



# DJUSD

DAVIS JOINT UNIFIED  
SCHOOL DISTRICT

## Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Davis Joint Unified School District	Dr. Rody Boonchouy Associate Superintendent	rboonchouy@djUSD.net (530)757-5300 x144

## Plan Summary [2021-22]

# General Information

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

## DJUSD Service Areas and Facilities

The Davis Joint Unified School District (DJUSD) covers the southeastern section of Yolo County and a small part of Solano County, stretching from the Yolo Causeway on the east to former DQ University on the west, from Road 29 on the north to Putah Creek and the boundaries of Yolo and Solano counties in the south. The District includes eight K-6 elementary schools, one rural K-3 elementary school, three junior high schools (grades 7-9), one comprehensive high school (grades 10-12), one continuation high school, a dependent charter (grades 7-12) and a school for independent study (grades K-12). Davis Adult and Community Education (DACE, formerly Davis Adult School) serves approximately 3,000 students on average in a broad range of courses, including coursework for earning a high school diploma. The District also operates the Children's Center (with state and for-fee preschool programs) and a special education preschool. Before and after school childcare is available on most elementary school campuses.

## Student Demographic Data

For the purposes of data reporting in the DJUSD plan summary, 2019-20 demographic data is being used due to fluctuations in enrollment as a result of the COVID-19 pandemic in 2020-21. According to data from the 2019-20 school year, total enrollment in Davis Joint Unified School District was 7,964 students. Enrollment by ethnicity and race was: White, 48.6%; Hispanic, 22.3%; Asian, 16.6%; two or more races 7.5%; African American, 2.9%; Filipino, 1.0%; and American Indian or Alaska Native, .4%. The percent of District students considered socioeconomically disadvantaged was 20.7%, while 10.4% of enrolled students were receiving English Learner services.

The District projects a decline in mobility over the next several years and enrollment is projected to remain constant through inter-district enrollment. The District continues to work with the City of Davis and others to determine potential increases in enrollment as a result of development. Actual approved development projects are low from slow growth policies.

## Educational Program

The Davis Joint Unified School District offers a comprehensive educational program based on the California Common Core standards. The program provides sequentially developed course work in English/language arts, fine arts, foreign language, history and other social sciences, mathematics, music, physical and life sciences, physical education, and more. Davis Senior High School offers Advanced Placement (AP) courses in approximately twenty academic subject areas and a diversified Career Technical Educational (CTE) program. Davis Joint Unified School District (DJUSD) offers six (6) Career Technical Education (CTE) pathways, including: 1) Agriculture, 2) Architecture & Engineering, 3) Digital Media, 4) Network & Cyber Security, 5) Health Science – Patient Care, and 6) Transportation. Through the general fund, DJUSD invests \$1,044,501 annually to support CTE-credentialed teachers, high-quality sequenced CTE pathway courses, CTE counselors, and other student engagement activities such as work-based learning.

In addition, the local bond of \$226 million along with three (3) CTE Facilities Grants totaling \$9,000,000 are focused on new and updated facilities for agriculture, computer science, engineering, and transportation.

The District's quality educational programs are supported by K-12 counseling, library, and extracurricular programs, including a robust interscholastic athletic program. The District also applies resources to address student health and wellness, especially in the area of social-emotional growth and support. The District has prioritized equitable access to curriculum, instruction, and sense of belonging in all classrooms and communities. As an integral part of the DJUSD vision, a Graduate Profile has been developed to articulate the competencies of DJUSD graduates.

## Reflections: Successes

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

DJUSD data from the California Department of Education Dashboard from 2019 is our most current Dashboard as a result of COVID-19, school closures, and suspended testing in the spring of 2020. District data, however, indicates that DJUSD remains in the high performing (blue) in the performance indicators for English Language Arts, Mathematics, and Graduation Rates. Additionally, there continues to be high performance (green) in Suspension Rate and English Learner Progress.

DJUSD reviewed local data to analyze success and progress for the 2020-21 school year. Local data showed small gains in reading and math for students receiving Special Education services at the Elementary level as measured by our standards based report card. DJUSD also launched a comprehensive diagnostic common assessment administration through the implementation of the i-Ready program in the Fall of 2020. This assessment will be administered twice in 2020-21 and three times a year in subsequent academic years. Another success is in maintaining College/Career Ready performance level, despite school closures. Most DJUSD Seniors (94%) achieved this through coursework and by a positive trend in preparedness through Smarter Balanced Assessments and the State Seal of Biliteracy. In secondary schools, Grade Point Averages (GPAs) were maintained despite distance learning (3.47 in 2020 and 3.47 for Spring Semester of 2019). DJUSD also saw an increase in proficiency (as demonstrated by grades) for at least one universal English course, suggesting student growth in negotiating text to access instruction. This was validated by significant growth of reading proficiency as demonstrated by the Scholastic Reading Inventory data from 2020-21 in comparison to 2019-20.

## 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.

DJUSD data from the 2019 California Department of Education Dashboard indicates that DJUSD has identified needs in the College/Career Readiness indicator (yellow) and within subgroups of other indicators. While DJUSD maintained the performance level within the College and Career Preparedness indicator, students were not being prepared through CTE pathway completion, or College Credit coursework in significant numbers. Additionally, English Learners, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, African

American and Hispanic youth performed at low (yellow and/or orange) performance levels in English Language Arts and Mathematics in comparison to the data reflected by White, Asian, or All Students. We see a similar discrepancy in absenteeism and suspension rates for most subgroups. Of specific concern is the very low (red) performance of Foster Youth in Chronic Absenteeism and Suspension rate.

DJUSD worked to increase the digital resources and increased the Full Time Equivalent (FTE) or hours as practicable for Special Education teachers (all receiving .2 additional FTE this year), Advancement Via Individual Determination (AVID) and English Language (EL) Specialists to increase or maintain services. The additional EL Specialist FTE provides additional support services to EL and migrant students in the form of small group interventions and case management supports and wrap around services. Additionally, English Learner Specialists and other staff served as community liaisons, hot spots and laptops were purchased to enhance access to technology and overcome the digital divide, and staff used shared collaboration time to design instruction through a Universal Design lens.

DJUSD reviewed local data to analyze 2020-21 social-emotional well-being. Suicide Risk Assessments and Mental Health Hospitalization data indicate significant needs in addressing social emotional and mental health needs of students. During the year, a DJUSD referral process and form was codified and a mental health concierge service was identified and implemented (Care Solace). Staff also implemented Collaborative for Academic and Social Emotional Learning (CASEL) signature practices across DJUSD in every classroom.

