LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Junction Elementary School District

CDS Code: 45-700456050397

School Year: 2023-24

LEA contact information:
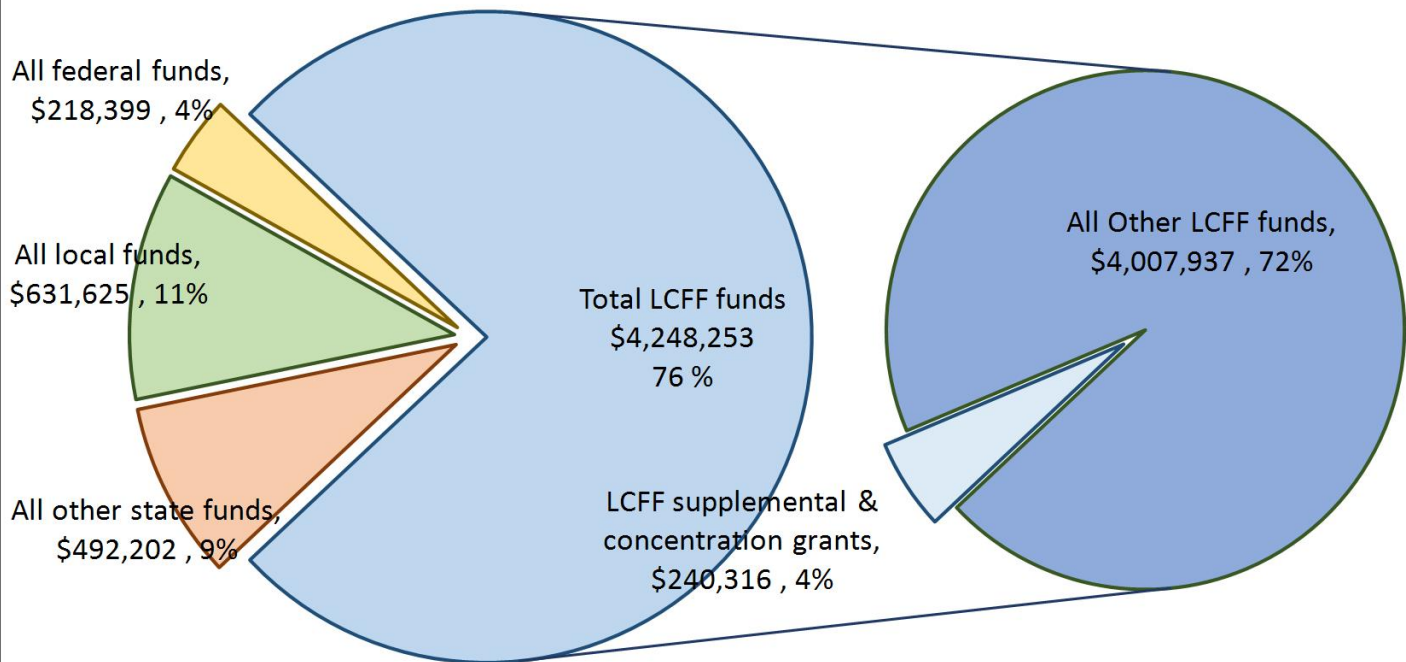
Clay Ross

Superintendent

cross@junctionesd.net

530-547-3274 ext 251

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $218,399 , 4%

All local funds, $631,625 , 11%

All other state funds, $492,202 , 9%

Total LCFF funds $4,248,253 76 %

LCFF supplemental & concentration grants, $240,316 , 4%

All Other LCFF funds, $4,007,937 , 72%

This chart shows the total general purpose revenue Junction Elementary 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 Junction Elementary School District is $5,590,479, of which $4,248,253 is Local Control Funding Formula (LCFF), $492,202 is other state funds, $631,625 is local funds, and $218,399 is federal funds. Of the $4,248,253 in LCFF Funds, $240,316 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.

Budgeted Expenditures in the LCAP
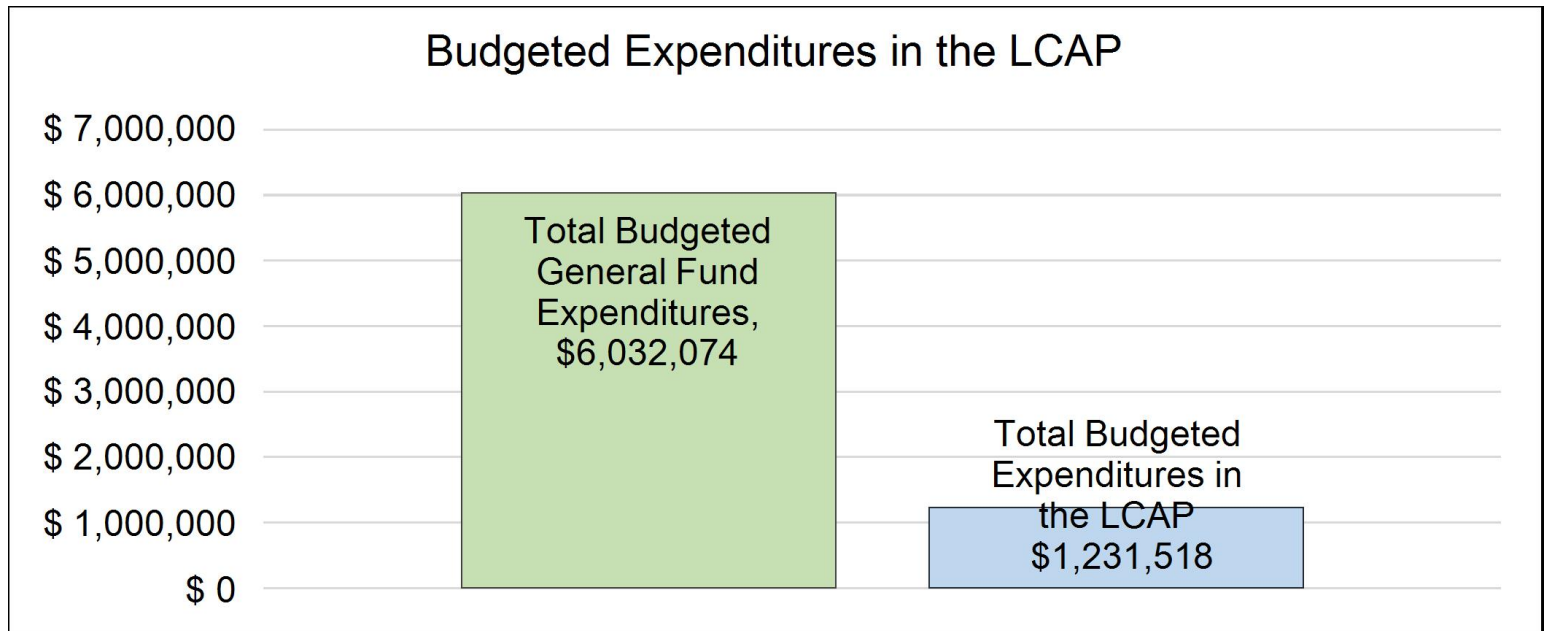
This chart provides a quick summary of how much Junction Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Junction Elementary School District plans to spend $6,032,074 for the 2023-24 school year. Of that amount, $1,231,518 is tied to actions/services in the LCAP and $4,800,556 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expendtiures that are not included in the LCAP are primarily operational costs that contribute to the school's overall functions.
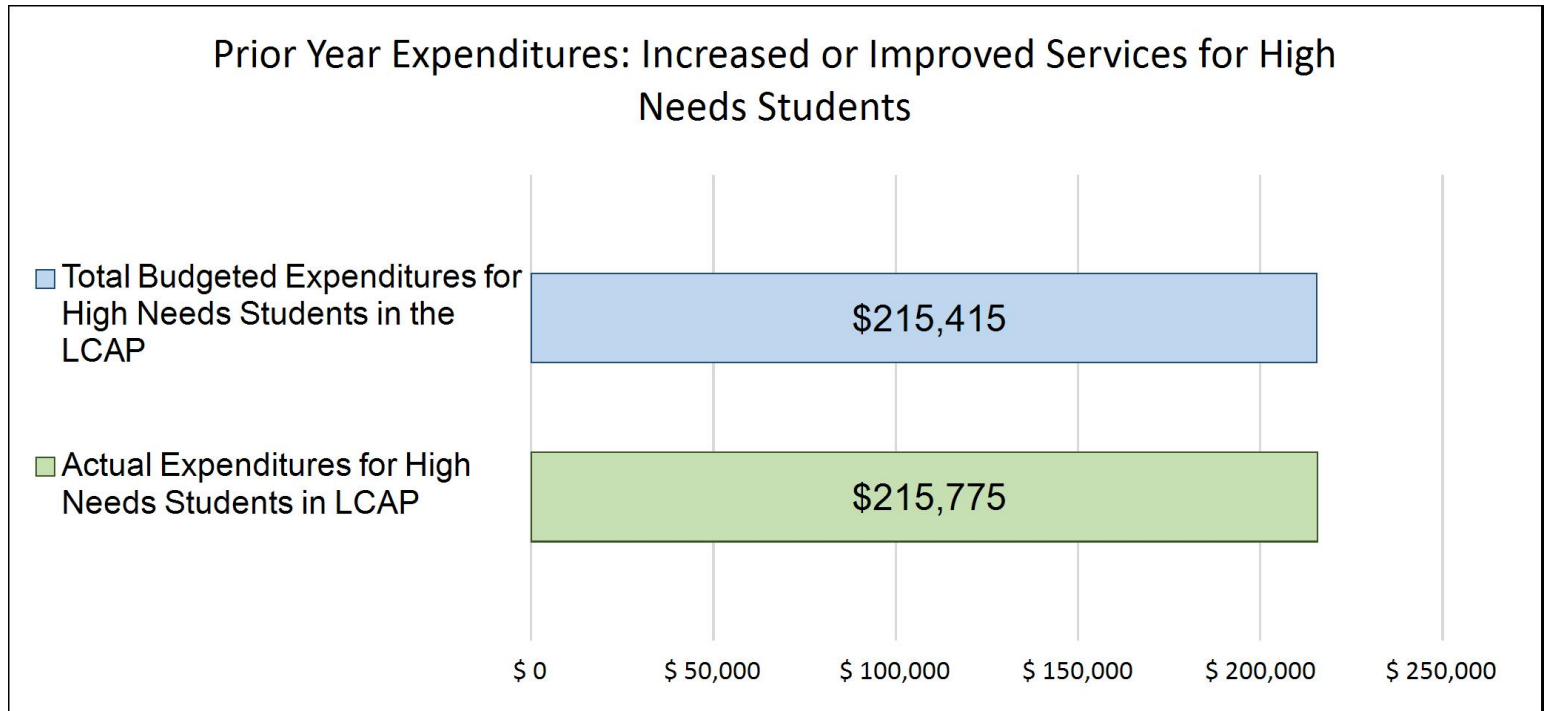1. Certificated staff salaries for regular and special education teachers;
2. Administrative staff salaries;
3. Classified staff salaries such as secretaries and aides;
4. Benefit costs of salaries such as PERS, STRS, Medical, Dental & Vision Insurance;
5. Instructional and general supplies such as paper, pencils, toner, mechanical parts, and other miscellaneous items;
6. Contracted services, liability insurance, travel and conference, communications and utility costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Junction Elementary School District is projecting it will receive $240,316 based on the enrollment of foster youth, English learner, and low-income students. Junction Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Junction Elementary School District plans to spend $240,316 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 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$215,415
☐ Actual Expenditures for High Needs Students in LCAP	$215,775

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000

This chart compares what Junction Elementary 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 Junction Elementary 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 2022-23, Junction Elementary School District's LCAP budgeted $215,415 for planned actions to increase or improve services for high needs students. Junction Elementary School District actually spent $215,775 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $360 had the following impact on Junction Elementary School District's ability to increase or improve services for high needs students:

The impact of $360 was minor to the overall expenditures spent on high needs studetns.

Local Control and 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
Junction Elementary School District	Clay Ross Superintendent	cross@junctionesd.net 530-547-3274 ext 251

Plan Summary [2023-24]

General Information

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

We are proud of our school and our community. Junction is one of the top performing districts in Shasta County, consistently scoring among the highest performing schools in the North State. Junction shines as an example of exemplary achievement. Hard work and diligence show in everything we do.

"The Mission of the Junction School District, in partnership with student, family, and community, is to professionally promote excellence, achievement, and self-worth, empowering students to be life-long learners and responsible citizens in our changing world."

Our single school district is located in rural Palo Cedro, California. Our student population includes approximately 349 students Transitional Kindergarten-8th grade.
2.3% English learner
33.5% Low Income
2% Foster Youth

We have been recognized by the county for being one of a few schools county-wide that has demonstrated improved Smarter Balanced Summative Assessment scores for three consecutive years. We are proud to offer quality enrichment programs allowing students a sampling of various career pathways. Our students are taught that with the proper mindset, they can achieve even the loftiest of goals. One of our Middle School goals is to have our students realize that most all careers now require some type of post high-school education or training, and that high-school can advance and position them for the next phase of their educational career.

Parent Involvement is one of Junction's strong suits. The Junction Educational Foundation (JEF) has supported the school in numerous ways: from beautifying the school grounds to supporting academic programs to volunteering and providing donations for special events.

Our school has maintained its small class sizes, throughout the years, while continuing to offer enhanced programs helping students toward academic success and career development. Students at the elementary level are offered electives, band/music instruction, formal PE, and competitive athletics such as Cross Country. Our Middle School offers a greater variety of electives, band and choir instruction with performances, PE, STEM, culture awareness, college and career, robotics, competitive year round athletics, and student council. Through collaboration with our superintendent, staff and school board we are striving to find ways to enhance every students everyday life. Please browse our website to find out more in depth information about our programs at www.junctionesd.net.

Reflections: Successes

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

The CA School Dashboard indicates the following:

We have high performance levels in English language arts and mathematics. 14.7 points above standard in English language arts and 6.5 points above standard in mathematics. This was a slight increase over last year. We continue to exceed standards and are proud of our results.

