	Parent Engagement and Communication	<p>The District greatly values the input of parents and the important role they play in the academic success of their children. As such, the District is committed to communicating regularly with parents, involving parents in the District's decision making process, and providing them with resources to support their children. Extra efforts will be made to reach out to families of unduplicated students, who often express a lack of connection to their child's school.</p> <p>The District will add a District Clerk who will help with facilitating increased communication with families and increasing parent participation in district activities and advisory groups.</p> <p>The District will expand upon the use of ParentSquare as the primary, multi-lingual, two-way communication platform between home and school.</p> <p>The District will continue to use Panorama Surveys to solicit input and feedback from our families, students, and staff. District staff will explore ways to incentivize parent participation in these surveys.</p>	\$128,101.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The District will be launching Parent Project to provide support and strategies for parents who are trying to manage destructive adolescent behaviors their child is exhibiting.</p> <p>The District will continue to hold Back to School Night and Open House for families to meet staff and learn more about the programs and services offered to students and their families.</p> <p>The District and Sites will continue to encourage parent participation in the decision-making process through the various advisory committees.</p> <p>The District, Sites and Departments will continue to encourage parent participation in the boosters organizations that support several of our programs.</p>		
<b>3.5</b>	School Climate & Culture	<p>The District believes that a positive school climate and rich culture are essential components to a highly functioning high school community that supports student achievement, social-emotional health and well being, and a sense of belonging for students and staff.</p> <p>The District will restructure a district-level administration position to be a Director of Student Services. Among other job duties, the Director will be responsible for increasing student attendance and engagement across the district for all students, especially among students who have higher rates of chronic absenteeism and who express a lack of connection to school.</p> <p>The District will continue to support the efforts of our Activities Directors, Class and Club Advisors, and the Associated Student Body who offer a wide variety of extracurricular clubs and activities, including celebrations, rallies, awards ceremonies, and graduations that recognize and honor our students' achievements. Sites will work to develop programs that recognize more students for academic successes and achievements.</p>	\$267,875.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Sites will work to promote and support more clubs and events that celebrate the diversity of the Galt community.</p> <p>The District will continue to support our Leadership and Agriculture Leadership classes to build the capacity of students to be leaders in their school and communities.</p>		
<b>3.6</b>	Athletics	<p>The District believes that athletics is an important component to a students' educational experience. Participating in team sports has a positive impact on students achievement, growth, and a sense of belonging. In addition, athletics contributes to a positive school culture and to helping families and the community engage with the schools.</p> <p>The District will continue to provide opportunities for students to participate in athletics throughout their high school career.</p> <p>The District will continue to support the Unified Sports program which provides opportunities for students with disabilities to participate in athletic team events.</p>	\$688,795.00	No
<b>3.7</b>	Freshmen Transition	<p>The transition from eighth grade to freshman year can be an intimidating and difficult step on a student's educational journey that can have a profound impact on a student's success in high school. The District believes it is important to help incoming freshman navigate that transition smoothly and in a way that sets them up for success over the next four years.</p> <p>In the Spring, prior to registering for classes, counselors and site administration will continue to visit the feeder schools to provide incoming freshmen with information about the high school experience and to help them select their classes.</p>	\$55,401.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>The District will continue to offer the Link Crew class and club at both comprehensive high schools to support our freshman throughout their first year of high school.</p> <p>The Sites provide Freshman Orientation activities on the School Business Days prior to the first day of school to orient students to their new campus and have them start to build relationships with other high school students.</p>		

## 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.

Action 3.1 - Based on analysis of student caseload for the school psychologist and the need to address assaultive behavior, the district decided not to hire a new school psychologist to fill a position that became vacant this year. Instead, the district will look to hire a full-time behavioralist. The district's expanded mental health services, provided by One-Eighty Counseling, has produced over two-hundred student referrals for services to address depression, anxiety, and suicidal ideations. This prompted the district to work with One-Eighty to add two additional mental health counselors. The district will continue to explore Suicide Prevention Training for staff as part of their professional development plan. The Social-Emotional modules provided through the Edgenuity platform were not utilized during this school year.

Action 3.2 – The district decided not to replace the College and Career Counselor position after it became vacant this year. Instead, the district hired two new academic counselors, one at each comprehensive site, and the duties of the College and Career Counselor were taken on by the administration and counseling departments at each site. One of the new counselors shares their time supporting students at Estrellita Continuation High School. Counselors worked to establish a counseling plan and curriculum. The district has partnered with SchoolLinks, an online college and career readiness platform, to support students as they create their four-year academic plan, set career and/or college goals, and complete and submit applications to post-secondary schools and the FAFSA. The Counseling Department was not able to work on developing a Counseling Handbook this year.

Action 3.3 – The health and safety of students continues to be a high priority for the district. Our school nurse and her team did an excellent job of helping sites adhere to the COVID safety, testing, and quarantine protocols throughout the school year. Campus security and the School Resource Officer were available on campuses every day to monitor the campus and intervene when there were any safety issues. When necessary, Maintenance and Operations quickly fixed any facilities issues which could be a safety concern for students or staff. The

District implemented a new digital, 24/7 emergency medical response platform (Catapult EMS), and continues to invest heavily in the safety infrastructure at the district office and all three high school sites.