TK-6 reading proficiency data showed a consistent decline in the initial indicators of student literacy, with the largest drop in the 2nd grade. Review of the data shows this to be true for unduplicated students with a 10-20% difference in comparison to all students. Implementation and wide-spread use of i-Ready for personalized and targeted reading support was used to address reading concerns.

In Secondary Schools, we see that while GPAs remained consistent, there was an increase of D's by 1% and F's by 2%. The increase highlights concern around grading strategies, student engagement, and mastery of content. Staff implemented varied and differentiated responses to these grades to include concurrent enrollment with Davis Adult School, cohorts targeting Seniors in danger of not graduating, use of Edgenuity, and change in policy to include the Class of 2021 Seniors in our summer plans for credit recovery. DJUSD also saw a drop in math proficiency when looking at universal math courses.

Continued investment in programs such as the Sobrato Early Academic Language (SEAL) program and implementation of the English Language Development (ELD) Standards will produce those strategies and continue to increase student success. Use of a Multi-Tiered System of Supports (MTSS) system, where emphasis and organization includes best first instruction and clear understanding of "just in time" intervention, will further our ability to provide instruction in class and in the most timely and responsive way.

Low performance on state indicators for homeless students, specifically Chronic Absenteeism, Suspension, and College and Career Readiness, qualified DJUSD for Differentiated Assistance; the California Department of Education establishes criteria for assistance and DJUSD is working closely with Yolo County Office of Education to more effectively address these outcomes for DJUSD homeless students. We will be exploring grading strategies that disproportionately impact students in the unduplicated population in partnership with other Yolo County School Districts and with YCOE support.

DJUSD continues to provide its site and District leadership with equity training to promote a greater sense of student belonging and improve student engagement and attendance. We anticipate plans for a wide-spread training for all DJUSD leaders in Restorative Practices through International Institute for Restorative Practices (IIRP) as well as National Equity Project.

Furthermore, DJUSD implementation of an MTSS system will allow staff to identify barriers to attendance and address root causes to behavior challenges. This work, in addition to supporting Positive Behavior Interventions and Supports (PBIS), will help reduce district-wide suspension rates.

Finally, DJUSD's revision to Career Technical Education programming and student internships is increasing engagement and pathway enrollment. Data, including Youth Truth surveys, California Dashboard, and college persistence rates, suggests that DJUSD students will continue to benefit from career-oriented learning opportunities, internships, and skills-based programs.

## LCAP Highlights

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

The 2021-24 Davis Joint Unified School District (DJUSD) Local Control and Accountability Plan (LCAP) includes a focus on services and high quality instruction for English Language Learners, low income students, and Foster and Homeless youth to ensure they have the academic and social emotional supports for success in all schools across the District. This priority is addressed, and importantly, sustained through a systematic integration of a Multi-Tiered System of Supports (MTSS), which is a framework to organize interventions consistently and effectively for all students.

The work of DJUSD is guided by instructional goals outlined in a "Coherence Map," a visual representation of the district's mission, goals, and strategies. These goals include: 1) All students will experience 21st Century Teaching and Learning; 2) Davis Joint Unified School District educators will close the Opportunity Gap; 3) Classrooms and school communities will be safe and inclusive environments. While these instructional goals remain steady, the work of achieving these goals evolves through time and is responsive to each community. The work of achieving these goals is accomplished through evidence-based, structured collaboration, research-based effective instruction and innovation, as well as Social Emotional Learning practices guided by experts and implemented by DJUSD staff.

Cross-cutting themes elicited through data review and stakeholder outreach include a need to plan for social emotional wellness, educational equity, support of creativity and innovation, and deeper learning experiences for students. The plan also anticipates the needs discussed in the "Reflections: Identified Need" portion of this plan.

In order to bring the DJUSD Graduate Profile to realization, through our goal of 21st Century Teaching and Learning, programming, professional development, and assessment practices must align to the competencies described within the profile. As such, the plan designates resources for teacher collaboration and implementation of Performance Assessments in addition to curriculum design that emphasizes critical thinking and problem solving, creativity and innovation, civic and cultural awareness, adaptability and resilience,

collaboration, and communication. The plan also includes a Schedule Review Committee, which is intended to support DJUSD educators to rethink and redesign secondary school schedules that better support 21st Century teaching and learning, and more appropriately structure interventions and address social emotional wellbeing. The plan also includes professional development and support of Grading for Equity. We see that student grades are disproportionately predictable based upon race, ethnicity, and socio-economic status. We seek to disrupt the predictability of these outcomes through assessment, feedback, and grading practices that align to our value of equitable education for all students.

To close the opportunity gap, particularly for our unduplicated students, DJUSD continues to provide support through staffing, embedded and dedicated interventions, and coordinated case management services. Especially for our English Learners, DJUSD is providing English Learner Specialists and a Teacher on Special Assignment to develop and manage a system for English Learner progress monitoring and facilitate responsive professional development. Additionally, opportunities are provided for focused professional development to increase educator effectiveness for literacy, language acquisition, and content knowledge in all subject areas in support of English Learners. A focus remains on how Long Term English Learners (LTELS) develop and achieve goals to acquire reclassification status. This includes staff of English Learner Specialists to coach teaching staff and manage student caseloads towards their reclassification, access to all courses and graduation. A position is also being developed to help coordinate interpretation, translation and, most importantly, family and community outreach.

Through progress monitoring and cycles of continuous improvement, effective actions and services have been identified or enhanced for ongoing implementation in service of DJUSD's unduplicated student population. This includes further support of the Sobrato Early Academic Language (SEAL) at Marguerite Montgomery Elementary School and expansion of the SEAL program to the intermediate grades (4-6). Another example of sustained support includes interventions for English Learners and low income students at Davis Senior High School, including paraeducator support in World Civilization courses and a English Learner Mentor Program. Additional administrative time at Davis Senior High School will also be maintained to continue case-management of unduplicated students for regular progress monitoring, ensuring access to rigorous coursework, and guidance on college and career opportunities. DJUSD is investing in i-Ready assessments K-12 to inform MTSS teams, progress monitoring, and teaching scaffolding to increase accessibility of content. Additionally, sites receive an allocation of funding to design systems and responses within their small community aligned to DJUSD values. The plan includes summer programming toward learning acceleration K-12, credit recovery, and enrichment and expanded learning through community partners and vendors that increase engagement, Graduate Profile competencies, creativity, innovation, movement, and problem solving. The LCAP will also continue to provide staff professional development to build their understanding and implement the new History/Social Science adoptions and anticipate 2020-21 release of the Visual Performing Arts and World Language standards.