Socioeconomically disadvantaged and white student groups are at a high performance level in English language arts.

Socioeconomically disadvantaged are at the medium performance level and the white student group is at high performance level in mathematics.

Whites are at a low performance level for the suspension rate.

Statewide data paints a different picture as we have a very high chronic absenteeism rate. We are currently working with the District Leadership Team to identify areas of strength and challenges. We will conduct a root cause analysis for areas of concern in order to address them while celebrating our successes.

Staff use formative assessments to identify students needing interventions and extensions.

A focus on literacy, interventions, and high expectations for all students has contributed to our overall success. Other areas contributing to our success include:

Mastery Teaching
Data driven staff
Kids First Learning Center
Chronic Absenteeism Coordinator
Data teams that focus on areas such as attendance, behavior, academics, and course outcomes
Teachers meeting weekly to collaborate on lesson planning and discuss students that need targeted support
Serving students individually according to their needs
Professional Learning Community time, targeted interventions, data teams, and assessments
Student-led conferences and goal setting

Reflections: Identified Need

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

The CA School Dashboard shows the following:

Very high chronic absenteeism

Medium suspension rate

Students with Disabilities are 89.1 points below standard in English language arts.

21.6% of students were chronically absent. The chronic absenteeism level is very high with the following student groups: Socioeconomically disadvantaged, students with disabilities, and white. Hispanics have a high performance level.

1.9% of students were suspended at least one day. Although this is low, we will continue to explore alternatives to suspension so our students continue to learn and grow.
Socioeconomically disadvantaged, Hispanic and students with disabilities are at a medium level suspension rate.

Based on our local and state data, we will continue to implement interventions and one-on-one support for our most at-risk students. We will encourage goal setting for all students for academics, attendance, and behavior, based on individual need. We are concerned with our

Chronic Absenteeism rate. We will continue our Attendance Campaign as well as target our chronically absent students. The Principal and teaching staff will also remind parents, at each school event, the importance of attending school. We have asked teachers to make personal connections with the families when they notice students who are missing a significant amount of school. We will refine our attendance strategies and interventions to ensure we target our student groups that have high or very high levels with chronic absenteeism and suspension rates and low or very low achievement levels in English language arts and mathematics. Additionally, our Chronic Absenteeism Coordinators will continue to make home visits and work with our vulnerable families to remove barriers that are keeping their students from attending school. The Chronic Absenteeism Coordinator will also goal set with students who are chronically absent and pair them with a mentor to encourage them to attend school.

The Principal will work with the staff in Professional Learning Communities to review data and target instruction based on student needs.

Additional Targeted Support and Improvement
We added a CORE Team to address our Additional Targeted Support and Improvement designation. The Local Control Accountability Plan will be used to monitor student achievement, chronic absenteeism, suspension and school progress towards exiting Additional Targeted Support & Improvement (ATSI). We have formed a CORE Team which reviews Attendance, Behavior, and Course Outcome data and targets students for support. The team includes the Counselor, Principal, School Psychologist, Behavior Tech, and Teachers, as needed. The Principal, Counselors, and Superintendent will make a year long plan and calendar meetings for the following committees: Professional Learning Communities, School Site Council, CORE Team, cabinet meetings, staff meetings, professional development, IEP/504 meetings, Governing Board Meetings, and Support Staff meetings. The Principal and staff will monitor and evaluate data through Professional Learning Communities. Staff will participate in the CORE teams to identify students that need extra support. Students will set monthly goals in their area of concern (suspension and chronic absenteeism). The Chronic Absenteeism Coordinator will make home visits, connect our at-risk families to community resources to reduce barriers to attendance, and work with individual students to set attendance goals. Local assessments will be used to monitor student progress in academics. The CORE Team will monitor the behavior referrals through our referral system and bring the data to the Behavior team for review. The data will show the Behavior team where they need to target support(s). The CORE Team will meet weekly to discuss students that are truant and in need of targeted support(s). Student and parent surveys will be reviewed to see our progress and adjust our actions based on the data. Finally, local data will be reviewed by our CORE Team to identify students in need of academic and behavior interventions. We have added the following professional development to address the high chronic absenteeism and suspension rates. They are as follows: Restorative Justice, Peaceful Playground, Capturing Kids Hearts, No Excuses University and Classroom Management. We will implement a refocus room as an alternative to suspension and to make up lost learning time due to being absent.

Inequities: We do not have a high number of unduplicated students so we are unable to receive additional funding from the state and don't qualify for many of the state grants. We believe that the funding formula is inequitable to provide full-time staff to address the needs of our at-risk students.

We believe in holding students to a high standard both behaviorally and academically. Our staff meet regularly to identify students that need extra support and we have refined our behavior matrix. We believe in supporting all students and believe in fostering strong relationships with our families. We have spent a significant amount of time providing professional development for our staff with Capturing Kids Hearts,

Trauma Informed Practices, Positive Behavior Intervention Supports, student engagement strategies and social emotional learning. Every effort is being made by our staff to build strong, supporting relationships with students.

LCAP Highlights

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

We are most proud of our high-quality instruction and schoolwide positive culture. Students continue to show growth in academics due to our interventions, high expectations and small group support. We also have strong support from our community and school families. We are excited to implement some of the following actions in order to make progress towards achieving our district goals:

Goal 1: Positive Relationships and Communication
- Provide mental health counseling for students (Staffing challenges have prevented us from implementing this in 2022-2023 but we wish to continue with this action in 2023-2024.)
- Targeted intervention and support for chronically absent students

Goal 2: Student Achievement
- Full-time PE teacher
- Targeted intervention/academic support of 30 minutes/day
- Small group instruction in ELA and Math

Goal 3: Staff Development
- Participation in the Leading Learning Network

Goal 4: Facilities, Finance, and Safety
- Positive Behavior Interventions and Support implementation
- Facility projects (asphalt, garden, playground, etc.)

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.

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

Staff, parents, students, and the School Board have collaborated through formal brainstorm sessions to address the unique challenges of the school resulting in the following key focus features of the LCAP:

State Priority 1: Ensuring the school facilities are well maintained and safe as well as housing the needed physical resources for programs. Ensuring all students have full access to curriculum materials and highly qualified teachers.

State Priority 2: Ensuring all curriculum and instruction is standards aligned. Supporting teachers with professional development that helps them develop and teach effectively. Providing supplemental materials (novels, etc.) in the English language arts program and math program.

State Priority 3: Provide resources and opportunities that help parents be active participants in helping their child(ren) successfully learn standards and develop the skills to manage their learning. Specific opportunities for parent involvement include Back to School Night, Education Foundation, Open House, parent/teacher conferences, classroom volunteers, and family event nights. Home to school communication includes but is not limited to school newsletter, classroom newsletters, school website, etc. Parents are encouraged to be part of the decision making process through the LCAP Committee meetings, School Site Council, and attending Governing Board meetings.

State Priority 4: Utilizing state assessment data, local assessments, and classroom-based assessment data to monitor student performance, develop intervention services for students, and inform instructional practices for continued student academic growth.

State Priority 5: Build within students a strong desire to be at school as they are motivated by a positive environment, a meaningful curriculum, and extra curricular activities that support learning goals.

State Priority 6: Incorporate leadership principles which helps student learn and use the effective habits in managing themselves and the way they work with others. Helping students develop leadership skills that apply to themselves, school involvement, and community involvement. Helping students develop the skills to build a positive and confident self-concept for themselves and others. Survey students, parents and teachers on the sense of safety and school connectedness.

State Priority 7: Provide a broad course of study that helps students integrate 21st Century skills; STEM related concepts, effective integration of technology resources, and activities that help students make connections with real-life applications. Providing intervention services to students who are struggling to meet standards through classroom Tier I, Tier II, Tier III supports.

State Priority 8: Other student outcomes-Provide opportunities for students to be involved through community service projects, Student Council, athletics, STEM activities, reading and math focus days, etc. Supporting standards through effective integration of STEM activities at all grade levels. Providing supplemental and extracurricular activities (field trips, math and reading events, music program, etc.) that help students develop talents and make meaningful connections with real-life applications.

Annual Update: The District communicated with educational partners regarding the implementation of LCAP strategies and the progress towards goals throughout the year. In order to evaluate the effectiveness of the LCAP, the District presented data on all required state and local metrics to all educational partners.

All educational partner groups provided input regarding goals, metrics, and actions. The district prioritized the suggestions based on identified areas of need.

Year-round: Weekly discussions with faculty during Collaboration Meetings on district goals and actions based on state and local data.
Year-round: Individual meetings with classified staff and principal to identify areas of concern for their students. Goal setting aligns with district LCAP goals.
Year-round: Monthly presentation to the Board of LCAP actions/services that have been implemented for the past month and will be implemented in the coming months.
Winter: Annual presentation provided to the Governing Board at the regular meeting on California Assessment for Student Performance and Progress (CAASPP) results
Quarterly: Presentation provided to the Governing Board at the regular meeting on school wide intervention programs Student Academic Intervention Program.
Winter: Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators
Year-round: Monthly meeting with the support staff to identify and refine areas of need to support students both academically and behaviorally and keep the overall school systems running efficiently and effectively. Feedback is solicited to make continuous improvements in our plan.
Winter and Spring: Annual presentation to the Governing Board, at a regularly scheduled meeting, and to the classified/certificated staff on the LCAP development process.
Fall and Winter: Presentation to the School Site Council on California Assessment for Student Performance and Progress (CAASPP) results and CA School Dashboard results
Winter and Spring: Discussion with Budget Committee on Educational Partner Meeting- input, revision, summary, Budget Overview for Parents (BOP) and the LCAP annual analysis
Fall and Spring: Presentation to the Governing Board at the regular meeting on staff professional development that supports both goals in the LCAP
Quarterly: Presentation to the School Site Council on LCAP development process
Spring: Presentation to the Bargaining Units of the draft LCAP- input, revision, and summary
Winter and Spring: Presentation to the Governing Board at the regular meeting on Educational Partner Input Meetings - input, revision, and summary
Spring: Staff Meeting and surveys for feedback on LCAP
Spring: Bargaining Unit meeting to receive feedback on LCAP
Spring: School Site Council meetings to receive feedback on LCAP
Spring: Parent Meeting and parent surveys on feedback for the development of the LCAP
Spring: The plan was submitted to the SELPA Director.

Spring: Parent, staff and student survey data to inform the local indicators and LCAP development.
June 13, 2023: Public Hearing of the LCAP Annual Update, Budget Overview Parent Summary, 2021-2024 LCAP, and budget at a regularly scheduled board meeting
June 14, 2023: LCAP Annual Update, Budget Overview for Parents, 2021-2024 LCAP, and budget adopted at a special board meeting

A summary of the feedback provided by specific educational partners.

Educational partners had a significant role in providing feedback and refining our plan. After reviewing local and state data and our current actions, services and goals in our draft plan, educational partners brainstormed our areas of strength and challenges in each of the eight state priorities. We prioritized the areas that educational partners suggested and developed the final plan. We brought back the final plan to all of our educational partners for further feedback. Finally, our LCAP Committee and Governing Board approved the 2023-2024 plan. We believe this comprehensive plan provides a road map for our district in the coming years and will adjust the plan as necessary to support continuous improvement.

Draft goals, actions/services, and summary of proposed LCAP changes presented and input solicited from the following groups:
* School Board-The board was appreciative of all the work done by staff the last few years and support the continued improvement efforts. No suggestions were provided for changes to the LCAP.
* School Site Council/LCAP Committee-the school site councils offered suggestions to enhance the school programs based on the eight state priorities.
* Bargaining Unit/Faculty-Staff indicated they would like to see the following improved or added: More support staff to assist students, a way to strengthen community so staff isn't tearing one another down, more maintenance staff to help staff with the "details," recognition outside the staff meetings, the school board and district office should recognize the good things and publicly recognize these groups or individuals, more support with classroom management, facility improvements, a welcome handbook for new teachers or principal meetings with new staff members, less negativity from a handful of staff members, a stipend for grade level partners that mentor new teachers, a cafeteria separate from the gym, better communication from administration, knowing who to go to for certain requests, Aeries standards based report cards, increase tech support from one day to several days a week, math intervention specialist, up to date technology for staff and students, new classroom furniture, lower grade music/art teacher, collaboration between the middle and elementary staff to create more cohesion, consistency with rules and consequences, a full time counselor with restorative circles and teach student strategies for dealing with bullying, include paraprofessionals in staff meeting, and increased space for After School Care. One teacher stated, "I think we need a revamping of our behavior management system with training and weekly/monthly visits from admin., especially in Aftercare. The team needs to understand how and why a consistent behavior system is important. As a school, we need to be a cohesive group vs. some people doing their own thing and going against written policy."
* Classified and certificated-Staff provided feedback to the principal, superintendent and through staff surveys. The summary is captured below.
* Parent, staff and student surveys results are as follows:
Overall, parents are proud of the educational opportunities afforded to their student(s) at Junction Elementary School District. Community pride and traditions are valued by parents. Parents appreciate the staff and their commitment to the students safety, health, social emotional

wellness, and academic success. Extra curricular activities and parent/student engagement events are well attended by parents and they would like to see them extended to grades 1-3. The Junction Educational Foundation provides the added events and funding for items that are out of reach of the district budget. Parents believe they are well-informed and overall were pleased with the communication the staff and administration provides through Class Dojo, newsletters, all calls, and social media. Parents would like to see the following improved: school grounds/maintenance, scratch cooking and more of a variety of meal options at lunch with less processed food, better coordination of the student drop-off/pick up line, remodel the school to eliminate portable buildings and add a gymnasium separate from a cafeteria, add music, arts and foreign language at the elementary level, upkeep of sports fields, elimination of portable potties at the middle school and after school activities, increased lunch periods for middle school students to have time to eat and play, add a comprehensive anti-bullying program, add after school sports or music program for grades 1-3, create opportunities for student service learning projects, increase library access, an addition of a refocus room for the counselor to work with students, more special needs equipment in the playground, an improved website or school app, replace or improve the lunch supervisors, improve middle school supervision at recess, the return of mother/son dance, add Mt. Shasta Ski Club, implement a check in/out or badge system for anyone who enters the campus, create a long term vision for the school layout and facilities, update bathroom fixtures, update middle school teacher lounge, retain staff by building positive school culture, update PE program, reduce the amount of homework, add typing to middle school to prepare them for high school, add homework lab during lunch, the middle school science teacher need to be more consistent about communicating and updating their Aeries grade book weekly, add flag football for elementary school students, and provide parents with examples to support students with homework.