Action 3.4 – The district did not hire a Parent Engagement and Communication Specialist as planned resulting in some communication and translation responsibilities being reassigned to other support personnel in the district. Bilingual engagement and communication remain high priorities for the district and are being accomplished through direct messaging via ParentSquare and monthly newsletters translated into Spanish and distributed by the Department of Student Services. ParentSquare and Panorama Surveys have been valuable tools in communicating with and receiving input from our students and families. Back to School/Open House nights, awards nights, and, drive-through barbeques have been successful in building relationships with families and making them feel welcome on our campus. Booster organizations continued to get a lot of parent support, but the district and individual sites continued to struggle finding parents to participate in advisory committees.

Action 3.5 – The new Director of Student Services has worked closely with sites to improve attendance and engagement across the district, overseeing MTSS, SARB, and discipline. Student activities, celebrations, awards nights, and graduations were all held in person this year and were well attended. Leadership and Ag Leadership classes were very active in fostering a positive school culture, planning events and rallies to help students connect with their school and their peers.

Action 3.6 – Athletics continues to be an important aspect of our schools and community. We have seen great success this year, with several of our teams at both schools making it to sectionals and state championships.

Action 3.7 – Site administration and counselors worked closely with our feeder schools to provide incoming freshman with information about high school and the get them enrolled and registered for classes next year. Summer bridge courses were offered in the summer of 2021 but will not be offered this coming summer due to budget constraints. Freshman orientation activities, lead by Link Crew and Leadership students, were successful in acclimating new freshman to campus, especially after a year of distance learning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.1 – Due to increased need, mental health counseling services through 180 counseling were significantly increased, adding additional counselors and time. One school psychologist position was not filled after person in that position resigned, offsetting some of this cost increase.

Action 3.2 – Delays in filling positions that became vacant during the school year led to lower than expected expenditures.

Action 3.3 – Negotiated salary and health and welfare benefits increased, resulting in higher than budgeted expenses. Also, the need for a long-term substitute for a campus supervisor resulted in increased costs.

Action 3.4 – Parent Engagement and Communication Specialist position was not created or filled, as planned.

Action 3.5 – Additional sections of Agriculture leadership and increases to salary and health and welfare benefits resulted in increased costs.

Action 3.6 – Increased expenses resulted from the need to contract out for services normally handled by current staff, including charter busses and athletic trainers, due to staffing shortages.

Action 3.7 – No significant material difference.

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

Student surveys indicate that students' sense of safety and connectedness to their school has declined significantly over the past two years. This is further evidenced in the drop in attendance during the 2020-21 school year. And, while we did see an improvement in attendance for this school year, preliminary data indicates that student attendance has not yet risen back to pre-pandemic levels. Also, though discipline incidents dropped significantly in 2020-21, there has been a sharp increase in discipline incidents during this school year. Discipline data for this school year is still being collected, so it is too soon to tell if discipline incidents are more frequent this year than during the 2019-20 school year.

Despite this data, the district believes that focusing on mental health, campus safety, academic counseling, and school climate and culture are having a positive impact on students and helping them adjust to being back at school and reengage socially and academically. Anecdotally, teachers and staff have reported that student behavior, attendance, and engagement has improved significantly over the course of the school year. Providing comprehensive mental health counseling has played a critical role in our schools identifying students with more intense or on-going needs. These support services have enabled our schools to promote mental wellness for all students, identify and address problems before they escalate and provide increasingly intensive, data-driven services. Our school psychologist and academic counselors work with our therapists to provide a link between the student and the classroom as well as additional support for the students.

Further, the school sites have worked hard to successfully rebuild their culture through their leadership and Link Crew classes, clubs and extracurricular activities, dances and events, and athletics programs. The Associated Student Body at both comprehensive schools organized several rallies and activities throughout the school year. These events were well attended and fun and exciting for students and staff. Most of the clubs and organizations on the campuses started back up this year and student participation was high. The Link Crew classes on both campuses worked to help the incoming freshman transition to high school after a year of distance learning by holding orientation days and other events for freshman throughout the school year. The athletics teams on both campuses had teams advance to the playoffs or beyond, with seven of those teams winning conference championships and two teams at Liberty Ranch, Boys Basketball and Boys Soccer winning the CIF Sac-Joaquin section championship. In addition, a female wrestler at Galt High made it to the state meet for the first time. Several of our students received athletic scholarships this year. These activities have been critical in rebuilding the culture of our schools and re-establishing the positive school climate that the schools of Galt pride themselves on.

Parent participation in programs and in the decision-making process also declined during the pandemic and has been difficult to rebuild. However, the district and sites are working to encourage more parents to engage with their schools and participate in events and advisory groups. The Parent Project was launched this year, providing participants with parenting strategies to manage inappropriate behaviors their child is exhibiting. ParentSquare has been very successful in keeping parents apprised of upcoming events and important news and

improving the communication between teachers and parents. In addition, Panorama has been useful in gathering input from our families, as well as our staff and students.

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.