DJUSD is committed to the introduction of Ethnic Studies Programming, planned to begin in DJUSD by 2022-23. We are dedicating resources to further research, collaboration, professional development and implementation of the program. The work to accomplish DJUSD's LCAP goals includes building and sustaining an "equity lens" across the District, to ensure that all students are supported equitably, particularly those who are furthest from opportunity. We will continue to promote adult learning at every site for this effort, with particular emphasis on building the capacity of DJUSD's leaders. To that end, the District will continue its partnership and training with the National Equity Project. Additionally, leadership will be trained in the International Institute of Restorative Practices (IIRP) to advance a collective ability to create relationships and community as well as facilitate resolution when conflict or challenges arise.



In order to create safe and inclusive environments, DJUSD's LCAP includes important actions and services to support the wellbeing of students. In addition to counseling support and SEL interventions, DJUSD invests in nurses, and a liaison for homeless and foster students. DJUSD has identified an SEL screener to implement within the SEL strand of our MTSS work and have subscribed to Care Solace, a counseling concierge service for students, staff, and families. A programmatic example of this work includes the Wellness Center at Martin Luther King Junior Continuation High School which provides a trauma sensitive school environment for all students, particularly low income students and English Learners.

## Comprehensive Support and Improvement

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

### Schools Identified

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

No schools identified for CSI.

### Support for Identified Schools

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

No schools identified for CSI.

### Monitoring and Evaluating Effectiveness

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

No schools identified for CSI.

# Stakeholder Engagement

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

DJUSD implemented a plan for stakeholder feedback in conjunction with existing community groups. The Superintendent's All Advisory is composed of members from the following advisories: District English Learner Advisory Committee (DELAC), District Technology Advisory Committee (DTAC), Climate, Certificated Personnel, Classified Personnel, Parent, Student, Special Education, Native American Parent, AIM (GATE), Administrative Leadership Team. In the winter of 2021, staff presented local data to advisories and facilitated discussion to illicit successes, needs, and vision from the group. Additionally, DJUSD had sites conduct focus groups, consulted with Davis Teachers Association, consulted with district and site leadership, and used the multiple student and parent surveys given over the course of the year to gather inputs.

The Superintendent's All-Advisory and the DELAC advisories gathered in April of 2021 to review high level plans for LCAP drafting and will see the draft document in May. The Superintendent's Parent Advisory and English Learner Parent Advisory were updated, surveyed, and involved in the review of draft LCAP throughout winter and spring of 2021. In addition to our Superintendent's advisories, data was shared with the Parent Advisory Committee of the Native American Education and Title VI Program. Our SELPA consultation occurred in February of 2020 and was informed by Special Education staff meetings and SACSE (Superintendent's Advisory Committee on Special Education) meetings.

Specific dates were as follows:

SELPA Consultation: February 9, 2021

Superintendent's Advisories: July 1, 2020, August 25, 2020, December 2, 2020, January 13, 2021, January 28, 2021, March 2, 2021, March 31, 2021, April 27, 2021, and May 17, 2021

Superintendent's Parent Advisory: July 1, 2020, August 25, 2020, December 2, 2020, January 13, 2021, January 28, 2021, March 2, 2021, March 31, 2021, April 27, 2021, and May 17, 2021

Superintendent's English Learner Parent Advisory: October 20, 2020, November 17, 2020, February 23, 2021, March 16, 2021, April 27, 2021, and May 18, 2021

A summary of the feedback provided by specific stakeholder groups.

A review and synthesis of student, parent, and The Superintendent's All-Advisory feedback, Parent Advisory, and English Learner Parent Advisory showed that students and parents believed that some of our successes this year include: supportive and flexible teachers, the staff facilitated community builders and clubs, support structures and communities, CTE and student internships, sports and outdoor play, Canvas Learning Management System, and the Quarter Block Schedule. And, for the first year in many years, students did not identify stress and competition as characteristics of school. DJUSD stakeholders also noted innovations and creativity in systems as well as structures for teaching and learning were successes.



Our students and parents articulated a need for more social opportunities and guidance for college and career choices after high school. They also noted a need for continued small group support structures, more flexible grading practices, SEL, and targeted academic support in math and literacy.

Together they expressed a vision for DJUSD schools that prioritized Social Emotional Learning (SEL), humanize communities, embed support structures, broadcast post K-12 opportunities, implement innovative, equitable grading practices, as well as benefit from and implement strategies from high quality professional development. They envision schools where academic supports, culturally responsive learning, and transitions are skillfully implemented and want DJUSD to promote Social Emotional Learning, community connectedness, and structures that promote balance and depth of learning.

More specifically, our SELPA consultation identified a need for ongoing progress monitoring with actionable data. This resulted in the implementation of i-Ready in our elementary grades and the inclusion of i-Ready for secondary students and data analysis in our 2021-24 LCAP actions and services. SELPA consultation also noted significant needs of our mild to moderate students, as evidenced by their disproportionate enrollment in DJUSD Summer School. This validates our inclusion of grading for equity and use of performance tasks in the plan. Our Parent Advisory Committee emphasized two needs on behalf of students: attention to the Social Emotional Needs (SEL) of students and attention to the options for students after graduation. This is reflected in DJUSD investment in SEL services like the SEL screener and training in Restorative Practices. Our English Learner Parent Advisory continues to identify needs for proactive outreach to parent communities. The 2021-24 LCAP includes the position of a community liaison and coordinator of interpretation services to meet that need and more effectively partner with our parents of English Learners. And our bargaining units expressed the high expectation of our educators to meet the needs of students in rapidly changing formats (from Distance Learning, to hybrid, to our return in the fall of 2021). They believe time for collaboration, planning, and supported adult learning was an important consideration. This is reflected through out the plan in professional development and compensation for release time toward collaboration.

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

The DJUSD 2021-24 LCAP includes actions and services in direct response to the feedback of students, staff, families, leaders, and partners. As a result of stakeholder feedback regarding CTE, college and career guidance and innovation, DJUSD plans continue CTE support, staff for coordination of pathways 7-12, and promote internships (Goal 1, Action 3). Feedback specifically identifies a need for innovation, creativity, which resulted in the actions and services that promote professional development time toward Performance Assessments and curriculum design (Goal 1, Action 1). Additionally, stakeholder groups frequently shared a need for more culturally responsive pedagogy and an Ethnic Studies program. We will focus on the training of staff and the implementation of Ethnic Studies through an advisory (Goal 2, Action 1).