The staff surveys for school culture were as follows:
Staff are proud to be part of the Junction Elementary School District, they enjoy coming to work, and they feel like the school is a family. There is a strong sense of community and the staff appreciate the support from parents and their team members. One teacher stated that they liked working at this school because, "The entire community of staff, parents, and students. I'm so lucky to work here. And the special opportunities I've had to bring my interests into my teaching." Another staff member stated that Junction Elementary is "Such a great place to work. I look forward to seeing my students everyday and I love problem solving with my colleagues. I love when we have new teachers and hear ideas of what they have done, curriculum they have used and what fun and welcoming things they did at the school they worked at. New ideas are worth a shot!"

Teachers would like to see the following for professional learning: Response to Intervention, writing pacing guides, state testing, adopt and train on a new social studies and science curriculum, Google Classroom/Apps, identification of special education students, math number talks, service learning projects for students, how to motivate the unmotivated student, Capturing Kids Hearts, ChatGPT and its effect on writing, social emotional learning, and less time on Chrome Books.

Teachers would like to encourage parents to read with their children and connect with them more.

Student Surveys-We used KELVIN surveys to understand the social emotional needs of our students. Overall, students believed that staff care and support them. However, they believe that students have less respect between one another. Only 62% of students surveyed believed that the rules are applied equally to all students and 61% of students stated that staff reward students for positive behavior. Only 48% of students stated that they could correctly articulate their emotions and 71% of students believed they were respectful of other student's views even when they disagreed with their views. During one week's period, students felt 65% hopeful, 57% worried while 57% felt

they could talk to someone when they needed help. 85% of students surveyed said teachers expect the best out of them at all times while 82% of students stated that their teachers give them individual attention when they need it. 78% of students agreed that teachers often connect what they are learning to life outside the classroom. During the past week, 72% of students stated that they paid attention, even when there were distractions and 81% said they came prepared to learn.

* SELPA-The plan was submitted to the SELPA for review but we did not receive any suggestions for revision.

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

Actions were refined for the 2021-2024 plan based on educational partner input.

The following areas were influenced based on the input from our educational partners: maintenance summer projects, the school board has requested we develop a strategic plan, professional development, continue the Professional Learning Communities (PLC) work with standards, parent handbooks at each grade level, standards based report card, and a full-time music teacher. We will continue using our Chronic Absenteeism Coordinator to target our chronically absent student groups that have been identified in need of additional support. The district will provide Fred Jones Classroom Management, Peaceful Playgrounds, Social Emotional Learning Thrive with 5/Restorative Circles, Literacy Summit, Technology, and other professional development opportunities. The principal will continue to meet with the staff to development grade level handbooks for parents, Aeries standards-based TK-5 report cards, Positive Behavior Intervention and Support matrix, collaboration between the middle and elementary staff, including paraprofessional in staff meetings. The school board and district administration will continue to recognize staff members at the governing board meetings.

Goals and Actions

Goal

Goal #	Description
1	Positive Relationships and Communication- All staff and stakeholders are responsible for establishing and maintaining positive relationships with students, parents and colleagues. Create a safe school wherein students are free from bullying and harassment in a climate of mutual respect and collaboration.

An explanation of why the LEA has developed this goal.

Teddy Roosevelt said, "Nobody cares how much you know until they know how much you care." Positive relationships are the key to student achievement. This goal will assist us immensely with Goal 2- Student Achievement. We believe everything we do needs to reflect 100% dedication to effective two way communication. 100% commitment to maintaining relationships despite the difficulties with communication. Positive relationships between staff and students, staff and parent, students and parents makes it easier to provide instruction and ensure continual improvement of student growth and achievement. We utilize our annual Parent Survey to collect important data points in order to refine this goal. Additionally, we administer routine surveys of staff and students to track progress and refine systems. Using the LCSPP grant funds, we will target students that are chronically absent to eliminate any barriers that are keeping them from attending school.

Student engagement, social emotional learning, interventions and direct instructional strategies will be a focus in the next few years as evidence by our goals and actions throughout the LCAP.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Parent Involvement	Parents have 100% input, participation in conferences, surveys, and school events	Parents have 100% input, participation in conferences, surveys, and school events	Parents have 100% input, participation in conferences, surveys, and school events		Parents have 100% input, participation in conferences, surveys, and school events.
Local Indicator Parent Annual Survey	97.8% of surveyed parents agree or strongly agree that their child's teacher welcomes communication and	93% of surveyed parents agree or strongly agree that their child's teacher welcomes communication and	90.1% of surveyed parents agree or strongly agree that their child's teacher welcomes communication and		98% of surveyed parents agree or strongly agree that their child's teacher welcomes communication and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	feedback from parents. 97.8% of surveyed parents agree or strongly agree that weekly communication from their child's teacher is helpful. 83.5% of surveyed parents agree or strongly agree that the monthly newsletter is helpful. 89% of surveyed parents agree or strongly agree that the Principal's weekly all-call is helpful. 80.2% of surveyed parents agree or strongly agree that they are always informed of important school information. 82.4% of surveyed parents agree or strongly agree that they would use an app to look at the school calendar, bell schedule, school bus schedule, and lunch menu.	feedback from parents. 95% of surveyed parents agree or strongly agree that weekly communication from their child's teacher is helpful. 85% of surveyed parents agree or strongly agree that the monthly newsletter is helpful. 91% of surveyed parents agree or strongly agree that the Principal's weekly all-call is helpful. 80% of surveyed parents agree or strongly agree that they are always informed of important school information. 92% of surveyed parents agree or strongly agree that they would use an app to look at the school calendar, bell schedule, school bus schedule, and lunch menu.	feedback from parents. 91.2% of surveyed parents agree or strongly agree that weekly communication from their child's teacher is helpful. 80.2% of surveyed parents agree or strongly agree that the monthly newsletter is helpful. 90% of surveyed parents agree or strongly agree that the Principal's weekly all-call is helpful. 79.1% of surveyed parents agree or strongly agree that they are always informed of important school information. 70% of surveyed parents agree or strongly agree that they feel the school is responsive in hearing and addressing my concerns. 96.7% of surveyed parents agree or strongly agree that		feedback from parents. 98% of surveyed parents agree or strongly agree that weekly communication from their child's teacher is helpful. 95% of surveyed parents agree or strongly agree that the monthly newsletter is helpful. 95% of surveyed parents agree or strongly agree that the Principal's weekly all-call is helpful. 95% of surveyed parents agree or strongly agree that they are always informed of important school information. 95% of surveyed parents agree or strongly agree that they would use an app to look at the school calendar, bell schedule, school bus schedule, and lunch menu.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			they have had opportunities to participate in conferences, surveys and school events. 59.1% of surveyed parents agree or strongly agree that they would attend School Board Meetings if my children were invited to participate, present and/or be honored.		
Local Indicator Staff Annual Survey	Respondents that gave a favorable response ("Strongly Agree" or "Agree") My principal treats me like a professional. 100% My principal has realistic expectations for my time. 95% My principal demonstrates a solid understanding of effective teaching practices. 100% My principal helps me get the resources I	The survey was changed in 2022 to get different information from the staff. Respondents that gave a favorable response ("Strongly Agree" or "Agree") 100% I feel like I belong at this school. 100%I feel that learning is fun at this school. 88% I feel recognized for good work.	Respondents that gave a favorable response 100% agree or somewhat agree that they feel like they belong at this school. 95% agree or somewhat agree they feel that learning is fun at this school. 85% agree or somewhat agree they feel recognized for good work. 100% agree or somewhat agree they work with people who		100% agree or somewhat agree that they feel like they belong at this school. 95% agree or somewhat agree they feel that learning is fun at this school. 95% agree or somewhat agree they feel recognized for good work. 100% agree or somewhat agree they work with people who treat them with respect.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	need to do my job well. 90% I feel comfortable going to my principal with my concerns. 95% My principal supports me when conflicts arise with parents. 80% My principal supports me when discipline issues arise with students. 90% My principal cultivates positive relationships with staff members at this school. 90% I feel empowered to make decisions about my work. 95% I enjoy coming to work most days. 100% I feel we have a positive school culture. 95% In general, I believe our school is meeting the needs of our students. 95%	100% I work with people who treat me with respect. 88% My principal facilitates communication effectively. 88% My principal supports me in my work with students. 94% My principal supports shared decision making. 94% I love working at this school. 100% I believe this school has a good public image. 82% I believe the instructional program at this school is challenging. 100% I believe the instructional program at this school is engaging and meaningful. 71% I work effectively with special education students. 88% I work effectively with low-achieving students. 94% Teachers in this school communicate	treat them with respect. 75% agree or somewhat agree that the principal facilitates communication effectively. 95% agree or somewhat agree that the principal supports them in my work with students. 85% agree or somewhat agree that the principal supports shared decision making. 90% agree or somewhat agree they love working at this school. 95% agree or somewhat agree they believe this school has a good public image. 90% agree or somewhat agree they believe the instructional program at this school is challenging. 90% agree or somewhat agree they believe the		95% agree or somewhat agree that the principal facilitates communication effectively. 95% agree or somewhat agree that the principal supports them in my work with students. 95% agree or somewhat agree that the principal supports shared decision making. 95% agree or somewhat agree they love working at this school. 95% agree or somewhat agree they believe this school has a good public image. 95% agree or somewhat agree they believe the instructional program at this school is challenging. 95% agree or somewhat agree they believe the instructional program at this school is

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		with each other to make student learning consistent across grades. 88% Children are physically and emotionally safe at this school. 100% I believe the instructional program at this school builds positive character and good citizens. I would find the following professional development to be beneficial. 58% EQ SEL Teaching & Leading - Ronen Habib of EQ Schools 58% Dominique Smith-Creating School Culture 53% Writing - (Razzle Dazzle, other) 71% Kim Sutton - (Math) 52% Casey Bell - Shake Up Learning- 52%Google Classroom	instructional program at this school is engaging and meaningful. 90% agree or somewhat agree they work effectively with special education students. 95% agree or somewhat agree they work effectively with low-achieving students. 75% agree or somewhat agree teachers in this school communicate with each other to make student learning consistent across grades. 80% agree or somewhat agree children are physically and emotionally safe at this school. 80% agree or somewhat agree they believe the instructional program at this school builds positive character and good citizens.		engaging and meaningful. 95% agree or somewhat agree they work effectively with special education students. 95% agree or somewhat agree they work effectively with low-achieving students. 95% agree or somewhat agree teachers in this school communicate with each other to make student learning consistent across grades. 95% agree or somewhat agree children are physically and emotionally safe at this school. 95% agree or somewhat agree they believe the instructional program at this school builds positive character and good citizens.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		58% Fred Jones Classroom Management 58% Harry Wong- Classroom Management 82% Teach Like a Pirate 82% Professional Learning Communities What other professional development opportunity would interest you? * Being a Writer * Teaching Reading * Number Talks * Human Resources * Individual instrument lessons I would like additional training in order to better utilize the following school resources. 70% SmartTVs 52% Google 47% GoGuardian 47% Clever 58% Aeries 53% Renaissance Learning 58% AIMSWeb	I would find the following professional development to be beneficial. 60% ELA 60% math 75% classroom technology 75% classroom management/behavior 70% culture & community 65% Restorative & Accountability Practices 70% Professional Learning Communities 70% Emergency Response 55% College & Career 70% Visual & Performing Arts What other professional development opportunity would interest you? Practical writing pacing guide, RTI programs State testing		We want to provide professional development based on need of students each year so these options will change each year. Our school has especially strong curriculum in the following subject areas. 100% English Language Arts 100% Math 100% Science 100% History/Social Studies 100% Health 100% Physical Education 100% Visual and Performing Arts 100% Career/Technical 100% World Language