Action 3.1 – Instead of two school psychologists, the district will employ one school psychologist and a behavioralist, to better meet the needs of students who demonstrate assaultive behavior. Additional mental health services from One-Eighty Counseling, Sacramento County Office of Education, and Care-Solace will be added to address the increased need for these services among students and staff. The Edgenuity Social-Emotional Modules will be discontinued as they were no longer being used.

Action 3.2 – Added two academic counselors and removed reference to the College and Career Counselor. These duties are now shared among all the academic counselors. Added SchoolLinks as the platform that counselors will use to establish and implement a counseling plan and curriculum.

Action 3.3 - The District will fully implement Catapult EMS and train staff on Catapult EMS and ALICE active shooter preparedness.

Action 3.4 – Changed the language regarding the Parent Engagement and Communications Specialist to indicate that the District will be adding a District Clerk position instead.

Action 3.7 - District will not be offering summer bridge programs for incoming freshman due to lack of available funding and low impact on student success in previous years.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
4	Maintain the conditions for learning that facilitate a high-quality education for our students.

An explanation of why the LEA has developed this goal.

For a District to provide a high-quality education to all students, it is necessary that the District first provide the basic conditions for learning, including highly-qualified staff, well-maintained facilities, standards-aligned instructional materials that are accessible to all students, transportation to and from school, and nutritious meals for students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Qualified Teachers: % of teachers who are fully credentialed and appropriately assigned (District: Local Indicators - Basic Services and Conditions)	94.9% Teachers (2020-21)	94.6% Teachers (2021-22)			100%
Teachers appropriately credentialed to provide English Language Development: % of teachers credentialed to	99.2% Teachers (2020-21)	100% Teachers (2021-22)			100%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
support English language development. (District: Local Indicators - Basic Services and Conditions)					
Standards-aligned Instructional Materials: % of students who have access to standards-aligned instructional materials at home and at school. (District: Sufficiency of Instructional Materials resolution)	100% Instructional Materials (2020-21)	100% Instructional Materials (2021-22)			100%
Facilities in Good Repair: School Facilities Rating on the Facilities Inspection Tool (FIT) instrument. (District: Facilities Inspection Tool)	GHS: 84.9% (Fair) Facilities LRHS: 95.4% (Good) Facilities EHS: 95.8% (Good) Facilities Adult Ed: 94.8% (Good) Facilities (2020-21)	GHS: 84.9% (Fair) Facilities LRHS: 95.4% (Good) Facilities EHS: 95.8% (Good) Facilities Adult Ed: N/A (2021-22)			GHS: 88% (Fair) Facilities LRHS: 97% (Good) Facilities EHS: 97% (Good) Facilities Adult Ed: N/A
Access to Student Devices: % of students who have access to a internet-	100% Students (2020-21)	100% Students (2021-22)			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
connected device at home and at school. (District: Destiny Computer Checkout Report)					

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Highly-Effective Teachers, Administrators, and Staff	<p>To provide the highest quality education to students, the District will continue working with their bargaining units to ensure salaries and health benefits are competitive and that the District continues to attract and retain highly-effective teachers, administrators, and staff.</p> <p>In light of the teacher shortage, the District will partner with credentialing programs and continue to attend recruitment fairs to find high-quality teachers.</p> <p>In an effort to improve the retention of new teachers, the District will improve the new-teacher orientation process and will continue to provide mentor support for new teachers, including interns.</p>	\$13,414,843.00	No
4.2	Instructional Materials/Textbooks	The district will establish a textbook adoption cycle schedule and invest in updating all instructional materials and textbooks over the next several years. Focus will be on ensuring that all instructional materials are standards-aligned, relevant, up-to-date, differentiated for English learners and students with disabilities, and available electronically.	\$256,754.00	No

Action #	Title	Description	Total Funds	Contributing
<b>4.3</b>	Student Access to Devices and Broadband	<p>District will continue to provide every student a laptop or Chromebook to use in the classroom and at home. District will also provide broadband hotspots to those students who do not have reliable high-speed internet in the home.</p> <p>District will provide technology support for students/families who need help troubleshooting technical issues with laptops/Chromebooks, hotspots, or district-supported applications.</p>	\$325,733.00	No
<b>4.4</b>	Information Technology	<p>District will continue to invest in a solid information technology infrastructure and staff to support it.</p> <p>Each year, acquisition, repair, upgrade, and replacement needs of staff/classroom devices and district infrastructure will be evaluated and prioritized to ensure that the network, phone system, and other IT systems are operating effectively and efficiently.</p> <p>District will hire a certificated staff member as the new Director of Technology to bring an increased focus on the importance of how technology can best support the instructional goals of the District. Additional staffing will be added to the IT Department to support the increased number of student and staff devices. Current positions have been restructured to provide increased opportunities for our IT staff to grow and to expand services for our staff and students.</p> <p>Data and Internet Security will continue to be a priority, including using Securly, ProofPoint, and other firewall and filtering hardware and software to protect the District's network and to train District staff on ways to avoid potential security breaches.</p>	\$989,521.00	No
<b>4.5</b>	Facilities, Maintenance,	The Maintenance and Operations Department will investigate and pursue actions that will support student outcomes and maintain safe,	\$1,250,969.00	No