Additionally, students, families, teachers, and leaders requested flexible grading and more equitable practices for grading, which is the rationale for a District-wide focus on equitable grading strategies (Goal 1, Action 1). Across advisories, we also heard that the secondary quarter block schedule was a success for deeper learning, focused student attention, and stress levels during 2020-21. As a result, DJUSD will explore scheduling structures that align to our values and shared vision for students (Goal 1, Action 1).

Students, staff, and families noted in stakeholder outreach that DJUSD schools were in need of academic support for students, opportunities for students to find joy in learning, accelerate learning, and for data about their performance and progress. DJUSD will purchase i-Ready as a diagnostic tool to identify student skills, needs, and progress (Goal 2, Action 5). Additionally, our LCAP includes summer program plans that are designed for engagement and practice of the Graduate Profile competencies (Goal 1, Action 1 and Goal 2, Action 4). SELPA feedback specifically noted needs for diagnostics and summer offerings early for elementary grades (Goal 2, Action 5 and Goal 2, Action 4).

Our stakeholders all identified the social emotional health of our students as a priority to support learning and community. As a result, an SEL screener was purchased, a contract was completed for Care Solace (a mental health concierge service), and counselors and nurses have been staffed at each site (Goal 3, Action 1 and 3. The need for all families to understand District supports and structures has resulted in the creation of a position to coordinate family and community outreach (Goal 3, Action 1).

# Goals and Actions

## Goal

Goal #	Description
1	All Students will experience 21st Century teaching and learning.

An explanation of why the LEA has developed this goal.

The DJUSD Graduate Profile defines 21st Century Learning by specifying the outcomes that we, as a community, believe are important for student success in college, career, and beyond. After a seven-month campaign that engaged over a thousand stakeholders, the Board of Education adopted the Graduate Profile at their April 19, 2018 meeting. The Graduate Profile is an important guide post for reviewing, developing and enhancing school programs and practices. The competencies of the Graduate Profile include:

- Adaptability and Resilience
- Collaboration
- Communication
- Civic and Cultural Awareness
- Creativity and Innovation
- Critical Thinking and Problem Solving

Actions, services, and initiatives under this goal reinforce District values of innovation and deeper learning to engage students, access their strengths and interests, and provide relevant and impactful learning experiences.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	1.1 99.5% compliance with teacher credentialing and teaching assignments, based on Human Resources data October, 2020				1.1 100% compliance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.2 Pupils in the school district have sufficient access to the standards- aligned instructional materials (Local Indicator)	1.2 100% compliance with Williams Act requirements, reported October, 2020				1.2 100% compliance
1.3 School facilities are maintained in good repair.	1.3 Average FIT score across district sites fall in "good" rating December, 2020				1.3 Maintain "good" rating

## Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Innovation of Systems and Instruction, a	a. Grading for Equity Professional Development and Support	\$60,000.00	Yes
2	1.1 Innovation of Systems and Instruction, b	b. Performance Assessments Professional Development and Support	\$20,000.00	No
3	1.1 Innovation of Systems and Instruction, c	c. Project Based Learning Professional Development for Graduate Profile Competencies	\$20,000.00	No
4	1.1 Innovation of Systems and Instruction, d	d. Innovation Summer Professional Development	\$10,000.00	No
5	1.1 Innovation of Systems and Instruction, e	e. Expanded Learning and Graduate Profile Programming and Professional Development	\$115,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>6</b>	1.1 Innovation of Systems and Instruction, f	f. Secondary Schedule Review	\$5,000.00	No
<b>7</b>	1.1 Innovation of Systems and Instruction, g	g. NGSS TOSA & Differentiation TOSA	\$127,500.00	No
<b>8</b>	1.1 Innovation of Systems and Instruction, h	h. Reading Specialists and Instructional Coaches	\$1,325,171.00	No
<b>9</b>	1.1 Innovation of Systems and Instruction, i	i. Yolo-Solano Center Teacher Induction	\$90,000.00	No
<b>10</b>	1.1 Innovation of Systems and Instruction, j	j. Implementation of History Social-Science Adoption, Professional Development for New Standards	\$45,000.00	No
<b>11</b>	1.1 Innovation of Systems and Instruction, k	k. Implementation of Seal of Civic Engagement	\$15,000.00	No
<b>12</b>	1.1 Innovation of Systems and Instruction, l	l. Edgenuity Curriculum, Virtual Academy Support	\$130,000.00	No
<b>13</b>	1.2 Technological Tools, a	a. Instructional Technology Specialists	\$380,600.00	No
<b>14</b>	1.2 Technological Tools, b	b. Google Suite, Digital Citizenship, Digital Licenses	\$15,000.00	No
<b>15</b>	1.2 Technological Tools, c	c. Digital Communication and Annual Fees (School Messenger, PeachJar)	\$70,000.00	No
<b>16</b>	1.2 Technological Tools, d	d. Canvas	\$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
17	1.3 Career Technical Education, a	a. Internship Coordinator	\$40,000.00	No
18	1.3 Career Technical Education, b	b. Career Technical Education Specialist	\$25,000.00	No
19	1.3 Career Technical Education, c	c. After School Robotics, Elementary	\$15,000.00	Yes
20	1.3 Career Technical Education, d	d. Career Technical Education TOSA	\$14,238.00	No
21	1.3 Career Technical Education, e	e. Career Technical Education Grant Writer	\$5,000.00	No
22	1.3 Career Technical Education, f	f. Career Technical Education Program Support	\$20,000.00	No
23	1.3 Career Technical Education, g	g. Highly Qualified Staff for CTE pathways	\$1,044,501.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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



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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	Davis Joint Unified School District educators will close the opportunity gap.

An explanation of why the LEA has developed this goal.