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		What other training for currently used school resources would interest you? SPARK PE curriculum Our school has especially strong curriculum in the following subject areas. 75% English Language Arts 75% Math 38% Science 13% History/Social Studies 19% Health 63% Physical Education 13% Visual and Performing Arts 0% Career/Technical 0% World Language	Social studies curriculum at the elementary level. ELA adoption & Math adoptions (2) Google Classroom and Google Applications as it relates to teaching. writing Getting students involved in community service like "Hands for Hope" or Jr. Lions or Rotary. Middle School mental health Instructional aides on how best to work with middle schoolers as they are different than Elementary school students. Identifying special needs in the classroom. How to motivate (without bribing) students. How to get parents to be more participative in their kids education as a support for the school. Math Number Talks		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			ChatGPTand its effects on student writing Google Applications Can Aide's access student Aeries so they can print off missing assignments for students to catch up on work? Access to this? Capturing Kids Hearts Staff agree or somewhat agree they would like professional development in the following: 55% Smart TVs 55% Google 50% Go Guardian 45% Clever 45% Aeries 30% Renaissance Learning 20% AIMSWeb Our school has especially strong curriculum in the following subject areas.		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			88.9% English Language Arts 83.3% Math 44.4% Science 5.6% History/Social Studies 5.6% Health 50% Physical Education 5.6% Visual and Performing Arts 0% World Language 0% Career/Technical		
Local Indicator Student Annual Survey	Relationships 90% students report my teachers care about me. 79% of students report that it is easy to talk with teachers at this school. 80% of students report students respect one another.	Relationships 88% students report my teachers care about me. 84% of students report that it is easy to talk with teachers at this school. 70% of students report students respect one another.	Relationships 86% students report my teachers care about me. 72% of students report that it is easy to talk with teachers at this school. 56% of students report students respect one another.		Relationships 95% students report my teachers care about me. 95% of students report that it is easy to talk with teachers at this school. 95% of students report students respect one another.
Local Indicator	Increase participation of parents of unduplicated pupils and Student with Disabilities in parent engagement nights.	Increase participation of parents of unduplicated pupils and Student with Disabilities in parent engagement nights.	Increase participation of parents of unduplicated pupils and Student with Disabilities in parent engagement nights.		Increased participation of parents of unduplicated pupils and Student with Disabilities in parent engagement nights.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Parent Input	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council, LCAP Committee, and Junction Education Foundation.	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council, LCAP Committee, and Junction Education Foundation.	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council, LCAP Committee, and Junction Education Foundation.		100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council, LCAP Committee, and Junction Education Foundation.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Counseling/Response to Intervention	Provide mental health counseling for students as referred by teacher, parents, administration, Student Study Team or School Attendance Review Board. Provide academic support and college/career readiness skills to students and staff. Including Social Emotional Learning, Drug, Alcohol, Tobacco education, cessation and bullying prevention, (TIER I No cost through SCOE Prop99/56 and TIER II/LCAP ~$2000 to participate with Foothill in their Peer Mentoring presentations/engagement opportunities with middle schoolers at Junction. Services and other operating expenditures-Counseling services Books and supplies- student incentives	$35,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Signage for Positive Behavior Intervention Supports	Signage for Positive Behavior Intervention and Supports This school year our staff attended professional learning in Positive Behavior Interventions and Supports through the LCSPP Grant. We were able to work on and refine our behavior matrices, call out expectations for areas around campus, some staff are developing PBIS lessons for the next school year and we brainstormed character education monthly assemblies for the next school year.	$250.00	No
1.4	Web Page and Automated dialer	Principal and confidential staff will update the website regularly and the principal will utilize the auto dialer weekly for communication and emergency situations App for parent communication	$9,834.00	No
1.7	Communications and Relationships	Administration will monitor and emphasize the importance of relationships and communication between the home and school; Greeting students at the door, calling them by name, utilization of emails, phone calls, planners, conferences, and grade books to communicate student information. School and District websites will be maintained and updated. Books and supplies-purchase student planners grade 3rd-4th We will update our bullying forms and revise our reporting system for bullying.	$25,093.00	No
1.8	Communication	District staff will update the website in a timely manner and will conduct periodic surveys for feedback and enhancement. Communication- Maintain and improve communication between the home and the school Services and other operating expenditures-Parent Application downloadable for push notifications. Newsletters, calendars, school plans posted and updated on the website.	$4,925.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Surveys	Annual Site Council Survey to reflect questions related to LCAP goals. Books and supplies-In-house printing costs	$250.00	No
1.10	Surveys	Certificated and Classified staff will be surveyed to collect data related to LCAP goals pertaining to relationships and communication with the home and supervisors. There are no additional costs to LCAP. All costs are included as part of the regular budget.	$0.00	No
1.11	Online account management software for cafeteria and after school programs to increase communication.	Online account management software for cafeteria and after school program to increase communication, encourage use by stakeholders and to prevent low balances, late charges and fees.	$3,938.00	No
1.12	Parent Engagement	Parent groups will be afforded access to facilities for meetings, events and fundraisers; Community relations and engagement for events like volunteer recognition. Books and supplies-Materials and supplies to support community events (Program 1101)	$250.00	No
1.14	Target Chronically Absent StudentsResponse to Intervention	Using the LCSSP grant funds, we will target students that are chronically absent to eliminate any barriers that are keeping them from attending school. We will target chronically absent students using an Attendance Coordinator and Data Coordinator to: • Set goals with students to attend school • Connect with students on a weekly basis	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• Meet with School Attendance Clerk and the Principal weekly to review data to target students, • Provide home visits for chronically absent students, • Implement a buddy mentoring program, • Attend School Attendance Review Teams (Tier 2), • Attend School Attendance Review Board (Tier 3), • Coordinate and provide professional development for staff (customer service, Social Emotional Learning, Restorative Justice, Capturing Kids Hearts), • Connect families with local resources and community partners to reduce barriers for attending school, and • Implement an attendance campaign using Attendance Works resources. Grant funded - Costs are included Columbia Elementary School budget but fund services for 10 school districts in Shasta County.		

Goal Analysis [2022-23]

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.

All actions were implemented in this goal. Action 1.2 should be completed by next year so we anticipate this action going away in next 3 year LCAP. We have deleted Action 1.3, 1.5, 1.7, 1.10, 1.13, 1.15 and 1.16 as recommended by Shasta County Office of Education to eliminate actions that have no costs associated with them. We were able to hire a counselor but they became too ill to work. We continue to assess areas in need of revision in communicating with our staff, students, families and community. Since we are a small school district, we are able to make immediate changes and celebrate successes within this goal with our educational partners.

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.

We did not purchase the PBIS signage this year and we did not spend as much on parent engagement activities.

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

The actions were effective at making our progress toward this goal with the exception of the mental health actions as we were unable to maintain a full-time counselor. Although many actions are a part of implementing systems within our school, the Shasta County Office of Education advised us not to have actions without attached funding so those actions were deleted to simplify this plan. Our Chronic Absenteeism Coordinator has been instrumental at reducing our chronic absenteeism rate and setting goals with students and their families.

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.

We have deleted Action 1.3, 1.5, 1.7, 1.10, 1.13, 1.15 and 1.16 as recommended by Shasta County Office of Education to eliminate actions that have no costs associated with them. We were able to hire a counselor but they became too ill to work.

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	Student Achievement- All staff are responsible to implement our Mission- Students are capable of making one years' growth, academically, physically, emotionally, socially and behaviorally.

An explanation of why the LEA has developed this goal.

Student achievement and successful matriculation from one grade to another producing an educated workforce are why schools were created. We wish to prepare our students for the 21st Century and allow them to make choices in high school to pursue college or career pathways.

Student engagement, social emotional learning, interventions and instructional strategies will be a focus in the next few years as evidence by our goals and actions throughout the LCAP. We have added a District Leadership Team to guide the principal and staff on addressing standards, standards based report cards, develop benchmark assessments, and grade level parent guides. This opportunity has provided direction and collaboration between staff to continue to provide quality instruction and identify areas of need to improve our systems and instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Parent Surveys	94.5% surveyed parents feel their student's teacher works hard to help their student. 46.2% of surveyed parents agree or strongly agree that they would attend School Board Meetings if they were held in the evening.	93% of parents surveyed feel the teachers and staff respect all races, cultures and all characteristics protected against discrimination and listed in Board Policy 90% surveyed parents feel their student's	94.5% of parents surveyed feel the teachers and staff respect all races, cultures and all characteristics protected against discrimination and listed in Board Policy 90.1% of surveyed parents agree or strongly agree that		100% of parents surveyed feel the teachers and staff respect all races, cultures and all characteristics protected against discrimination and listed in Board Policy 100% surveyed parents feel their student's teacher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	91.2% of surveyed parents agree or strongly agree that their child enjoys school. 14.3% of surveyed parents agree or strongly agree that their child has been bullied at school this year. 93.3% of surveyed parents agree or strongly agree that their student has a positive relationship with their teacher. 98.9% of surveyed parents agree or strongly agree that their student feels safe at school. 95.6% of surveyed parents agree or strongly agree that their student has friends at school. 63.8% of surveyed parents agree or strongly agree that their student enjoys hot lunches. 78.9% of surveyed parents agree or strongly agree that	teacher works hard to help their student. School Board Meetings are now held in the evenings due to the parent survey feedback. We have had less parent participation with board meetings since moving the board meetings from 3:30pm to 5:00pm. 50% of surveyed parents agree or strongly agree that they would attend School Board Meetings if they were held in the evening. 93.9% of parents surveyed feel their child's teacher welcomes communication and feedback from parents. 95.9% of parents surveyed believe that the weekly communication from their student's teacher is helpful. 85.9%of parents surveyed believe that	their child's teacher welcomes communication and feedback from parents. 91.2% of surveyed parents agree or strongly agree that weekly communication from their child's teacher is helpful. 80.2% of surveyed parents agree or strongly agree that the monthly newsletter is helpful. 90% of surveyed parents agree or strongly agree that the Principal's weekly all-call is helpful. 79.1% of surveyed parents agree or strongly agree that they are always informed of important school information. 70% of surveyed parents agree or strongly agree that they feel the school is responsive in hearing and addressing my concerns.		works hard to help their student. Board meetings are now held in the evening as per parent request. 100% of parents surveyed feel their child's teacher welcomes communication and feedback from parents. 100% of parents surveyed believe that the weekly communication from their student's teacher is helpful. 100% of parents surveyed believe that the principal's weekly all-call is helpful. 100% of parents surveyed believe they are always informed of important school information. 100%of parents surveyed said they would use an app to look at the school calendar, bell schedule, school bus

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	their student enjoys PE. 89% of surveyed parents agree or strongly agree that they are proud of Junction's campus and facilities. 84.6% of surveyed parents agree or strongly agree that they would like more community activities for parents and students to socialize with one another. 74.7% of surveyed parents agree or strongly agree that they would like more opportunities to be involved and volunteer at Junction. 90.1% of surveyed parents agree or strongly agree that they are pleased with my student's academic progress for this year. 94.5% of surveyed parents agree or strongly agree that they are pleased with my student's	the monthly school newsletter is helpful. 92% of parents surveyed believe that the principal's weekly all-call is helpful. 80.8% of parents surveyed believe they are always informed of important school information 92.3%of parents surveyed said they would use an app to look at the school calendar, bell schedule, school bus schedule, and lunch menu. 87% of surveyed parents agree or strongly agree that their child enjoys school. 22.3% of surveyed parents agree or strongly agree that their child has been bullied at school this year. 89.9% of surveyed parents agree or strongly agree that their student has a	96.7% of surveyed parents agree or strongly agree that they have had opportunities to participate in conferences, surveys and school events. 59.1% of surveyed parents agree or strongly agree that they would attend School Board Meetings if my children were invited to participate, present and/or be honored. 78.1% of surveyed parents agree or strongly agree that their child enjoys school. 23.6% of surveyed parents agree or strongly agree that their child has been bullied at school this year. 50% of surveyed parents agree or strongly agree that bullying is appropriately addressed by school		schedule, and lunch menu. 100% of surveyed parents agree or strongly agree that their child enjoys school. Less than 3% of surveyed parents agree or strongly agree that their child has been bullied at school this year. 100% of surveyed parents agree or strongly agree that their student has a positive relationship with their teacher. 100% of surveyed parents agree or strongly agree that their student feels safe at school. 100% of surveyed parents agree or strongly agree that their student has friends at school. 100% of surveyed parents agree or strongly agree that their student enjoys hot lunches.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	character development for this year (i.e., respect, responsibility, caring, citizenship, trustworthiness, and fairness) 93.4% of surveyed parents agree or strongly agree that the teacher provides helpful feedback regarding my student's progress. 93.4% of surveyed parents agree or strongly agree that my student's teacher addresses my concerns in a timely manner. 78.9% parents indicated that the amount of time their student spends on homework is just right while 17.8% thought it is too much and 3% stated that it was not enough. 86.7% parents indicated the difficulty of homework is just right while 10% thought it is too much	positive relationship with their teacher. 90.9% of surveyed parents agree or strongly agree that their student feels safe at school. 95% of surveyed parents agree or strongly agree that their student has friends at school. 49.4% of surveyed parents agree or strongly agree that their student enjoys hot lunches. 85.5% of surveyed parents agree or strongly agree that their student enjoys PE. 92% of surveyed parents agree or strongly agree that they are proud of Junction's campus and facilities. 77.3% of surveyed parents agree or strongly agree that they would like more community activities for parents and	staff and administration. 83.5% of surveyed parents agree or strongly agree that their student has a positive relationship with their teacher. 84.4% of surveyed parents agree or strongly agree that their student feels safe at school. 90.1% of surveyed parents agree or strongly agree that their student has friends at school. 32.3% of surveyed parents agree or strongly agree that their student enjoys hot lunches. 89.1% of surveyed parents agree or strongly agree that their student enjoys PE. 72.6% of surveyed parents agree or strongly agree that they are proud of Junction's campus and facilities.		100% of surveyed parents agree or strongly agree that their student enjoys PE. 100% of surveyed parents agree or strongly agree that they are proud of Junction's campus and facilities. Parents agree or strongly agree that there are enough community activities for parents and students to socialize with one another. Parents agree or strongly agree that they have ample opportunities to be involved and volunteer at Junction. 100% of surveyed parents agree or strongly agree that they pleased with their student's academic progress for this year. 100% of surveyed parents agree or strongly agree that they pleased with their student's character