Action #	Title	Description	Total Funds	Contributing
	Operations & Furniture	<p>functional, and inviting campuses.</p> <p>The department will:</p> <ul style="list-style-type: none"> <li>• update the facilities master plan and invest resources in top priorities identified in the plan.</li> <li>• pursue improved indoor air quality in all classrooms, including reduction of VOC's, particulate matter, allergens, and pathogens, as well as reduction of CO2 levels in occupied classrooms through upgrading HVAC systems and improved cleaning and maintenance processes.</li> <li>• prioritize student restroom renovation and cleaning in order to provide sanitary and comfortable restrooms for student use.</li> <li>• improve classroom and athletic facilities with much needed deferred maintenance and increased routine maintenance.</li> <li>• Develop a district-wide standard for classroom furniture that promotes engaging, flexible, and comfortable learning environment and establish a replacement cycle to refresh all furniture in the district over the next seven years.</li> </ul>		
4.6	Transportation	<p>The Transportation Department will support students in reaching their highest potential by providing safe and secure transportation within a positive atmosphere while maintaining the highest standard of courtesy and professionalism.</p> <p>To accomplish this, the department will continue to:</p> <ul style="list-style-type: none"> <li>• Recruit and train highly skilled transportation professionals,</li> <li>• Pursue funding to assist with fleet modernization, including the addition of a new electric bus and related infrastructure,</li> <li>• Remain committed to the safe transportation of our students.</li> </ul>	\$928,191.00	No

Action #	Title	Description	Total Funds	Contributing
4.7	Food Services	<p>The Food Services Department will:</p> <p>Expand program offerings that provide greater access to healthy and nutritious foods, including an at-risk after school supper program.</p> <p>Increase accessibility and efficiency of service to students.</p> <p>Improve data collection and reporting of information that affects fund sources that benefit students.</p> <p>Continue staff training and development that impacts program quality, accessibility, and delivery.</p>	\$1,395,000.00	No

## 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.

Action 4.1 – The district raised salaries for all staff between 3.0 to 5.5% this year, increased the district contribution to health benefits, and provided one time bonuses. While hiring has proved challenging given the teacher shortage, the District has continued to attract highly-qualified staff. With a high teacher absence rate due to COVID-19 and the substitute shortage, the district increased daily substitute pay rates to stay competitive with surrounding districts

Action 4.2 – The district established a new textbook adoption cycle schedule to adopt new textbooks for all courses by 2025. This year, science and agriscience teachers reviewed, piloted, and adopted new science textbooks aligned to the NGSS standards which will be implemented in the 2022-23 school year. Social science, English, and health teachers will be reviewing and piloting new instructional materials during the 2022-23 school year.

Action 4.3 – The district continues to provide Chromebooks for every student and makes hotspots available to those students who otherwise do not have internet access at home. The District was able to acquire Emergency Connectivity Funding to offset some of these costs, ensure the program will continue for the foreseeable future.

Action 4.4 – The district is in the process of upgrading the technology infrastructure and phone system to provide improved security and connectivity. Three new positions have been added to the Technology Department to provide increased on and off-site support for students and staff. Data and security protocols and systems have been improved.

Action 4.5 – The district updated its Master Plan, forming a committee of district and community partners to identify the top priorities in the district. The district began the process of improving the indoor air quality in the classrooms and standardized the cleaning procedures for our facilities, all while facing staffing challenges with vacant positions and a lack of substitute custodians.

Action 4.6 – The district has experienced difficulty in hiring new bus drivers which has created challenges to staffing bus routes and providing transportation for athletics and field trips. This has resulted in certain bus routes not running regularly and increased costs for chartering buses.

Action 4.7 - The Food Services Department was able to feed more students by implementing an after school supper program and a second chance breakfast during morning passing periods on both campuses. Despite supply chain issues, the department was able to maintain a high-quality program and keep our student body fed with delicious and nutritious meals.

#### An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.1 – Due to unexpected demand for remediation and credit recovery, additional FTE were added. In addition, negotiated salary and health and welfare benefits increased, resulting in higher than budgeted expenses.

Action 4.2 – Adoption process for new science textbooks was just recently finalized so purchase of these books will not take place during this school year, as planned and instead will take place in the 2022-23 school year.

Action 4.3 – District purchased additional student devices after being awarded Emergency Connectivity Funding.

Action 4.4 – Reclassification of current technology positions to a higher pay range and the addition of a second SIS technician resulted in increased costs. Additionally, unplanned investments updating servers and technology infrastructure contributed to higher expenditures.

Action 4.5 – Increases in materials, supplies, repairs, equipment, fuel, and contracted services contributed to higher expenditures.

Action 4.6 – Increased costs for bus purchase corresponding with increased revenue from Electric Bus grant. Increases in fuel costs were somewhat offset by decreases in salary costs due to staffing shortages.

Action 4.7 – Food costs were higher than planned resulting increased costs.

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

The actions outlined in goal 4 were effective in maintaining and improving the conditions for learning that facilitate a high-quality education for our students.

Despite a teacher shortage across California, the district's high-competitive salary and benefit package has continued to attract highly-qualified teachers and staff. As a result, the district has been able to maintain a high percentage of qualified teachers in all subject areas and to support our English learners and students with disabilities.