DJUSD has experienced, like much of the state and nation, a persistent and predictable gap in academic achievement based on race, income, language, and ability. It is DJUSD's moral imperative to address this opportunity gap, systemically, structurally, and programmatically, through the Local Control Accountability Plan. Actions, services, and initiatives in this goal is intended to increase opportunities for all students so that they have what they need when they need it to meet high academic and social emotional expectations.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Student proficiency rate in English Language Arts as measured by CAASPP (State Indicator)	2.1 Very high/blue as measured on the 2019 English Language Arts Indicator -- Schools Five-by-Five Placement				2.1 Maintain blue/very high status for all students.
2.2 Student proficiency rate in Math as measured by CAASPP(State Indicator)	2.2 Very high/blue as measured on the 2019 Mathematics Indicator -- Schools Five-by-Five Placement				2.2 Maintain blue/very high status for all students.
2.3 English Learner Progress as measured by CAASPP ELA	2.3 No testing in 2020				2.3 Very high/65% higher making progress toward English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.4 Implementation of state board adopted academic content and performance standards for all students (Local Indicator)	2.4 Content standards of ELA, ELD, Math, NGSS, and History Social Science in fully implemented of fully implemented and sustainable (4 or 5)				2.4 Maintain content standards of ELA, ELD, Math, NGSS, and History Social Science in fully implemented of fully implemented and sustainable (4 or 5).
2.5 English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency (Local Indicator)	2.5 ELD standards embedded in ELA and other content standards implementation at fully implemented and sustainable.				2.5 Maintain ELD standards embedded in ELA and other content standards implementation at fully implemented and sustainable.
2.6 Pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements (i.e. % of students completing A-G requirements), or programs of study that align with state board approved career technical educational standards and frameworks.	2.6 62% Prepared, 94% through A-G, 63.6% Smarter Balanced, and 2.9% through CTE, on 2020 College/Career Measures Reports & Data				2.6 80% Prepared, 95% through A-G, 20% through CTE

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.7 English learner progress toward English proficiency as measured by the ELPAC	2.7 English Learner Progress Indicator (ELPI) from fall 2021.				2.7 Increase by 5% from original ELPI
2.8 English Learner reclassification rate	2.8 % reclassification rate on 2020 English Learner (EL) Data from DataQuest.				2.8 35% reclassification rate
2.9 Pupils who have passed an advanced placement exam with a score of "3" or higher	2.9 Of 698 test takers and 1,421 tests taken in 2019-20, we had a passage rate (3 or higher) of 84%.				2.9 Passage rate of 90%
2.10 Pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness	2.10 42.4% Ready or Conditionally Ready on 2019, 11th grade proficiency report from DataQuest.				2.10 50% Ready or Conditionally Ready
2.11 Attendance rates (SIS)	2.11 Attendance rate disruption 2020-21				2.11
2.12 Chronic Absentee rate	2.12 5.9% chronic absenteeism rate on 2019 CDE Dashboard.				2.12 5%
2.13 Middle school dropout rate	2.13 ADD when identified thru CALPADS				2.13

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.14 High school dropout rate	2.14 .5% drop out rate (adjusted 9-12 grade) on 2019-20 four year cohort data from DataQuest.				2.14 0% drop our rate
2.15 High school graduation rate	2.15 93.8% graduation rate (4 year cohort) on 2019-20 four year cohort data from DataQuest.				2.15 95% graduation rate
2.16 Career Technical Education pathway completion rate	2.16 62% prepared, 2.9% through CTE pathway completion and 17.3 % approaching, 12.1% through pathway completion				2.16 80% prepared, 10% prepared through pathway completion
2.17 Seal of Biliteracy	2.17 62% prepared, 50.8% through State Seal of Biliteracy.				2.17 80% prepared, 60% through State Seal of Biliteracy
2.18 CTE and A-G rate	2.18 4.9% (31 students of 634 graduates) were met A-G eligibility and completed a CTE pathway.				2.18 10% of DJUSD graduates will meet A-G eligibility and complete a CTE pathway.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Ethnic Studies and Culturally Responsive Practices, a	a. Professional Development from the National Equity Project (NEP)	\$25,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2</b>	2.1 Ethnic Studies and Culturally Responsive Practices, b	b. Professional Development and Texts from International Institute of Restorative Practices (IIRP)	\$30,100.00	Yes
<b>3</b>	2.1 Ethnic Studies and Culturally Responsive Practices, c	c. Ethnic Studies Programming Supports	\$50,000.00	No
<b>4</b>	2.2 Data and Outcomes, a	a. English Learner (EL) Teacher On Special Assignment (TOSA)	\$199,926.00	Yes
<b>5</b>	2.2 Data and Outcomes, b	b. English Learner (EL) Teacher On Special Assignment (TOSA)	\$77,217.00	Yes
<b>6</b>	2.2 Data and Outcomes, c	c. Multi-Tiered System of Supports (MTSS) Conferencing	\$20,000.00	No
<b>7</b>	2.3 English Learner Supports, a	a. Sobrato Early Academic Language (SEAL) Coaching Support	\$95,000.00	Yes
<b>8</b>	2.3 English Learner Supports, b	b. Sobrato Early Academic Language (SEAL) Contract	\$35,000.00	Yes
<b>9</b>	2.3 English Learner Supports, c	c. Marguerite Montgomery Interventions	\$66,000.00	Yes
<b>10</b>	2.3 English Learner Supports, d	d. English Learner (EL) Specialists	\$358,775.00	Yes
<b>11</b>	2.3 English Learner Supports, e	e. English Learner (EL) Specialist	\$100,699.00	Yes
<b>12</b>	2.3 English Learner Supports, f	f. Structured English Enrichment Lab (STEEL)	\$40,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
<b>13</b>	2.3 English Learner Supports, g	g. Davis Senior High School World Civilization Paraeducator	\$16,900.00	Yes
<b>14</b>	2.3 English Learner Supports, h	h. Site Support English Learner Paraeducators	\$65,103.00	Yes
<b>15</b>	2.3 English Learner Supports, i	i. Secondary English Learner Paraeducator for Assessment and Compliance	\$45,000.00	Yes
<b>16</b>	2.3 English Learner Supports, j	j. Director of English Learners, World Language, Immersion, and Two-Way Bilingual	\$167,000.00	Yes
<b>17</b>	2.3 English Learner Supports, k	k. English Learner Instructional Coach, Secondary	\$75,000.00	Yes
<b>18</b>	2.3 English Learner Supports, l	l. English Learner Annual Licenses	\$31,600.00	Yes
<b>19</b>	2.3 English Learner Supports, m	m. Transportation Migrant Students	\$63,500.00	Yes
<b>20</b>	2.3 English Learner Supports, n	n. Supervision for Migrant Transportation	\$6,500.00	Yes
<b>21</b>	2.4 Interventions, a	a. Elementary Reading Paraeducators	\$172,186.00	Yes
<b>22</b>	2.4 Interventions, b	b. Junior High School Intervention Courses	\$53,308.00	Yes
<b>23</b>	2.4 Interventions, c	c. Davis Senior High School Academic Center Coordinator	\$22,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>24</b>	2.4 Interventions, d	d. Davis Senior High School Academic Center Coordinator	\$33,000.00	Yes
<b>25</b>	2.4 Interventions, e	e. Davis Senior High School Work Study Tutors	\$28,000.00	Yes
<b>26</b>	2.4 Interventions, f	f. Davis Senior High School Non Work Study Tutors	\$20,000.00	Yes
<b>27</b>	2.4 Interventions, g	g. AVID Program	\$135,156.00	Yes
<b>28</b>	2.4 Interventions, h	h. Site Support for Extended Learning	\$18,000.00	Yes
<b>29</b>	2.4 Interventions, i	i. UCD Work Study Coordination (AVID and Bridge)	\$60,000.00	Yes
<b>30</b>	2.4 Interventions, j	j. Bridge Program	\$135,000.00	Yes
<b>31</b>	2.4 Interventions, k	k. Summer School, Academic Programming	\$390,390.00	Yes
<b>32</b>	2.4 Interventions, l	l. Summer School, Enrichment	\$250,100.00	Yes
<b>34</b>	2.5 Multi-Tiered System of Supports - Academic Strand, a	a. District Resources and Support	\$20,000.00	No
<b>35</b>	2.5 Multi-Tiered System of Supports - Academic Strand, b	b. CAASPP, PSAT (10th grade)	\$17,000.00	No