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and 3% stated that it was not enough. 36.3% of surveyed parents agree or strongly agree that they are interested in enrolling their student in after-school tutoring. 28.6% of surveyed parents agree or strongly agree that they are interested in enrolling their student in summer school during the month of June. 30.8% of surveyed parents agree or strongly agree that they are interested in enrolling their student in summer school for two weeks in August. 84.6% of surveyed parents agree or strongly agree that our teachers adapted well to distance learning. 71.1% parents indicated that the amount of work during distance learning was just right while 26.7% thought it is too much	students to socialize with one another. 64.7% of surveyed parents agree or strongly agree that they would like more opportunities to be involved and volunteer at Junction. 82.7% of surveyed parents agree or strongly agree that they are pleased with my student's academic progress for this year. 91.8% of surveyed parents agree or strongly agree that they are pleased with my student's character development for this year (i.e., respect, responsibility, caring, citizenship, trustworthiness, and fairness) 84.9% of surveyed parents agree or strongly agree that the teacher provides helpful feedback regarding my student's progress.	53.3% of surveyed parents agree or strongly agree that they would like more community activities for parents and students to socialize with one another. 35.2% of surveyed parents agree or strongly agree that they would like more opportunities to be involved and volunteer at Junction. 82.4% of surveyed parents agree or strongly agree that they are pleased with my student's academic progress for this year. 87.9% of surveyed parents agree or strongly agree that they are pleased with my student's character development for this year (i.e., respect, responsibility, caring, citizenship, trustworthiness, and fairness)		development for this year (i.e., respect, responsibility, caring, citizenship, trustworthiness, and fairness) 100% of surveyed parents agree or strongly agree that the teacher provides helpful feedback regarding my student's progress. 100% of surveyed parents agree or strongly agree that my student's teacher addresses my concerns in a timely manner. 100% parents indicated that the amount of time their student spends on homework is just right while 17.8% thought it is too much and 3% stated that it was not enough. 100% parents indicated the difficulty of homework is just right while 2% thought it is too much and 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and 2% stated that it was too little.	87.8% of surveyed parents agree or strongly agree that my student's teacher addresses my concerns in a timely manner. 73.2% parents indicated that the amount of time their student spends on homework is just right while 24.7% thought it is too much and 2.1% stated that it was not enough. 92.8% parents indicated the difficulty of homework is just right while 6.2% thought it is too much and 1% stated that it was not enough. 37.5% of surveyed parents agree or strongly agree that they are interested in enrolling their student in after-school tutoring. 35.1% of surveyed parents agree or strongly agree that	84.4% of surveyed parents agree or strongly agree that the teacher provides helpful feedback regarding my student's progress. 90.1% of surveyed parents agree or strongly agree that my student's teacher addresses my concerns in a timely manner. 70.8% parents indicated that the amount of time their student spends on homework is just right while 29.2% thought it is too much and 0% stated that it was not enough. 83.3% parents indicated the difficulty of homework is just right while 13.3% thought it is too much and 3.3% stated that it was not enough. 42.3% of surveyed parents agree or strongly agree that		stated that it was not enough. 50% of surveyed parents agree or strongly agree that they are interested in enrolling their student in after-school tutoring. 50% of surveyed parents agree or strongly agree that they are interested in enrolling their student in summer school during the month of June. 50% of surveyed parents agree or strongly agree that they are interested in enrolling their student in summer school for two weeks in July. 50% of surveyed parents are interested in enrolling my student in summer school or summer camp at Junction during the month of August just before the start of school. We are hopeful that we will not be

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		they are interested in enrolling their student in summer school during the month of June. 32.3% of surveyed parents agree or strongly agree that they are interested in enrolling their student in summer school for two weeks of July. 31.6%of surveyed parents interested in enrolling my student in summer school or summer camp at Junction during the month of August just before the start of school. Distance learning did not occur this year.	they are interested in enrolling their student in after-school tutoring. 50% of surveyed parents agree or strongly agree that they are interested in enrolling their student in a week-long summer basketball camp at Junction run by Foothill High School 52.3% of surveyed parents agree or strongly agree that they are interested in enrolling their student in a week-long summer soccer camp at Junction run by Foothill High School. 29.9% of surveyed parents agree or strongly agree that they are interested in enrolling their student in a summer music/band camp that would run in the afternoon after summer school lets out.		reporting on Distance Learning in three years as we believe students receive a more robust education when they are in-person at school on a daily basis.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Check the programs you would like to see implemented (or expanded) at Junction. 21% Book Club 23.5% Student Council 45.75% Robotics 56.8% STEM/Science Lab 48.1% After School Tutoring/Homework Club 44.4% Gardening Club 45.7% Music 34.6% Drama 35.8% Spanish 14.8% Chess Club 27.2% Coding 35.8% Fly Fishing 32.1% Snowboarding 1.2% Baseball 1.2% Anything! Keep kids busy 1.2% Snow skiing, drawing club 1.2% Ski/Snowboard Club & flag football 1.2% Students learning about harvesting their food/life lessons		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			1.2% Archery/Wood carving 1.2% Dance 1.2% All of it is awesome Select the sports you would like to participate in at Junction 42.3% Volleyball (G) 42.3% Flag Football (Co-Ed) 53.5% Soccer (Co-Ed) 16.9% X-Country (B) 18.3% X-Country (G) 39.4% Basketball (B) 28.2% Basketball (G) 38%Softball (G) 45.1% Baseball (B) 18.3% Track (B) 19.7% Track (G) 26.8% Tennis (Co-Ed) 1.4% Cheerleading (basketball) 1.4% Cheerleading, dance 1.4% Ski/Snowboard 1.4% Wrestling Distance learning did not occur this year.		
State Indicator	GREEN performance level-mathematics	The CA School Dashboard was not	High performance level-mathematics		BLUE performance level-mathematics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator-Mathematics	17.4 points above standard	published due to COVID.	6.5 points above standard		40 points above standard
State Indicator Academic Indicator-English Language Arts	GREEN performance level-English language arts 29.6 points above standard	The CA School Dashboard was not published due to COVID.	High performance level-English language arts 14.7 points above standard		BLUE performance level-mathematics 40 points above standard
State Indicator CAASPP Mathematics Results	60.79% students at or above standard 3rd Grade-73.53% 4th Grade-56% 5th Grade-56.25% 6th Grade-55.17% 7th Grade-60% 8th Grade-61.29%	59.73% students met or exceeded standards in mathematics. 3rd-5th grade did not take the assessment last spring. Instead they took a local assessment. 6th- 33.33% 7th- 69.56% 8th- 76%	51.76% students met or exceeded standards in mathematics. 3rd Grade-77.14% 4th Grade-61.36% 5th Grade-32.35% 6th Grade-34.38% 7th Grade-46.15% 8th Grade-53.57%		80% students at or above standard 3rd Grade -80% 4th Grade -80% 5th Grade -80% 6th Grade -80% 7th Grade -80% 8th Grade -80%
State Indicator CAASPP English Language Arts Results	60.80% students at or above standard in English language arts 3rd Grade-67.65% 4th Grade-56% 5th Grade-75.01% 6th Grade-48.28% 7th Grade- 52% 8th Grade-61.29%	52.77%students met or exceeded standards in English language arts 3rd-5th grade did not take the assessment last spring. Instead they took a local assessment.	57.57% students at or above standard in English language arts 3rd Grade-73.53% 4th Grade-61.37% 5th Grade-58.82% 6th Grade-37.50% 7th Grade-53.84% 8th Grade-57.14%		80% students at or above standard 3rd Grade -80% 4th Grade -80% 5th Grade -80% 6th Grade -80% 7th Grade -80% 8th Grade -80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		6th- 54.17% 7th- 60.87% 8th- 44%			
State Indicator English Learner Proficiency Rate English Learner Proficiency Assessment for California (ELPAC)	Data not displayed for privacy-less than 11 students.	Level 4 50% Level 3 25% Level 2 0% Level 1 25%	Level 4 15.57% Level 3 35.23% Level 2 30.73% Level 1 18.47%		Level 4 80% Level 3 10% Level 2 5% Level 1 5%
State Indicator English Language Reclassification Rate	We reclassified 0 out of 22 students.	We reclassified 2 out of 15 students.	We reclassified 1 out of 5 students.		Reclassify 75% of our English Language Learners
Local Indicator Broad Course of Study	85% of students had access to world languages.	0% of students had access to world languages due to staffing challenges.	0% of students had access to world languages due to staffing challenges.		100% of students had access to world languages.
Local Indicators Standards aligned materials	100% standards aligned materials.	100% standards aligned materials.	100% standards aligned materials.		100% standards aligned materials.
Local Indicator Other Student Outcomes	Kindergarten Fluency (CVC & HFW) 87% are at or above grade level	Kindergarten Fluency (CVC & HFW) 90% at/above grade level	Kindergarten 1 WINTER DATA 3 Well Above Average (15.8% of students)		Kindergarten Fluency WINTER DATA 75% are at or above grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Early literacy composite score. K - 71% Average and Above Range; 1st - 85% Average and Above Kindergarten Word Fluency	Early literacy composite score. 1st Grade Oral reading fluency benchmark at the end of 1st grade is 56 Oral reading fluency 55 and below - 31% are below benchmark Oral reading fluency 62 and above - 69% are above benchmark	5 Above Average (26.3% of students) 10 Average (52.6% of students) 1 Below Average (5.3% of students) 0 Well Below Average (0% of students) Kindergarten 2 4 Well Above Average (23.5% of students) 2 Above Average (11.8% of students) 9 Average (52.9% of students) 1 Below Average (5.8% of students) 1 Well Below Average (5.8% of students)		
Local Indicator Other Student Outcomes Local Assessments	AIMS Web Kinder Fluency- 76% 1st Grade Fluency- 62% 2nd Grade Fluency- 82% 3rd Grade Fluency- 52% 4th Grade Fluency- 49%	AIMS Web-WINTER DATA Kinder Fluency- 86% 1st Grade Fluency- 59% 2nd Grade Fluency- 83% 3rd Grade Fluency- 89% 4th Grade Fluency- 87%	AIMS WEB-WINTER DATA Kinder Fluency- 83%*** 1st Grade Fluency- 66% 2nd Grade Fluency- 68% 3rd Grade Fluency- 89%		AIMS Web Kinder Fluency- 90% 1st Grade Fluency- 90% 2nd Grade Fluency- 90% 3rd Grade Fluency- 90% 4th Grade Fluency- 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	STAR READING 1st grade 72% at or above grade level 2nd grade 80% at or above grade level 3rd grade 77% at or above grade level 4th grade 81% at or above grade level 5th grade 53% at or above grade level 6th grade 65% at or above grade level 7th grade 64% at or above grade level 8th grade 44% at or above grade level\ STAR MATHEMATICS 1st grade 85% at or above grade level 2nd grade 77% at or above grade level 3rd grade 83% at or above grade level 4th grade 78% at or above grade level 5th grade 63% at or above grade level 6th grade 68% at or above grade level 7th grade 100% at or above grade level	STAR READING 1st grade --% at or above grade level 2nd grade 78% at or above grade level 3rd grade 79% at or above grade level 4th grade 83% at or above grade level 5th grade 63% at or above grade level 6th grade 62% at or above grade level 7th grade 50% at or above grade level 8th grade 58% at or above grade level STAR MATHEMATICS 1st grade --% at or above grade level 2nd grade 77% at or above grade level 3rd grade 83% at or above grade level 4th grade 92% at or above grade level 5th grade 83% at or above grade level 6th grade 67% at or above grade level 7th grade 70% at or above grade level	4th Grade Fluency- 60% STAR READING 1st grade % at or above grade level - (First test in Spring) 2nd grade 67% at or above grade level 3rd grade 81% at or above grade level 4th grade 79% at or above grade level 5th grade 82% at or above grade level 6th grade 59% at or above grade level 7th grade 52% at or above grade level 8th grade 40% at or above grade level STAR MATHEMATICS 1st grade % at or above grade level - (First test in Spring) 2nd grade 56% at or above grade level 3rd grade 86% at or above grade level 4th grade 82% at or above grade level 5th grade 88% at or above grade level		STAR READING 1st grade 90% at or above grade level 2nd grade 90% at or above grade level 3rd grade 90% at or above grade level 4th grade 90% at or above grade level 5th grade 90% at or above grade level 6th grade 90% at or above grade level 7th grade 90% at or above grade level 8th grade 90% at or above grade level\ STAR MATHEMATICS 1st grade 90% at or above grade level 2nd grade 90% at or above grade level 3rd grade 90% at or above grade level 4th grade 90% at or above grade level 5th grade 90% at or above grade level 6th grade 90% at or above grade level 7th grade 90% at or above grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th grade 85% at or above grade level Curriculum Based Assessments Math 6th Grade = 60% proficient 7th Grade = 85% proficient 8th Grade = 72% proficient English Language Arts 6th = 72% proficient 7th = 74% proficient 8th = 80% proficient	8th grade 60% at or above grade level Curriculum Based Assessments Trimester 2 Math 6th Grade = 60% proficient 7th Grade = 77% proficient 8th Grade = 85% proficient English: 6th Grade = 79% proficient 7th Grade = 77% proficient 8th Grade = 84% proficient	6th grade 69% at or above grade level 7th grade 81% at or above grade level 8th grade 82% at or above grade level Curriculum Based Assessments Trimester 2 Math 6th Grade = 70% proficient 7th Grade = 82% proficient 8th Grade = 83% proficient English 6th Grade = 81% proficient 7th Grade = 71% proficient 8th Grade = 78% proficient		8th grade 90% at or above grade level Curriculum Based Assessments Math 6th Grade = 90% proficient 7th Grade = 90% proficient 8th Grade = 90% proficient English Language Arts 6th = 90% proficient 7th = 90% proficient 8th = 90% proficient
Local Indicator English Learner Access	100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and	100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and	100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and		100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English language proficiency.	English language proficiency	English language proficiency		English language proficiency.
State Indicator Chronic Absenteeism Rate	ORANGE performance indicator Chronic Absenteeism Rate All students 11.1% Low income 16.4% Homeless Youth 0% Foster Youth 0% English Learners 0% Students with Disabilities 15% White 11% American Indian 0% Asian 0% African American 0% Filipino 0% Hispanic/Latino 5% Pacific Islander 0% Two or more races 0%	No performance level this year Chronic Absenteeism Rate All Students 11% Low income 15.10% Homeless Youth 20% Foster Youth 25% English Learners 0% Students with Disabilities 13.30% White 10.60% American Indian 22.20% Asian 0% African American 0% Filipino 0% Hispanic/Latino 9.30% Pacific Islander 0% Two or more races 33.30%	Very high chronic absenteeism rate Chronic Absenteeism Rate All Students 21.6% Low income 27.9% Homeless Youth Less than 11 students Foster Youth Youth Less than 11 students English Learners 9.1% Students with Disabilities 24.3% White 21.2% American Indian 50% Asian Youth Less than 11 students African American Youth Less than 11 students Filipino Youth Less than 11 students Hispanic/Latino 12.2% Pacific Islander 0% Two or more races Youth Less than 11 students		BLUE performance indicator Chronic Absenteeism Rate All Students 5.55% Low income 8.2% Homeless Youth 0% Foster Youth 0% English Learners 0% Students with Disabilities 7.5% White 5.5% American Indian 0% Asian 0% African American 0% Filipino 0% Hispanic/Latino 2.5% Pacific Islander 0% Two or more races 0%
Local Indicator	100% of Students with Exceptional Needs	100% of Students with Exceptional Needs	100% of Students with Exceptional Needs		100% of Students with Exceptional Needs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student with Exceptional Needs	have access to programs and services.	have access to programs and services.	have access to programs and services.		have access to programs and services.
Local Indicator Unduplicated Students	100% of Unduplicated Students have access to programs and services.	100% of Unduplicated Students have access to programs and services.	100% of Unduplicated Students have access to programs and services.		100% of Unduplicated Students have access to programs and services.
Local Indicator Participation Rate	98% of students participated in the annual CAASPP state assessment.	The state did not collect the percentage of students who participated in the annual CAASPP state assessment as it was optional to participate due to COVID. 100% of middle school students participated in CAASPP but our elementary school chose to administer local assessments instead.	98% of students participated in the annual CAASPP state assessment.		98% of students participated in the annual CAASPP state assessment.
Local Indicator Attendance Rate	96.1% attendance rate	89% attendance rate	89% attendance rate as of May 1st		98% attendance rate
Local Indicator Middle School Drop Out Rate	0% middle school students have dropped out of school	0% middle school students have dropped out of school	0% middle school students have dropped out of school		0% middle school students have dropped out of school
State Indicator Suspension Rate Indicator	GREEN performance level	Less than 1% of students suspended at least once (reported on May 2nd)	Medium performance level 1.9% suspended at least one day		BLUE performance level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2.3% students suspended at least once				Less than 1% students suspended at least once
Local Indicator Implementation of State Standards Survey	Rating Scale (lowest to highest): 1-Exploration and Research Phase; 2-Beginning Development; 3-Initial Implementation; 4-Full Implementation; 5- Full Implementation and Sustainability ELA- California State Standards 1-2 teachers rated 2-0 3-2 4-2 5-3 ELD (Aligned to ELA Standards) 1-2 2-0 3-2 4-1 5-2 Mathematics-California State Standards 1-1 2-0 3-3 4-2	We changed the standards implementation staff survey this year to be of narrative format.