The district has always been diligent in ensuring that every student has access to the instructional materials they need in school and at home. This year, the district has reinstated textbook adoption cycles to make sure that those instructional materials are aligned to the most current standards and frameworks. In addition, the district is providing every student with a Chromebook during their tenure in the district, as well as hotspots for those students who otherwise do not have access in the home. This further ensures that students have access to all instructional materials online, including textbooks, notes, handouts, videos, presentations, and other materials. In addition, the district continues to invest in providing a high quality technology infrastructure and support staff to support the use of student devices in classrooms, on campus, and at home.

Some facilities, especially those at Galt High School, are in need of upkeep and repair. The district has invested considerable resources into repairing and upgrading facilities and equipment to ensure that they are safe and comfortable for staff and students. The facilities master plan is currently being revised to reflect the current status of the facilities and to prioritize needs for expected facilities funding from the state.

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.

Action 4.1 - In an effort to minimize the impact of the teacher/staff shortage, the district will be actively searching for the highest quality teachers and staff by attending recruitment fairs and partnering with credentialing programs. Also, the district will be increasing support for new teachers through an improved orientation process and providing mentors for intern teachers.

Action 4.5 - Maintenance and Operations will be updating the Facilities Master Plan and identifying priorities for the use of available capital outlay funding, including replacing and repairing roofing and HVAC which were identified as deficient on the Facilities Inspection tool. Otherwise, no other changes are being made to this goal, metrics, outcomes, or actions.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,325,492	N/A

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.40%	4.06%	\$863,749.00	14.46%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

After assessing the needs, conditions, and circumstances of our English learners, low-income students, and foster youth, we learned that the academic achievement of these student groups, as measured by student grades, assessments (CAASPP and I-Ready), and graduation rates, is significantly lower than their peers.

To address the lower academic achievement of these students, we will implement improved instructional, grading, and intervention strategies to provide targeted supports and interventions for these students in the classroom to improve course passing rates. We will also provide more instructional time throughout the school year to allow students time to catch up on learning that was missed during the 2021-22 school year. Actions 1.1, 1.2, 1.3, and 2.7 focus on the implementation of improved instructional practices, Universal Design for Learning, and integrated English Language Development in all classes to address barriers to learning prior to a student failing a test or a class and providing a guaranteed and viable curriculum that is accessible to all students. Actions 1.7 and 1.13 focus on improving the Tier 1, 2, and 3 interventions that take place outside of the classroom setting to support student achievement.



These actions are provided to support all students across the district, and we expect that all students who are struggling academically will benefit. However, because of the significantly lower academic performance of English learners, low-income students, and foster youth, and because these actions utilize specific strategies that have been shown to support English Learners, low-income students, and foster youth, as well as students with disabilities, we expect that the achievement metrics for our English learners, low-income students, and foster youth will increase significantly more than the average achievement of all other students.

After assessing the needs, conditions, and circumstances of our English learners, low-income students, and foster youth, we learned that these student groups access the broad course of study we offer at a significantly lower rate than their peers, as measured by Advanced Placement and Career-Technical participation and completion rates, A-G completion rates, and the College and Career Indicator.

To address the lower rate at which these students access the full range of courses we offer, we will provide a range of opportunities both in and outside of the regular school day for students to access coursework in a non-traditional setting and make up any lost learning or lost credits which are preventing them from taking higher-level or elective courses. We will also identify and work to remove other barriers that may be preventing these students from otherwise accessing the full range of courses we offer. Actions 1.8, 1.11, and 1.12 are designed to increase the opportunities available to students to make up lost learning, recover lost credits, or take additional courses in both traditional and non-traditional settings. Actions 1.2, 1.3, 2.2, 2.3, and 2.4 are focused on removing barriers that are preventing access to and encouraging students to take higher-level courses and electives, including Honors, Advanced Placement, and Career-Technical Education courses.

These actions are provided to support all students across the district, and we expect that all students who are not accessing the full range of courses we offer will benefit. However, because of the significantly lower rate at which English learners, low-income students, and foster youth access the higher level and elective courses we offer and because these actions meet specific needs often associated with the experiences of English Learners, low-income students, and foster youth, we expect the rate at which our English learners, low-income students, and foster youth access the full range of courses we offer will increase significantly more than that of all other students.

After assessing the needs, conditions, and circumstances of our English learners, low-income students, and foster youth, we learned that these student groups demonstrate lower rates of student engagement with their school and education, as measured by chronic absenteeism, suspension, dropout, and parent engagement rates.

To address the lower rate at which these students engage with their school and classes and to prevent students from engaging in negative behaviors, we will increase access to mental health, social-emotional, and academic counseling services for these students and their families. We will also focus efforts on increasing the communication with and engagement of the families of these students and building partnerships with these families to better support their children's education. Actions 3.1 and 3.2 detail the increased mental health and

counseling services the district will be providing. Action 3.4 addresses the plan to foster parent engagement and increase communication, as this is shown to have a positive impact on student engagement and achievement.