Action #	Title	Description	Total Funds	Contributing
36	2.5 Multi-Tiered System of Supports - Academic Strand, c	c. i-Ready, 7-12 Grade Academic Assessments	\$75,000.00	No
37	2.5 Multi-Tiered System of Supports - Academic Strand, d	d. MTSS Team Capacity Building Grants	\$30,000.00	Yes
38	2.5 Multi-Tiered System of Supports - Academic Strand, e	e. Site allocations for RTI Coordination, PBIS Supplies, Social Emotional Learning Collaboration, and Student Leadership	\$275,000.00	No
39	2.5 Multi-Tiered System of Supports - Academic Strand, f	f. Site allocation for EL Interventions, Reading and Math Push-in Support, Mentoring, and Community Outreach	\$375,000.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
3	Classrooms and school communities will be safe and inclusive environments.

An explanation of why the LEA has developed this goal.

Students best learn and thrive when they feel connected and cared for in their community. This goal reflects DJUSD's commitment to a positive school climate and the social-emotional wellbeing of all our students. Actions, services, and initiatives in this goal provide programs and spaces that are responsive and inclusive for students in their learning environment. Resources under this goal also support our most vulnerable student populations, including foster and homeless youth, through personalized "wrap-around" services that address physical, academic, and counseling needs.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1 Parent/guardian participation in decision making through advisory opportunities. (Local Indicator)	3.1 Parent participation in decision making at Initial Implementation (3).				3.1 Parent participation in decision making at full implementation (4).
3.2 Parent/participation in programs for unduplicated students.	3.2 Six District English Learner Advisory Committee (DELAC) meetings held 2019-20.				3.2 Maintain number of DELAC meetings with representation from sites.
3.3 Parent/participation in programs for students with disabilities.	3.3 Eight Superintendent's Advisory Committee of Special Education				3.3 Maintain number of SACSE meetings with representation from sites.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(SACSE) meetings held in 2019-20.				
3.4 Pupil suspension rate	3.4 2.2% Suspended at least once on the 2019 CDE Dashboard of Suspension rates.				3.4 Maintain 2% Suspension rate
3.5 Pupil expulsion rate	3.5 0.0% from 2019-20 Data Quest Expulsion Rate report				3.5 Maintain 0% expulsion rate
3.6 Youth Truth data (Local Indicator)	3.6 Positive percentages, Engagement: elementary 89%, Middle 49%, high school 50% Culture: elementary 54%, Middle 61%, high school 50%, and Relationships: elementary 87%, Middle 63%, and high school 50%				3.6 Positive percentages, Engagement: elementary 90%, Middle 60%, high school 65% Culture: elementary 60%, Middle 70%, high school 60%, and Relationships: elementary 90%, Middle 70%, and high school 60%
1.7 Student access to a broad course of study (Local Indicator)	3.7 Percentage participation in 12th grade CTE: 33% all students, 32 % unduplicated, 32% Special Education. 10th grade World Language: 77% all students, 70% unduplicated, 24% Special Education; 12th grade core (ELA) 96% all students, 96%				3.7 Percentage participation in 12th grade CTE: 50% all students, unduplicated, and Special Education. 10th grade World Language: maintain 77% all students, 75% unduplicated, 50% Special Education; 12th grade maintain core (ELA) 96 % all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	unduplicated, 95% Special Education				students, 96% unduplicated, 95% Special Education

## Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Social Emotional Learning and Safety, a	a. Elementary counseling	\$120,000.00	No
2	3.1 Social Emotional Learning and Safety, b	b. Elementary Counseling for MTSS	\$450,000.00	Yes
3	3.1 Social Emotional Learning and Safety, c	c. Vice Principal, Davis Senior High for Counseling, Course Access, and MTSS	\$40,000.00	Yes
4	3.1 Social Emotional Learning and Safety, d	d. Manager of Prevention and Wellness; SEL Strand of MTSS	\$120,000.00	No
5	3.1 Social Emotional Learning and Safety, e	e. Manager of Prevention and Wellness; SEL Strand of MTSS	\$120,000.00	No Yes
6	3.1 Social Emotional Learning and Safety, f	f. Counseling at Junior High Schools for MTSS	\$3,000.00	Yes
7	3.1 Social Emotional Learning and Safety, g	g. School Nurses, LVNs, and Health Aides	\$385,000.00	No
8	3.1 Social Emotional Learning and Safety, h	h. Nursing	\$35,000.00	No