A majority of staff believe full implementation and sustainability in the following areas: ELA- California State Standards ELD (Aligned to ELA Standards) Mathematics-California State Standards

A majority of the staff felt we needed to explore and research the following areas: Next Generation Science Standards History Social Standards

Academic Standards-A majority of staff believe the district is | This data is now reported in our local indicator report that is presented with the LCAP. | | A majority of staff believe full implementation and sustainability in the following areas: ELA- California State Standards ELD (Aligned to ELA Standards) Mathematics-California State Standards Next Generation Science Standards History Social Standards

Academic Standards-A majority of staff believe the district is making progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks.

Academic Standards-A majority of staff |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5-3 Next Generation Science Standards 1-3 2-2 3-3 4-2 5-0 History Social Standards 1-4 2-3 3-1 4-2 5-0 Academic Standards- Rate the districts progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. ELA- California State Standards 1-0 2-0 3-1 4-3	making progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks. Academic Standards- A majority of staff believe the district is making progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks (e.g. collaborative time, focused classroom walkthroughs, teacher pairing). Other Adopted Academic Standards- A majority of staff believe the district is making progress in implementing the			believe the district is making progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks (e.g. collaborative time, focused classroom walkthroughs, teacher pairing). Other Adopted Academic Standards- A majority of staff believe the district is making progress in implementing the academic standards adopted by the state board of education for all students in the following areas:. Career Technical Education Health Education Content Standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5-5 ELD- (Aligned to ELA Standards) 1-0 2-0 3-1 4-3 5-4 Mathematics-California State Standards 1-0 2-0 3-1 4-3 5-5 Next Generation Science Standards 1-1 2-1 3-4 4-1 5-1 History Social Standards 1-2 2-1 3-3 4-1 5-1 Academic Standards-Rate the districts progress in	academic standards adopted by the state board of education for all students in the following areas:. Health Education Content Standards Physical Education Model Content Standards Visual and Performing Arts Staff believe that we are in the beginning stages of development in the following areas: Career Technical Education World Language Due to our small district and limited staffing, we find it a challenge to consistently provide world language and CTE electives at the middle school level. Support for Teachers & Administrators- A majority of staff believe the district is			Physical Education Model Content Standards Visual and Performing Arts World Language Support for Teachers & Administrators- A majority of staff believe the district is making progress at engaging in the following activities with teachers and school administrators in the following areas: The staff annually identify the professional learning needs as a whole and the needs of individual teachers. The district provides support for teachers on the standards they have not yet mastered

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g. collaborative time, focused classroom walkthroughs, teacher pairing). ELA- California State Standards 1-0 2-1 3-3 4-3 5-2 ELD (Aligned to ELA Standards) 1-0 2-1 3-3 4-3 5-1 Mathematics-California State Standards 1-0 2-1	making progress at engaging in the following activities with teachers and school administrators in the following areas: The staff annually identify the professional learning needs as a whole and the needs of individual teachers. The district provides support for teachers on the standards they have not yet mastered				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3-3 4-3 5-2 Next Generation Science Standards 1-2 2-1 3-2 4-4 5-0 History Social Standards 1-2 2-1 3-2 4-4 5-0 Other Adopted Academic Standards-Rate the districts progress in implementing each of the following academic standards adopted by the state board of education for all students. Career Technical Education 1-1 2-1 3-4 4-3				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5-0 Health Education Content Standards 1-0 2-2 3-3 4-4 5-1 Physical Education Model Content Standards 1-0 2-1 3-2 4-2 5-4 Visual and Performing Arts 1-1 2-4 3-2 4-1 5-1 World Language 1-5 2-2 3-1 4-1 5-0 Support for Teachers & Administrators-During the 2020-21 school year (including the summer of 2020),				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	rate the district's success at engaging in the following activities with teachers and school administrators? Identifying the professional learning needs of groups of teachers or staff as a whole 1-0 2-0 3-4 4-4 5-1 Identifying the professional learning needs of individual teachers 1-0 2-4 3-1 4-3 5-1 Providing support for teachers on the standards they have not yet mastered 1-0 2-2 3-3 4-3 5-1				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	Expulsion Rate of 0%	Expulsion Rate of 0%	Expulsion Rate of 0%		Maintain an Expulsion Rate of 0%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Physical Education	1.0 FTE Physical Education teacher salary and benefits PE Sparks certification training (cost included under professional development) PE Sparks curriculum and PE equipment	$79,258.00	Yes
2.2	Interventions	Students identified as needing additional academic support (as monitored by Aimsweb and STAR assessments) will receive targeted instruction 30 minutes per day. Books and supplies- technology/curriculum and interventions materials (Program 7156) Instructional staff- salary and benefits (Program 3010) Instructional staff-salary and benefits (Program 1001) Services and other operating expenditures-Software licenses (Program 7156) Services and other operating expenditures-Software (Program 1001)	$199,288.00	Yes
2.3	Interventions	Support for at-risk students. Prioritize intervention and differentiated instruction within our classrooms. Provide small group instruction for English language arts and mathematics in 6-8 grade classrooms. Purchase supplemental materials to support intervention and differentiated instruction. Services and other operating expenditures- software	$72,061.00	No

Action #	Title	Description	Total Funds	Contributing
		Books and supplies-instructional materials Certificated staff-salaries and benefits Services and other operating expenditures-provide small group instruction		
2.4	Interventions	Academic support for students Prioritize intervention and differentiated instruction within our classrooms. Provide small group instruction for English language arts and mathematics in 6-8 grade classrooms. Purchase supplemental materials to support intervention and differentiated instruction. Books and supplies-instructional materials (supplemental)	$3,165.00	No
2.5	Broad Course of Study	Students, including students with exceptional needs and unduplicated students, will have access to a broad course of study and range of electives. Visual and performing arts- Students will have the opportunity to perform, create sets, or work in other areas of theatrical performances. College and career ready- All 8th grade students will have access to college and career curriculum. Field trips- Students will be able to attend field trips related to college and careers. Gifted and Talented Education- Students will be offered extension opportunities. Certificated staff salary and benefits-Music teacher Books and supplies-music supplies, drama/theatre/music supplies. Services and other operating expenditures-music repairs, filed trip expenses.	$40,490.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	After School Tutoring	Students will have the opportunity to access tutoring and homework help after school. After School staff will provide tutoring and homework assistant. Certificated staff-salary and benefits	$6,130.00	Yes
2.7	Instructional Aides	Maintain aide time to support the needs of unduplicated students based on identified need. Classified Salary and benefits	$142,509.00	Yes
2.8	Foster Youth and Homeless Youth	We provide the following support for Foster and Homeless Youth: Coordinate with caseworker and attendance staff. Ensure that transportation is not a barrier. Assign a mentor (youth or adult) to provide guidance, encouragement, and assistance. Help them to find a quiet and supportive place to work and study. Develop "success plans" with goals, steps, services, and accountability. Intervene early when students are missing school. Provide them with community resources such as: Clothes closets Food banks Health clinics Laundry services Shower facilities Hygiene kits	$250.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide training to teachers to create a calm and quiet management style and provide quiet reminders of appropriate behavior. Teachers create a supportive environment with classroom rules developed together and solve behavior problems as a class which creates a climate of trust. Teachers also provide students with the opportunity to take time out for themselves when they are frustrated, angry, or sad. Moreover, teachers provide structure in the classroom by keeping a consistent schedule and clear rules. Annually train our classified and certificated staff to have an understanding of homelessness and Foster Youth rights and specific needs. Collaborate with county child welfare, probation agencies, and caregivers of youth in foster care including Short-Term Residential Therapeutic Programs (STRTPs) to identify barriers to enrollment and develop procedures for quickly enrolling youth in foster care in school, including enrollment processes and need for distribution of technology and connectivity during periods when remote learning is required due to emergency declarations, natural disasters, or other disruptions. Create/implement policies and practices to ensure all youth in foster care, including all youth in foster care and on probation, regardless of where they live, are identified and given a special designation for purposes of data analysis in the district's student information system (SIS), during the enrollment process and through state and local data matches. Refer students to before/after-school intervention activities, etc. Coordinate with the Homeless and Foster Youth liaison in the district. Reach out to homeless families on a continuous basis. Make sure that the student is enrolled in free and reduced meal program.		

Action #	Title	Description	Total Funds	Contributing
		Assign students a "buddy" to help them learn their way around school. Give the student necessary school supplies, to take home. Ensure that students have access to a full range of educational services (Title I, English learners, gifted and talented activities, interventions, etc.). We do not penalize Homeless Youth and Foster Youth students for arriving late to school. Keep some nutritional snacks for those students who might need additional nutrition. Finally, we see parents as critical partners in their child's education and provide parent outreach with our families on an ongoing basis.		
2.9	English Learner	Using the English Learner Road Map as our guide, we will provide our English Learners with the following: Language development will occur in and through subject matter learning and is integrated across the curriculum, including integrated English Learner Development and designated English Learner Develpoment. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas.	$2,206.00	No

Action #	Title	Description	Total Funds	Contributing
		English learners are provided access to the full curriculum along with the provision of appropriate English learner (EL) support and services. Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English. Parents will be encouraged to participate in their child's education. Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and hands-on opportunities will be provided to all English Learners. English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum English Learner students will be monitored for annual progress. English Learner students are provided with both designated and integrated support within the school day. We strive to provide our English Learners with the support needed for purposeful English development. We support and encourage English learners to use language to interact meaningfully in school and beyond. We also support English learners to utilize language as a resource for communicating and learning. We provide tiered intervention for students not progressing in the English Learner Development standards and modify instruction based on student needs.		

Action #	Title	Description	Total Funds	Contributing
		We provide professional learning opportunities for our staff to ensure they understand how to support English language learners in the classroom and allow for universal access. The professional development activities enable district administrators, after school/extended day program directors and staff to work together to effectively enrich and augment regular day learning experiences related to the CA English Learner Development Standards for English learners. Teachers also work in grade-level teams, in order to understand the English Learner Development Standards and how they are aligned to the CA CCSS for ELA/Literacy. They regularly collaborate during professional learning community time to improve student literacy and English language development across the content areas. Teachers continue to assess existing instructional materials and supplement them with resources from the library, Internet, and primary source documents to develop CA English Learner Development Standards aligned lessons. Finally, we see parents as critical partners in their child's education and provide parent outreach with our English Learner families on an ongoing basis.		
2.10	Curriculum	Purchase mathematics curriculum, participate in the adoption review process with Shasta County Office of Education. This was delayed to 2024.	$15,000.00	No
2.12	Aeries gradebook	Teachers will utilize Aeries to communicate student progress. Grade books will be updated within 24 hours and projects will be updated at least weekly.	$2,700.00	No

Action #	Title	Description	Total Funds	Contributing
2.13	Special Education	General and special educators work together to implement programs and services that enable students with disabilities to access the state academic content standards. Special Education students are provided with Tier 1, 2 , and 3 supports both academically and socially. Staff meet regularly to adjust goals and discuss each individual student needs. Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands their goals. Students will be regularly progress monitored to identify areas of strength and concern in order for staff to target their individual areas of need. Special Education students will be both challenged and supported by their regular ed teacher, Special Ed teacher, and any other support staff. Effective communication strategies will be utilized between the general ed teacher and special ed staff (speech teacher, counselor, psychologist, instructional aide, Special Ed teacher, etc.) Our SDC personnel will be trained in ProAct, as necessary.	$347,106.00	No

Goal Analysis [2022-23]

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.

All actions were carried out in this goal. Action 2.10 was delayed until 2024 due to the Math Frameworks being delayed at the state level. We were unable to hire a Spanish Teacher this year due to no applicants. We will post the position for the 2023-2024.

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 2.10 was delayed until 2024 due to the Math Frameworks being delayed at the state level. We also deleted Action 2.11 as we had completed the purchase and professional consulting services for the Second Step program. We spent less for tutoring as there was not the interest in after school tutoring that we had anticipated. We did not purchase SEL curriculum and instead received a free program. We spend a considerable amount more with interventions during school than we had anticipated. We did not code any expenditures to the homeless/foster youth as we used other grant funds to support these students and families.