These actions are provided to support all students across the district, and we expect that all students who are struggling with engagement in school and/or with mental health issues will benefit from these actions. However, because English learners, low-income students, and foster youth are demonstrating lower rates of student engagement and higher rates of negative student outcomes and because these actions meet needs often associated with the chronic stresses and experiences of English Learners, low-income students, and foster youth, we expect the rate of engagement among our English learners, low-income students, and foster youth will increase at a significantly greater rate than that of all other students.

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

The Galt Joint Union High School recognizes the need to increase and improve services for English learners, low-incomes students, and foster youth as these student groups, along with students with disabilities often face greater challenges and obstacles along their path to graduation and preparing to go on to college or into a career. As such, the District will be increasing and improving services for these students through the following actions:

Professional learning will be provided to teachers and staff around improved instructional practices, Universal Design for Learning, integrated English language development and learning acceleration. Instructional Paraprofessionals will continue to receive training on how to effectively support unduplicated students and students with disabilities in the classroom setting. Collaboration time will be set aside for teachers to reflect on and improve instructional practices, through cycles of learning, to ensure that they are designed to meet the needs of all students, especially unduplicated students. Teachers will also use collaboration time and cycles of learning to revise and differentiate curriculum, instruction, interventions, and assessments to address the specific needs of unduplicated students using Universal Design for Learning and integrated English language development strategies. (Actions 1.1, 1.2, 1.3, 2.7)

Alternative courses in math will be continued which are A-G approved that use a non-traditional approach to teaching math and incorporate Universal Design for Learning and integrated English language development to provide another pathway to graduation for students, including unduplicated students. (Action 1.2)

The English Language Development program will be expanded to better support English learners. An additional stipend will be paid to a teacher at each comprehensive site to help administer the English Language Development program at the site, including annual notification, ELPAC testing, reclassification, and working with teachers to integrated English Language Development into their daily instruction.

Additional sections of English Language Development will be offered at each site to ensure that all English learners are enrolled in a designated English Language Development class and to keep the class sizes small. (Actions 1.1, 1.2, 1.3, 1.4, 2.7)

Teachers will be required to monitor the progress of their unduplicated students and provide appropriate interventions in the classroom, inform them about other interventions a support that are available to them (tutoring, after school intervention), and refer the student to the Multi-Tiered Systems of Support team if other interventions are not successful. Paper tutoring program will be continued to provide 24/7 tutoring in all subject areas, as well as essay review, for unduplicated students, including bilingual tutors. (Actions 1.6, 1.7, 1.13)

The District will be increasing the availability of opportunities for unduplicated students to accelerate learning, improve grades, and recover credits. Summer school will be offered at both comprehensive high schools this summer. Additionally, Edgenuity and the Flex Academy program will be leveraged to increase offerings to students during the regular school year. (Actions 1.6, 1.11, 1.12)

We will expand on our alternative schooling options to provide alternative pathways to graduation for students that are designed to meet the unique needs of unduplicated students. At Estrellita, a part-time science teacher will be added to the staff to ensure that these students have access to highly-qualified teachers in the four core subject areas. Also, a bilingual paraprofessional has been added to further support the unduplicated students at that school. Counseling staff has been added to support students at Estrellita, as well as to lower case loads at the comprehensive sites, providing more time for counselors to address the needs of unduplicated students. Also, the Independent Study program will continue to provide an alternative for students who otherwise cannot attend school in-person. The Multi-Tiered Systems of Support Team will continue to work to improve the referral process for these Tier 2 and Tier 3 interventions. (Actions 1.7, 1.8, 3.2)

The Program Coordinator for Multi-Tiered Systems of Support will continue to support our foster and homeless youth by monitoring their progress, meeting with students regularly, communicating with families, facilitating access to needed services, and conducting home visits. (Action 1.9)

To ensure that unduplicated students are prepared for college and career, the District will continue to remove barriers and encourage unduplicated students to access the full range of courses we offer, including Advanced Placement, Career-Technical Education, electives, and completing the A-G requirements. The District will continue to supplement the costs of Advanced Placement exams and the PSATs for unduplicated students. Unduplicated students will be encouraged to participate in the AVID program to further support their academic progress. (Actions 2.2, 2.3, 2.4)

The District will continue to provide access to mental health services on campus, including adding additional services for Estrellita and for staff and families. These services will include individual and group sessions some of which will target the unique challenges faced by unduplicated students. In addition, the District will be increasing its efforts to engage with families, especially those of our unduplicated students, including offering Parent Project. (Actions 3.1, 3.4)

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A; no schools in the district have a student concentration of unduplicated students greater than 55 percent.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:20	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:87	N/A