Action #	Title	Description	Total Funds	Contributing
9	3.1 Social Emotional Learning and Safety, i	i. King High School Health Care Center, CommuniCare Contract	\$25,922.00	Yes
10	3.1 Social Emotional Learning and Safety, j	j. Campus Supervision, Secondary Schools	\$3,500,000.00	No
11	3.1 Social Emotional Learning and Safety, k	k. DJUSD Safety Liaison	\$120,630.00	No
12	3.1 Social Emotional Learning and Safety, l	l. Interpretation and Translation, Coordination and Liaison	\$90,000.00	Yes
13	3.1 Social Emotional Learning and Safety, m	m. DJUSD Climate Coordinator	\$125,000.00	Yes
14	3.1 Social Emotional Learning and Safety, n	n. Outdoor Education Staffing	\$10,000.00	No
15	3.1 Social Emotional Learning and Safety, o	o. Raptor and Check-in Systems	\$10,000.00	No
16	3.1 Social Emotional Learning and Safety, p	p. Suicide Prevention in Yolo County	\$1,200.00	No
17	3.2 Climate and Access, a	a. Yolo Conflict Resolution Center	\$15,000.00	No
18	3.2 Climate and Access, b	b. District Recognition Events for English Learners	\$7,000.00	Yes
19	3.2 Climate and Access, c	c. Outdoor Education Camp	\$34,000.00	Yes
20	3.2 Climate and Access, d	d. Resources, Students Experiencing Homelessness and in Foster Care	\$14,108.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>21</b>	3.2 Climate and Access, e	e. Meals and Mentorship	\$3,000.00	No
<b>22</b>	3.2 Climate and Access, f	f. Foster and Homeless Case Manager and Resourcing for Transportation	\$67,084.00	Yes
<b>23</b>	3.2 Climate and Access, g	g. Library Collections	\$40,000.00	No
<b>24</b>	3.2 Climate and Access, h	h. Outdoor Classroom Spaces	\$7,500.00	No
<b>25</b>	3.3 Multi-Tiered System of Supports (MTSS) -- SEL Strand, a	a. Positive Behavioral Intervention Systems (PBIS)	\$100,000.00	No
<b>26</b>	3.3 Multi-Tiered System of Supports (MTSS) -- SEL Strand, b	b. Leadership for District English Learner Advisory and English Learner Advisory	\$1,000.00	Yes
<b>27</b>	3.3 Multi-Tiered System of Supports (MTSS) -- SEL Strand, c	c. District and Community Engagement Events	\$10,000.00	No
<b>28</b>	3.3 Multi-Tiered System of Supports (MTSS) -- SEL Strand, d	d. Resources for Low Income and Crisis Care	\$11,000.00	Yes
<b>29</b>	3.3 Multi-Tiered System of Supports (MTSS) -- SEL Strand, e	e. Care Solace -- Mental Health Referral System	\$21,250.00	No

Action #	Title	Description	Total Funds	Contributing
30	3.3 Multi-Tiered System of Supports (MTSS) -- SEL Strand, f	f. Substance Use Counseling, Dialectical Behavioral Therapy	\$50,000.00	No
31	3.3 Multi-Tiered System of Supports (MTSS) -- SEL Strand, g	g. California Healthy Kids Survey (CHKS) and Youth Truth (YT)	\$22,500.00	No
32	3.3 Multi-Tiered System of Supports (MTSS) -- SEL Strand, h	h. DESSA Tier 1 Practice: Social Emotional Learning Screener	\$34,850.00	No
33	3.3 Multi-Tiered System of Supports (MTSS) -- SEL Strand, i	i. Matching Funds to Support Title VI	\$8,000.00	No

## Goal Analysis [2021-22]

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.00%	\$3,401,829

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

### Required Descriptions

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

#### 1.1 a Grading for Equity

After assessing the needs, conditions, and circumstances of grades in secondary schools, we learned that a disproportionate number of unduplicated students are receiving Ds and Fs compared to all students. This impacts graduation eligibility, A-G eligibility, student trajectory through DJUSD programs, and also corresponds with low student ratings for connectedness and safety on our climate surveys.

In order to address this condition of our unduplicated students, we will develop and implement wide-scale professional development and action research into Grading for Equity.

These actions are being provided on an LEA-wide basis and we expect that all students will benefit from equitable practices. We expect that the passing grades (C or better) of unduplicated students 62% will increase significantly more than the average rate of all other students 80% over the past three years.

#### 1.1 e. Expanded Learning and Graduate Profile Programming and Professional Development 1.3 c. After School Robotics, Elementary

A review of unduplicated students' positive rating of engagement and attendance on the Youth Truth assessment indicates a gap between DJUSD unduplicated students, especially homeless and foster, and all students. Stakeholder outreach and focus groups indicate a need for relevance and school connectedness for students. In consideration of this performance gap, DJUSD decided to offer Quest Academy over

summer 2021 and robotics after school. These actions are available to all students in order to promote an integrated program, only after the unduplicated student population were contacted through focused outreach and given priority enrollment. This action will be effective in meeting this goal for our unduplicated students because it will help improve results in engagement and connectedness as measured in Youth Truth annually as well as attendance as measured on the CDE Dashboard.

2.1 a. Professional Development from the National Equity Project (NEP).

2.1 b. Professional Development and Texts from International Institute of Restorative Practices (IIRP)

2.1 c. Ethnic Studies Programming Supports

After assessing the needs, conditions, and circumstances of unduplicated student discipline and attendance we learned that unduplicated students, except English Learners, are suspended in the red and yellow performance level while “all students” are at the green performance level.

In order to address this condition of our unduplicated students, we will develop and implement Professional Development from the National Equity Project, International Institute of Restorative Practices, and support Ethnic Studies programming.

These actions are being provided on an LEA-wide and school-wide basis and we expect that all students will benefit from staff and processes informed by this professional development and Ethnic Studies programming. We expect that 10% of our unduplicated students will decrease in suspension rates and move one level in performance according to the Dashboard. We also expect to see indicators of connectedness, fairness, relationships, and relevance improve on Youth Truth.

2.3 a. Sobrato Early Academic Language (SEAL) Coaching Support

2.3 b. Sobrato Early Academic Language (SEAL) Contract

2.3 c. c. Marguerite Montgomery Interventions

A review of Marguerite Montgomery Elementary (MME) unduplicated students CAASPP scores indicates a performance gap in ELA/Math between and all students. MME performs one performance level below DJUSD on the Dashboard. DJUSD performs in the blue for ELA and Math, MME performs in the green, and our unduplicated students at MME perform in the yellow. In consideration of this performance gap, we decided to offer Sobrato Early Academic Language (SEAL), an additional Reading Specialist, an Academic Intervention Coordinator, and general music. These actions are available to all students in order to promote an integrated program. We believe this action will be effective in meeting this goal for engagement, literacy, and mathematics and will help improve results in CDE Dashboard outcomes measured annually.