We have deleted actions at the recommendation of the Shasta County Office of Education not to include actions that have no funding attached to them.

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

We believe all of our actions are effective at meeting our goal. Our CAASPP results indicate that we are at a high performance level on the CA School Dashboard. We have established a District Leadership Team to review our instructional practices to focus on increasing student achievement and improving any school systems

Our students have had the added benefit of receiving additional academic and social supports. We will continue to focus on growth for all students in reading, math, science, and social studies.

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.

We eliminated Actions 2.11, 2.14, 2.15. We have deleted actions at the recommendation of the Shasta County Office of Education not to include actions that have no funding attached to them. We made changes to how we reported the local data for fluency. In the metrics section, we placed the kindergarten fluency data separate from the AIMSweb fluency data as these are different assessments for fluency.

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	Staff Development- All staff must work together as colleagues and professionals. Collaborating, examining assessment results, attending District provided professional development, attending trainings, staff meetings and other opportunities as funding allows.

An explanation of why the LEA has developed this goal.

All staff need to be highly qualified to ensure that the students are receiving the absolute best instruction that they can be provided in our system. Professional development and training will be made available based on need and assignment or requirement of their position.

Student engagement, social emotional learning, writing, interventions, benchmark assessments and instructional strategies will be a focus in the next few years as evidence by our goals and actions throughout the LCAP.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Staff Survey	100% of staff surveyed. Results indicated more than 90% were satisfied with professional development received.	100% of staff surveyed. Results indicated more than 90% were satisfied with professional development received.	100% of staff surveyed. Results indicated that 77% were satisfied with professional development received.		100% of staff surveyed. Results indicated more than 90% were satisfied with professional development received.
Local Indicator Teacher Credentialing	100% teachers are appropriately credentialed. Utilize waivers sparingly.	99% teachers are appropriately credentialed. Utilize waivers sparingly.	100% teachers are appropriately credentialed. Utilize waivers sparingly.		100% teachers are appropriately credentialed. Utilize waivers sparingly.
Local Indicator Williams Quarterly Reports	100% of students have access to instructional materials.	100% of students have access to instructional materials.	100% of students have access to instructional materials.		100% of students have access to instructional materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Implementation of State Standards Monitored/supported through PLC notes	100% of students will have access to state standards. 100% implementation of state standards.	100% of students will have access to state standards. 100% implementation of state standards.	100% of students will have access to state standards. 100% implementation of state standards.		100% of students will have access to state standards. 100% implementation of state standards.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher Credentialing	Administrators and Human Resources will work with the Shasta County Office of Education to ensure all teachers are appropriately qualified. All staff will meet the definition of Highly Qualified, 100% of teachers will be appropriately assigned	$4,586.00	No
3.2	Standards Based Curriculum	Maintain standards based aligned materials. The District will participate with regional opportunities to explore and learn about upcoming adoption cycles in order to adopt California Standards Aligned materials for use in Core/Supplemental classes. Books and supplies instructional materials Service and other operating expenditures-Software licenses Services and operating expenditures-Software licenses	$15,000.00	No
3.5	Implementation of English Language Arts/English Language Development, Math, NGSS and Social	Staff will implement curriculum, intervention, English Learner Development, and supplemental materials in order to address the California Standards	$900.00	No

Action #	Title	Description	Total Funds	Contributing
	Studies standards and assessments			
3.6	Mountain Valley Education Consortium & Leading Learning Network	Administration Team will participate in the Leading Learning Network meetings in order to receive and distribute information related to state and federal updates, curriculum and instruction, assessment, accountability, learning from other leaders, and future expectations as far in advance as possible. i.e., Next Generation Science Standards, Smarter Balanced Assessments, new adoptions, technology, etc. Mountain Valley Education Consortium provide professional development with other small school districts based on the collective identified needs.	$3,000.00	No
3.9	Professional Development/Curriculum	Provide ongoing professional development for teachers using the newly adopted curriculum. Social Emotional Learning-First 5/Restorative Practice Circles Leader in Me Peaceful Playgrounds Fred Jones Classroom Management Benchmark Assessment development with other small school districts in Shasta County Capturing Kids Hearts for new staff members or staff members that need a reboot SIPPS for primary staff Positive Behavior Interventions and Supports (PBIS) through the LCSPP Grant and Community Schools Grant Refine our behavior matrices, call out expectations for areas around campus, some staff will develop PBIS lessons and we will implement character education monthly assemblies.	$28,819.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	Professional Development-Classified	Classified will be provided training based on need and available funding Services and other operating expenditures-Staff development imbedded in general budget (Program 1110)	$3,500.00	No

Goal Analysis [2022-23]

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.

We have implemented all actions in this goal. These actions continue to help us focus on the goal of providing the best professional development to our staff. Staff are also surveyed after each professional development and at the end of the year to determine the areas of need.

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 3.5-We did not purchase any supplemental materials for these areas. Teachers used their classroom budgets for supplemental materials. Action 3.10-we spent more than was budgeted as there was a need to provide professional development to our support staff.

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

The actions were effective in meeting this goal as we implemented the professional development based on identified areas of need from our educational partners and as a result of our survey data. We are making progress towards our social emotional learning, attendance goals and academic goals. The Principal ensure staff meet regularly to review data, discuss student progress, and identify challenges and celebrate success.

Our students have had the added benefit of receiving additional academic and social supports. We will continue to focus on growth for all students in mental health services through social emotional practices.

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.

We have deleted actions at the recommendation of the Shasta County Office of Education not to include actions that have no funding attached to them. We refined our professional development offering for next year based on the data and identified areas of need.

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	Facilities, Finance and Safety-Facilities should be safe, welcoming, and in good repair. Expenditures need to be balanced against the budget and aligned with District Priorities.

An explanation of why the LEA has developed this goal.
We take pride in our facilities and know the importance of maintaining them so that our students have a safe and inviting school environment to learn and grow in. We also believe in being responsible stewards of the public money we receive.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Facilities Inspection Tool	100% facilities in good repair	100% facilities in good repair	100% facilities in good repair		100% facilities in good repair
Local Indicator Student Surveys	Emotional Safety 83% of students report that they are happy to be at school 82% of students report they feel like they belong at school. 65% of students report that at this school, students talk about the importance of understanding their own feelings and the feelings of others.	SCOE changed the KELVIN Survey questions this year. (We collected the results from the 5th and 8th grade.) 95% My teachers expect me to do my best all of the time. 87% My teachers give me individual attention when I need it. 79% My teachers often connect what I	85% My teachers expect me to do my best all of the time. 82% My teachers give me individual attention when I need it. 78% My teachers often connect what I am learning to life outside the classroom.		100% My teachers expect me to do my best all of the time. 100% My teachers give me individual attention when I need it. 100% My teachers often connect what I am learning to life outside the classroom.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Growth Mindset 87% students report that they can change their intelligence with hard work. 87% students report they are capable of learning anything. 90% students report they can do well in a subject even if they are not naturally good at it. Self Management 82% of students report during the past 30 days, they came to class prepared. 69% of students report they stay calm even when others bother or criticize them. 62% of students report they pay attention, even when there are distractions.	am learning to life outside the classroom.			
Local Indicator Parent Surveys	98.9% of parents report that their students feel safe at school	90% of parents report that their students feel safe at school	84.4% of parents report that their students feel safe at school		99% of parents report that their students feel safe at school

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Facilities	Students will attend a clean, safe, well maintained school as identified by prioritized need. *Facility supplies	$31,647.00	No
4.3	Yard Duty Supervisors	Provide supervision of students during recess and other areas in the school. Classified personnel-salary and benefits.	$55,409.00	No
4.6	Facilities Projects	Asphalt	$14,121.00	No
4.7				
4.8	Budget	Superintendent and Chief Business Official (CBO) will balance our expenses according to District Priorities leading to a Positive Certification on First, Second Interim and Budget. No significant findings on annual Audit. Contracted costs for Superintendent (Program 7100) Contracted costs for CBO (Program 7200)	$73,114.00	No
4.9	Negotiations	We will be upfront, open and honest during negotiations. California Teacher Association/Teamsters negotiations will be settled by agreed upon date. Contracted costs for Superintendent (Program 7100) Contracted costs for CBO (Program 7200)	$10,064.00	No

Action #	Title	Description	Total Funds	Contributing
4.10	LCAP Plan Development	We will encourage participation in the review, providing feedback, and updating the LCAP. LCAP review and update via Site Council to be ready prior to adoption of budget. Contracted costs for Asst Superintendent (Program 7100)	$1,055.00	No

Goal Analysis [2022-23]

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.

We implemented all of the actions within this goal. We eliminated actions 4.2, 4.4, 4.5 and 4.7 on the recommendation from the Shasta County Office of Education to eliminate actions that had no funds attached to them.

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 4.9-We did use the funds set aside for negotiations as we met after school.

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

These actions continue to be effective for meeting our goal. We continue to have a balanced budget and facilities in good repair. Our maintenance plan helps us to identify areas of need and allow us to budget the funding appropriately.

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.

We eliminated actions 4.2, 4.4, 4.5 and 4.7 on the recommendation from the Shasta County Office of Education to eliminate actions that had no funds attached to them.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$240,316	$0.00

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
6.35%	0.00%	$0.00	6.35%

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.

All actions and services will be provided on an LEA-wide basis in single school district. The supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall program. A significant amount of funding is being directed to our unduplicated students to support their academic and social emotional needs based on our feedback from our educational partners and our metrics. Specifically, our low-income and foster youth student data indicates the need for added support within our multi-tiered system of support; academic interventions, engagement strategies, attendance interventions, and social emotional/behavior supports. The supplemental funds will enhance the overall program by the required percentage noted above.

In determining the most effective use of supplemental funds, the following information was considered:

* Review of the CA School Dashboard student group report to identify which student groups need additional support

* Current local and state metrics with actions and services in place

* History of success with actions and services in district programs

* Refinement of district programs to improve services to students

* Validity of services based on best practices of effective schools and relevant research

With this analysis, the District has determined that the implementation of a social emotional learning framework, continuing early intervention in reading and math, ensuring that students have access to electives, and one-on-one support are the most effective uses of the supplemental dollars to meet the needs of our identified student group populations of socioeconomically disadvantaged, Foster Youth, and English Language Learning students.

After much consideration by our stakeholder groups, we identified actions and services that are principally directed to increase and improve services for our unduplicated population on a districtwide level. We believe these actions and services are the most effective in meeting our LCAP goals for unduplicated pupils. Following is a list of the intended use of funds and program/service offerings as described in detail in the goals and actions section of the plan.

Action 1.1 Counseling/Response to Intervention

Action 2.1 Physical Education

Action 2.2 Interventions

Action 2.6 After School Tutoring

Action 2.7 Instructional Aides

Action 3.9 Professional Development/Curriculum

Counseling-The Counselor is instrumental in providing support to our most vulnerable population. We believe the extra support increases student engagement and provides the skills necessary for students to make better choices and provide them with the social and emotional support to be successful in and out of school. These services will be improved and increased in this Local Control Accountability Plan as we continue to grow our Social Emotional Practices and Tier 1, 2, and 3 behavior and academic supports. This extra support allows students to succeed both socially and academically. A Harvard study shows the Counselor effects on educational attainment are similar in magnitude to teachers' effects, but they flow through improved information and direct assistance, rather than through improved cognitive or non-cognitive skills. Counselor effectiveness is most important for low-achieving and low-income students, perhaps because these students are most likely to lack other sources of information and assistance. Good counselors tend to improve all measures of educational attainment but some specialize in improving high school behavior while others specialize in increasing selective college attendance. Improving access to effective counseling may be a promising way to increase educational attainment and close socioeconomic gaps in education.

Response to Interventions-k-8-Instructional Aides and teachers provide daily interventions and extensions, principally directed at our unduplicated student groups. We will target individual student needs to close the achievement gaps that persist in California. Will be able to provide instructional services to our identified low-performing students. Teachers will also be able to collaborate with our grade level teachers to ensure that students are receiving appropriate intervention services, making adequate progress, and are able to participate in the classroom as much as possible.

Physical Education Teacher-This program allows teachers time to plan interventions targeting our most at-risk student populations with math and English language arts.

Instructional Aides Classified TK/K/1/2/5-This program provides one on one support for students to differentiated instruction and provide interventions for our most at-risk students.

Professional Development-We will also continue to provide professional development and support to our certificated teachers and classified staff to incorporate formative assessments to target student's needs, Engagement Strategies, Best Instructional Practices, and Social Emotional Learning. This additional support will help students, especially those students identified as not performing at grade level, many of whom are from our targeted socioeconomically disadvantaged student group.

We expect that academic achievement will increase for our low-income students, foster youth, English learners and students living with disabilities based on the actions/services in our plan. We also believe that behavior issues will decline as students will have additional social emotional/behavior supports in place.

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

JESD has a 33.5% unduplicated count and is below the state identified 55% unduplicated pupil count to receive additional funding. The district receives supplemental funding related to Low Income, Foster Youth, and English Learners. JESD will be spending supplemental funds as described above. It is our belief that the most effective way to provide opportunities to the pupils is through the actions steps goals 1, 2, 3, and 4. The supplemental funds provide for additional targeted interventions, lower student/staff ratios in TK/K/1/2/5, counseling services, and Response to Intervention program.The English Learner Coordinator, Foster/Homeless Youth Coordinator, and a Counselor directly support the unduplicated student groups. Financial support provided to the district operated preschool will ensure students entering TK/K will be better prepared to meet the standards and school expectations.

All services are planned to be implemented district-wide because of the low percentage of targeted students in a school district with small class sizes. The primary benefit is for the targeted students, but all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the educational program for the targeted student groups. Our overall strategy includes groupings of all students with similar needs regardless of whether or not they are in a targeted student group. Additionally, the planned services will avoid the potential negative stigma from a traditional targeted or pull out program and will allow students to maintain access to all other services available to students without interruption. Funds will be used primarily to support maintaining lower class sizes, provide instructional aides and college/career counseling, behavioral supports, and interventions to strengthen the educational program.