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$22,879,744.00	\$1,712,940.00	\$104,056.00	\$3,399,123.00	\$28,095,863.00	\$22,521,747.00	\$5,574,116.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Effective Curriculum Design and Instructional Strategies to Support Struggling Students	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
1	1.2	Math Program	English Learners Foster Youth Low Income	\$36,778.00				\$36,778.00
1	1.3	English Program	English Learners Foster Youth Low Income	\$10,606.00				\$10,606.00
1	1.4	English Language Development Program	English Learners	\$222,007.00			\$42,210.00	\$264,217.00
1	1.5	Special Education Program	Students with Disabilities	\$2,350,156.00	\$405,658.00		\$430,333.00	\$3,186,147.00
1	1.6	Expanded Instructional Time	English Learners Foster Youth Low Income					
1	1.7	Multi-Tiered Systems of Support	English Learners Foster Youth Low Income	\$10,000.00	\$72,362.00			\$82,362.00
1	1.8	Alternative Schooling Options	English Learners Foster Youth Low Income	\$423,707.00	\$380,979.00	\$20,365.00	\$58,847.00	\$883,898.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Supports for Foster and Homeless Students	Foster Youth	\$15,090.00			\$48,140.00	\$63,230.00
1	1.10	Migrant Education Program	Migrant Education			\$32,881.00		\$32,881.00
1	1.11	Summer Learning Opportunities	English Learners Foster Youth Low Income	\$30,357.00			\$182,906.00	\$213,263.00
1	1.12	Flex Academy	English Learners Foster Youth Low Income	\$360,634.00			\$245.00	\$360,879.00
1	1.13	Comprehensive Tutoring Program	English Learners Foster Youth Low Income	\$28,750.00			\$86,250.00	\$115,000.00
2	2.1	College and Career Readiness	All	\$327,971.00			\$27,136.00	\$355,107.00
2	2.2	Advanced Placement & Dual Enrollment	English Learners Foster Youth Low Income	\$130,751.00				\$130,751.00
2	2.3	Career-Technical Education (CTE) Pathways	English Learners Foster Youth Low Income	\$121,493.00	\$170,446.00			\$291,939.00
2	2.4	Access to a Broad Course of Study	English Learners Foster Youth Low Income	\$244,189.00				\$244,189.00
2	2.5	Curriculum Development and Standards Alignment	All			\$10,000.00		\$10,000.00
2	2.6	Comprehensive Assessment Plan	All	\$27,000.00				\$27,000.00
2	2.7	Professional Learning and Continuous Improvement Plan	English Learners Foster Youth Low Income	\$95,828.00			\$108,870.00	\$204,698.00
2	2.8	Educational Technology	All	\$44,560.00	\$31,184.00	\$5,575.00		\$81,319.00
2	2.9	Data and Reporting	All	\$43,000.00				\$43,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Mental Health & Social-Emotional Support	English Learners Foster Youth Low Income	\$35,217.00	\$113,746.00		\$148,015.00	\$296,978.00
3	3.2	Academic and College/Career Counseling	English Learners Foster Youth Low Income	\$1,053,921.00	\$2,229.00		\$89,113.00	\$1,145,263.00
3	3.3	Campus Safety	All	\$310,175.00				\$310,175.00
3	3.4	Parent Engagement and Communication	English Learners Foster Youth Low Income	\$36,163.00			\$91,938.00	\$128,101.00
3	3.5	School Climate & Culture	All	\$245,077.00	\$22,798.00			\$267,875.00
3	3.6	Athletics	All Students with Disabilities	\$668,560.00		\$20,235.00		\$688,795.00
3	3.7	Freshmen Transition	Incoming Freshmen	\$55,401.00				\$55,401.00
4	4.1	Highly-Effective Teachers, Administrators, and Staff	All	\$12,833,766.00	\$242,952.00	\$15,000.00	\$323,125.00	\$13,414,843.00
4	4.2	Instructional Materials/Textbooks	All		\$126,754.00		\$130,000.00	\$256,754.00
4	4.3	Student Access to Devices and Broadband	All	\$220,733.00			\$105,000.00	\$325,733.00
4	4.4	Information Technology	All	\$718,751.00	\$115,888.00		\$154,882.00	\$989,521.00
4	4.5	Facilities, Maintenance, Operations & Furniture	All	\$1,250,969.00				\$1,250,969.00
4	4.6	Transportation	All	\$923,134.00	\$5,057.00			\$928,191.00
4	4.7	Food Services	All		\$22,887.00		\$1,372,113.00	\$1,395,000.00

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
22,369,107	\$2,325,492	10.40%	4.06%	14.46%	\$2,860,491.00	0.00%	12.79 %	<b>Total:</b>	\$2,860,491.00
								<b>LEA-wide Total:</b>	\$2,623,394.00
								<b>Limited Total:</b>	\$237,097.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Effective Curriculum Design and Instructional Strategies to Support Struggling Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.2	Math Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,778.00	
1	1.3	English Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,606.00	
1	1.4	English Language Development Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$222,007.00	
1	1.6	Expanded Instructional Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.7	Multi-Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	



Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Alternative Schooling Options	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$423,707.00	
1	1.9	Supports for Foster and Homeless Students	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$15,090.00	
1	1.11	Summer Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,357.00	
1	1.12	Flex Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$360,634.00	
1	1.13	Comprehensive Tutoring Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,750.00	
2	2.2	Advanced Placement & Dual Enrollment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,751.00	
2	2.3	Career-Technical Education (CTE) Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$121,493.00	
2	2.4	Access to a Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$244,189.00	
2	2.7	Professional Learning and Continuous Improvement Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,828.00	
3	3.1	Mental Health & Social-Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,217.00	
3	3.2	Academic and College/Career Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,053,921.00	
3	3.4	Parent Engagement and Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,163.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$28,040,209.00	\$30,320,220.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Equitable Grading Practices and Supporting Failing Students	Yes	\$25,000.00	\$0
1	1.2	Math Program	Yes	\$30,007.00	\$45,118
1	1.3	English Program	Yes	\$9,250.00	\$0
1	1.4	English Language Development Program	Yes	\$220,039.00	\$246,703
1	1.5	Special Education Program	No	\$3,007,926.00	\$2,985,758
1	1.6	Expanded Instructional Time	Yes	\$297,909.00	\$186,267
1	1.7	Multi-Tiered Systems of Support	Yes	\$50,981.00	\$57,410
1	1.8	Alternative Schooling Options	Yes	\$973,730.00	\$1,124,563
1	1.9	Supports for Foster and Homeless Students	Yes	\$50,981.00	\$57,410
1	1.10	Migrant Education Program	No	\$44,712.00	\$48,483

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Summer Learning Opportunities	Yes	\$300,000.00	\$341,015
1	1.12	Flex Academy	Yes	\$336,799.00	\$282,535
1	1.13	Comprehensive Tutoring Program	Yes	\$39,400.00	\$113,236
2	2.1	College and Career Readiness	Yes	\$217,168.00	\$356,168
2	2.2	Advanced Placement & Dual Enrollment	Yes	\$112,789.00	\$118,932
2	2.3	Career-Technical Education (CTE) Pathways	Yes	\$170,952.00	\$324,847
2	2.4	Access to a Broad Course of Study	Yes	\$308,176.00	\$416,688
2	2.5	Curriculum Development and Standards Alignment	No	\$8,580.00	\$8,580
2	2.6	Comprehensive Assessment Plan	No	\$46,982.00	\$41,025
2	2.7	Professional Learning and Continuous Improvement Plan	Yes	\$48,473.00	\$26,559
2	2.8	Educational Technology	No	\$81,319.00	\$78,945
2	2.9	Data and Reporting	No	\$43,000.00	\$45,468

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Mental Health & Social-Emotional Support	Yes	\$303,370.00	\$336,085
3	3.2	Academic and College/Career Counseling	Yes	\$1,062,563.00	\$1,009,577
3	3.3	Campus Safety	No	\$233,016.00	\$240,581
3	3.4	Parent Engagement and Communication	Yes	\$118,263.00	\$43,870
3	3.5	School Climate & Culture	No	\$174,130.00	\$190,862
3	3.6	Athletics	No	\$652,028.00	\$695,461
3	3.7	Freshmen Transition	No	\$54,188.00	\$52,772
4	4.1	Highly-Effective Teachers, Administrators, and Staff	No	\$14,433,230.00	\$15,415,462
4	4.2	Instructional Materials/Textbooks	No	\$206,200.00	\$76,609
4	4.3	Student Access to Devices and Broadband	No	\$331,233.00	\$439,528
4	4.4	Information Technology	No	\$780,817.00	\$1,233,713
4	4.5	Facilities, Maintenance, Operations & Furniture	No	\$1,013,250.00	\$1,192,760
4	4.6	Transportation	No	\$992,303.00	\$1,181,001

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.7	Food Services	No	\$1,261,445.00	\$1,306,229

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,285,129	\$2,700,435.00	\$1,421,380.00	\$1,279,055.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Equitable Grading Practices and Supporting Failing Students	Yes	\$15,000.00			
1	1.2	Math Program	Yes	\$30,007.00	\$45,118		
1	1.3	English Program	Yes	\$9,250.00			
1	1.4	English Language Development Program	Yes	\$106,416.00	\$167,714		
1	1.6	Expanded Instructional Time	Yes				
1	1.7	Multi-Tiered Systems of Support	Yes		\$38,278		
1	1.8	Alternative Schooling Options	Yes	\$478,422.00	\$128,569		
1	1.9	Supports for Foster and Homeless Students	Yes		\$57,410		
1	1.11	Summer Learning Opportunities	Yes		\$1,000		
1	1.12	Flex Academy	Yes	\$336,799.00	\$282,535		
1	1.13	Comprehensive Tutoring Program	Yes		\$3,676		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	College and Career Readiness	Yes	\$208,616.00			
2	2.2	Advanced Placement & Dual Enrollment	Yes	\$112,789.00	\$43,645		
2	2.3	Career-Technical Education (CTE) Pathways	Yes	\$119,414.00			
2	2.4	Access to a Broad Course of Study	Yes	\$308,176.00	\$416,688		
2	2.7	Professional Learning and Continuous Improvement Plan	Yes		\$63,526		
3	3.1	Mental Health & Social-Emotional Support	Yes	\$938.00	\$19,690		
3	3.2	Academic and College/Career Counseling	Yes	\$954,553.00	\$134,308		
3	3.4	Parent Engagement and Communication	Yes	\$20,055.00	\$19,223		

## 2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$21,253,056	\$2,285,129	0%	10.75%	\$1,421,380.00	0.00%	6.69%	\$863,749.00	4.06%



# Instructions

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*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

## Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

### **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **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 2020–21 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated 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).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent:*** For school districts with an unduplicated pupil percentage of 55 percent 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 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —



Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### **LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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