Being a small, rural school district, many of the strategies described are best applied universally, and although principally directed with unduplicated pupils in mind, these strategies will benefit all students.

As described in the LCAP, goals and actions will ensure unduplicated pupils will progress towards meeting academic standards, social emotional learning, and school expectations.

Following are links to evidenced-based programs and research that supports our actions and services in our plan:

"What Really Counts When We Teach? by Alan Schoenfeld in Achieve the Core, April 18, 2017, http://achievethecore.org/aligned/what-really-counts-when-we-teach/; Schoenfeld can be reached at alans@berkeley.edu.

"Learning from the Past: What ESSA Has the Chance to Get Right" by Danielle Dennis in The Reading Teacher, January/February 2017 (Vol. 70, #4. p. a395-400), http://bit/ly/2jpuGfP; Dennis can be reached at dennis@usf.edu.

"Time for Teacher Learning, Planning Critical for School Reform" by Eileen Merritt in Phi Delta Kappan, December 2016/January 2017 (Vol. 98 #4, p. 31-36), www.kappanmagazine.org.

"Beyond Teachers: Estimating Individual Guidance Counselors' Effects on Educational Attainment" by Christine Mulhern*Harvard University, January 30, 2020http://papers.cmulhern.com/Counselors_Mulhern.pdf, Christine can be reached at Mulhern@g.harvard.edu

Upshur, C. C., Heyman, M., Wenz-Gross, M. (2017). Efficacy trial of the Second Step Early Learning (SSEL) curriculum: Preliminary outcomes. Journal of Applied Developmental Psychology, 50, 15–25.

Low, S., Cook, C. R., Smolkowski, K., & Buntain-Ricklefs, J. (2015). Promoting social–emotional competence: An evaluation of the elementary version of Second Step. Journal of School Psychology, 53, 463–477.

Frey, K. S., Nolen, S. B., Edstrom, L. V., & Hirschstein, M. K. (2005). Effects of a school-based social-emotional competence program: Linking children's goals, attributions, and behavior. Journal of Applied Developmental Psychology, 26, 171–200.

Edwards, D., Hunt, M. H., Meyers, J., Grogg, K. R., & Jarrett, O. (2005). Acceptability and student outcomes of a violence prevention

curriculum. The Journal of Primary Prevention, 26, 401–418. doi:10.1007/s10935-005-0002-z

Espelage, D. L., Low, S., Polanin, J. R., & Brown, E. C. (2013). The impact of a middle school program to reduce aggression, victimization, and sexual violence. Journal of Adolescent Health, 53(2), 180–186.

Espelage, D. L., Polanin, J. R., & Rose, C. A. (2015, in press). Social-emotional learning program to reduce bullying, fighting, and victimization among middle school students with disabilities. Remedial and Special Education, doi: 10.1177/0741932514564564

Nickerson, A. B., Livingston, J. A., Kamper-DeMarco, K. (2018). Evaluation of Second Step child protection videos: A randomized controlled trial. Child Abuse & Neglect 76, 10–22.

Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning. New York: Center for Benefit-Cost Studies in Education, Teachers College, Columbia University.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82(1), 405–432.

Jones, D. E., Greenberg, M., and Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. American Journal of Public Health. Advance online publication. doi:10.2105/AJPH.2015.302630

Smith, B. H., & Low, S. (2013). The role of social-emotional learning in bullying prevention efforts. Theory into Practice, 52(4), 280–287. doi:10.1080/00405841.2013.829731

Taylor, R.D., Oberle, E., Durlak, J.A., & Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: a meta-analysis of follow-up effects. Child Development, 88(4): 1156–1171.

As stated above, the JESD plans to spend the supplemental funds to serve, increase and/or improve services for unduplicated pupils. Per the FCMAT LCFF Calculator we calculate the district proportionality percentage. The district budgeted expenditures and delivery of related services serves as a proxy measurement of services delivered to unduplicated pupils. When applied to the budgeted LCFF Base Funding entitlement, the district achieves an expenditure percentage, satisfying the minimum proportionality percentage requirement.

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.

Not applicable

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	1:5	n/a
Staff-to-student ratio of certificated staff providing direct services to students	1:20	n/a

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$642,681.00	$527,536.00		$61,301.00	$1,231,518.00	$963,193.00	$268,325.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Counseling/Response to Intervention	English Learners Foster Youth Low Income	$35,600.00	$0.00	$0.00	$0.00	$35,600.00
1	1.2	Signage for Positive Behavior Intervention Supports	All	$0.00	$0.00	$0.00	$250.00	$250.00
1	1.4	Web Page and Automated dialer	All	$9,834.00	$0.00	$0.00	$0.00	$9,834.00
1	1.7	Communications and Relationships	All	$23,877.00	$1,216.00	$0.00	$0.00	$25,093.00
1	1.8	Communication	All	$0.00	$4,925.00	$0.00	$0.00	$4,925.00
1	1.9	Surveys	All	$250.00	$0.00	$0.00	$0.00	$250.00
1	1.10	Surveys	All	$0.00	$0.00	$0.00	$0.00	$0.00
1	1.11	Online account management software for cafeteria and after school programs to increase communication.	All	$1,188.00	$0.00	$0.00	$2,750.00	$3,938.00
1	1.12	Parent Engagement	All	$250.00	$0.00	$0.00	$0.00	$250.00
1	1.14	Target Chronically Absent StudentsResponse to Intervention	All	$0.00	$0.00	$0.00	$0.00	$0.00
2	2.1	Physical Education	English Learners Foster Youth Low Income	$79,258.00	$0.00	$0.00	$0.00	$79,258.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Interventions	English Learners Foster Youth Low Income	$87,380.00	$108,908.00	$0.00	$3,000.00	$199,288.00
2	2.3	Interventions	At-risk students All	$0.00	$20,175.00	$0.00	$51,886.00	$72,061.00
2	2.4	Interventions	All	$0.00	$0.00	$0.00	$3,165.00	$3,165.00
2	2.5	Broad Course of Study	All	$33,990.00	$6,500.00	$0.00	$0.00	$40,490.00
2	2.6	After School Tutoring	English Learners Foster Youth Low Income	$6,130.00	$0.00	$0.00	$0.00	$6,130.00
2	2.7	Instructional Aides	English Learners Foster Youth Low Income	$142,509.00	$0.00	$0.00	$0.00	$142,509.00
2	2.8	Foster Youth and Homeless Youth	Foster Youth	$0.00	$0.00	$0.00	$250.00	$250.00
2	2.9	English Learner	All	$0.00	$2,206.00	$0.00	$0.00	$2,206.00
2	2.10	Curriculum	All	$0.00	$15,000.00	$0.00	$0.00	$15,000.00
2	2.12	Aeries gradebook	All	$2,700.00	$0.00	$0.00	$0.00	$2,700.00
2	2.13	Special Education	Students with Disabilities	$0.00	$347,106.00	$0.00	$0.00	$347,106.00
3	3.1	Teacher Credentialing	All	$4,586.00	$0.00	$0.00	$0.00	$4,586.00
3	3.2	Standards Based Curriculum	All	$0.00	$15,000.00	$0.00	$0.00	$15,000.00
3	3.5	Implementation of English Language Arts/English Language Development, Math, NGSS and Social Studies standards and assessments	All	$900.00	$0.00	$0.00	$0.00	$900.00
3	3.6	Mountain Valley Education Consortium & Leading Learning Network	All	$0.00	$3,000.00	$0.00	$0.00	$3,000.00
3	3.9	Professional Development/Curriculum	English Learners	$28,819.00	$0.00	$0.00	$0.00	$28,819.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.10	Professional Development-Classified	All	$0.00	$3,500.00	$0.00	$0.00	$3,500.00
4	4.1	Facilities	All	$31,647.00	$0.00	$0.00	$0.00	$31,647.00
4	4.3	Yard Duty Supervisors	All	$55,409.00	$0.00	$0.00	$0.00	$55,409.00
4	4.6	Facilities Projects	All	$14,121.00	$0.00	$0.00	$0.00	$14,121.00
4	4.8	Budget	All	$73,114.00	$0.00	$0.00	$0.00	$73,114.00
4	4.9	Negotiations	All	$10,064.00	$0.00	$0.00	$0.00	$10,064.00
4	4.10	LCAP Plan Development	All	$1,055.00	$0.00	$0.00	$0.00	$1,055.00

2023-24 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
$3,786,885	$240,316	6.35%	0.00%	6.35%	$379,696.00	10.02%	20.05 %	**Total:**	$379,696.00
								LEA-wide Total:	$379,696.00
								Limited Total:	$0.00
								Schoolwide Total:	$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	Counseling/Response to Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,600.00	0.94%
2	2.1	Physical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$79,258.00	2.09%
2	2.2	Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$87,380.00	2.31%
2	2.6	After School Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,130.00	0.16%
2	2.7	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$142,509.00	3.76%
3	3.9	Professional Development/Curriculum	Yes	LEA-wide	English Learners	All Schools	$28,819.00	0.76%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,131,027.00	$1,169,116.60

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	Counseling/Response to Intervention	Yes	$64,744.00	$69,942.38
1	1.2	Signage for Positive Behavior Intervention Supports	No	$250.00	$0.00
1	1.3	College and Career Readiness	No	$0.00	$0.00
1	1.4	Web Page and Automated dialer	No	$10,736.00	$10,968.30
1	1.5	LCSPP Native American Grant for Student Success	No	$0.00	$0.00
1	1.6	Chain of Command	No	$0.00	$0.00
1	1.7	Communications and Relationships	No	$24,187.00	$25,366.03
1	1.8	Communication	No	$5,348.00	$6,265.44
1	1.9	Surveys	No	$500.00	$500.00
1	1.10	Surveys	No	$0.00	$0.00

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	1.11	Online account management software for cafeteria and after school programs to increase communication.	No	$2,050.00	$2,038.65
1	1.12	Parent Engagement	No	$500.00	$64.92
1	1.13	Junction Education Foundation	No	$0.00	$0.00
1	1.14	Target Chronically Absent StudentsResponse to Intervention	No	$0.00	$0.00
1	1.15	Email and telephone/Communication	No	$0.00	$0.00
1	1.16	Social Emotional Learning	No Yes	$0.00	$0.00
2	2.1	Physical Education	Yes	$75,096.00	$77,917.96
2	2.2	Interventions	Yes	$163,729.00	$209,064.52
2	2.3	Interventions	No	$63,198.00	$57,296.94
2	2.4	Interventions	No	$2,000.00	$2,047.00
2	2.5	Broad Course of Study	No	$53,539.00	$55,096.83
2	2.6	After School Tutoring	Yes	$3,036.00	$1,871.39

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)
2	2.7	Instructional Aides	Yes	$127,253.00	$122,887.33
2	2.8	Foster Youth and Homeless Youth	No	$500.00	$0.00
2	2.9	English Learner	No	$1,976.00	$1,975.00
2	2.10	Curriculum	No	$15,125.00	$15,684.12
2	2.11	Social Emotional Learning/Bullying Prevention	Yes	$3,000.00	$0.00
2	2.12	Aeries gradebook	No	$2,500.00	$2,662.00
2	2.13	Special Education	No	$299,971.00	$286,862.11
2	2.14	Class Size	No	$0.00	$0.00
2	2.15	Target Chronically Absent Students	No	$0.00	$0.00
3	3.1	Teacher Credentialing	No	$4,243.00	$4,607.45
3	3.2	Standards Based Curriculum	No	$15,000.00	$15,684.12
3	3.3	Professional Development	No	$0.00	$0.00

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)
3	3.5	Implementation of English Language Arts/English Language Development, Math, NGSS and Social Studies standards and assessments	No	$500.00	$0.00
3	3.6	Mountain Valley Education Consortium & Leading Learning Network	No	$20,490.00	$20,489.00
3	3.7	Curriculum	No	$0.00	$0.00
3	3.9	Professional Development/Curriculum	Yes	$29,285.00	$24,031.48
3	3.10	Professional Development-Classified	No	$3,500.00	$17,021.00
4	4.1	Facilities	No	$5,000.00	$5,212.73
4	4.2	Safety Plan	No	$0.00	$0.00
4	4.3	Yard Duty Supervisors	No	$46,269.00	$43,610.90
4	4.4	Positive Behavior Interventions and Supports (PBIS)	No	$0.00	$0.00
4	4.5	Junction Education Foundation	No	$0.00	$0.00
4	4.6	Facilities Projects	No	$15,000.00	$18,814.00
4	4.7	Transportation	No	$0.00	$0.00
4	4.8	Budget	No	$71,787.00	$70,985.00

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)
4	4.9	Negotiations	No	$565.00	$0.00
4	4.10	LCAP Plan Development	No	$150.00	$150.00

2022-23 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)
$215,415.00	$359,484.00	$369,914.34	($10,430.34)	11.42%	11.80%	0.38%

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	Counseling/Response to Intervention	Yes	$53,224.00	$57,609.38	1.69%	1.83%
1	1.16	Social Emotional Learning	Yes	$0.00	$0.00	0.00%	0.00%
2	2.1	Physical Education	Yes	$75,096.00	$77,917.96	2.39%	2.49%
2	2.2	Interventions	Yes	$69,197.00	$85,596.80	2.20%	2.73%
2	2.6	After School Tutoring	Yes	$2,429.00	$1,871.39	0.07%	0.06%
2	2.7	Instructional Aides	Yes	$127,253.00	$122,887.33	4.05%	3.92%
2	2.11	Social Emotional Learning/Bullying Prevention	Yes	$3,000.00	$0.00	0.09%	0.00%
3	3.9	Professional Development/Curriculum	Yes	$29,285.00	$24,031.48	0.93%	0.77%

2022-23 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)
$2,925,241.00	$215,415.00	0.00%	7.36%	$369,914.34	11.80%	24.45%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the 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.

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 **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** 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).

    o **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.

    o 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)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o 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)

    o 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

    o 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)

    o 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

  - o 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)

  - o 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 (%)

  - o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - o 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)

  - o 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 %)

  - o 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)

  - o 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)

  - o 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)

  o 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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