2.3 g. Davis Senior High School World Civilization Para-educator

2.4 c. Davis Senior High School Academic Center Coordinator

2.4 d. Davis Senior High School Academic Center Coordinator

2.4 e. Davis Senior High School Work Study Tutors

- 2.4 f. Davis Senior High School Non Work Study Tutors
- 2.4 i. UCD Work Study Coordination (AVID and Bridge)

A review of Davis Senior High School (DSHS) unduplicated students transcripts indicates a performance gap in credit earning between the unduplicated and all students. Staff sees this data on the D/F list used for placement in summer school and DSHS MTSS teams noted significant disproportionality of D/F for unduplicated students in World Civilization and English 10. In consideration of this performance gap, we decided to offer a bilingual paraeducator to support students in World Civilization, to support an Academic Center that offers support using trained tutors during the school day and outside of school hours. These actions are available to all students in order to promote an integrated program. We believe this action will be effective in meeting the goal of closing this gap and increasing unduplicated student progress toward graduation and A-G eligibility as measured by MTSS teams and Summer School enrollment data annually.

- 2.4 a. Elementary Reading Para-educators
- 2.4 b. Junior High School Intervention Courses
- 2.4 g. AVID Program
- 2.4 h. Site Support for Extended Learning (real time intervention, site discretion)
- 2.4 j. Bridge Program

A review of English Learners and Migrant students not reading at grade level indicates a performance gap: 19% of English Learners and 28% of socioeconomically disadvantaged students are reading at grade level, compared with 71% of all students. In secondary schools we see an average of 62% of unduplicated students with passing grades (C or better) compared to all other students who average 80%. Families and teachers have shared that students need personalized support during and after school in small groups, skilled tutors and mentors as families may not have English skills, may need to be at work when students are doing homework, or may not be familiar with school systems and structures.

In consideration of this performance gap, we decided to offer the Bridge Program at Marguerite Montgomery Elementary and Harper Junior High School, reading paraeducators at each elementary site, FTE toward intervention courses at each Junior High, AVID 7-12, and site funds to support extended learning opportunities after school, through field trips, etc. These actions are available to all students in order to promote an integrated program, though unduplicated lists are used first for recruitment. We believe this action will be effective in meeting this goal for closing reading and performance gaps because it will help improve results of unduplicated students in accessing instruction. Outcomes will be seen in i-Ready assessments and report card grades multiple times throughout each school year. AVID data, too, annually tracks students maintaining A-G eligibility and grade level math by demographic.

- 2.4 k. Summer School, Academic Programming

A review of unduplicated students graduation rates and College Career Readiness Indicator indicates a performance gap between unduplicated students and all students. 62.2% of all students are prepared, while on average only 30.4 of unduplicated students met the prepared requirements. Similarly, 93.3% of DJUSD students graduated in 2020, while 87.7% of unduplicated students graduated. We

know, based on reading data at elementary schools this opportunity gap begins early in DJUSD. In consideration of this performance gap, we decided to offer Power Up (1st - 6th grade reading) and Secondary Summer school to increase reading skills and facilitate credit recovery. These actions are available to all students in order to promote an integrated program. We believe this action will be effective in meeting this goal for increased reading, access and success in subsequent coursework, and in meeting graduation and A-G eligibility requirements. These outcomes will be reviewed annually using i-Ready, report cards, and in review of summer school enrollment.

#### 2.4 I. Summer School, Enrichment

A review of stakeholder feedback reflected students' and families' strong desire to have students back on campus, in structured learning environments, engaged in learning, and with peers. Families of our unduplicated students and community advocates expressed limited access to opportunities. Additionally, staff believe that our unduplicated students would benefit most from developing positive relationships with peers, staff, and learning based on Youth Truth data.

In consideration of this opportunity gap, we are offering a robust set of K-12 offerings for a summer enrichment program. These offerings are focused on social emotional well-being activities, including opportunities to express creativity, critical thinking, and engage in music, art, and play. These actions are available to all students in order to promote an integrated program while being offered first to unduplicated students. We believe this action will be effective in meeting this goal for unduplicated students and will be measured by student survey data at the culmination of each course.

#### 2.5 d. MTSS Team Capacity Building Grants

Each DJUSD site MTSS team assessed the needs, conditions, and circumstances of unduplicated students using data for attendance, discipline, and academic performance. We learned that the experience and outcomes for unduplicated students is consistently less positive than the same data set for "all" students.

In order to address this condition of our unduplicated students, we will develop and implement MTSS Capacity Building grants allowing teachers and staff to design first best instruction and site based Tier II interventions.

These actions are being provided on an LEA-wide/school-wide basis and we expect that our unduplicated students will benefit from local responses to their academic and SEL needs. We expect that academic and attendance data for our unduplicated students will increase to mirror that of all students as measured by site MTSS teams.

#### 3.1 b. Elementary Counseling for MTSS

#### 3.1 c. Vice Principal, Davis Senior High for Counseling, Course Access, and MTSS

#### 3.1 e. Manager of Prevention and Wellness; SEL Strand of MTSS

#### 3.1 f. Counseling at Junior High Schools for MTSS

After assessing the needs, conditions, and circumstances of unduplicated students using Youth Truth we learned that depression has



increased from a historic 20-25% to 34% district-wide. Care Solace has reported that over 50% of referrals are for depression and anxiety. Especially alarming is the increase in depression for unduplicated student groups. For example, 79% of homeless students report feeling so sad for two weeks that they stopped doing usual activities. Parents of English Learners report similar concerns to staff. Additionally, our unduplicated students are not meeting A-G requirements as demonstrated by College and Career Preparedness data. Overall 56% of high school students feel they are prepared for college compared with 45% of English learners and 37% of homeless students. 62.2% of all students are prepared, while on average only 30% of unduplicated students met the prepared requirements.

- In order to address this condition of our unduplicated students, we will develop and implement a systematic counseling and SEL response to students through elementary and junior high school counseling, administrative leadership at Davis Senior High School, and District leadership for creating and sustaining MTSS systems.

These actions are being provided on an LEA-wide/school-wide basis and we expect that our unduplicated students will benefit. We expect that the Youth Truth data, feedback from Care Solace, A-G completion rate, and anecdotal feedback of our unduplicated students will increase significantly more than the average rate of all other students.

### 3.1 i. King High School Health Care Center, CommuniCare Contract

A review of unduplicated students academic history at King High school indicates credit deficits, attendance concern, and mental health concern in comparison to 10th-12th grade students district wide. Additionally, staff believe that many King students are engaged in risk-taking behaviors and that students who are socioeconomically disadvantaged experience barriers to consistent health and mental health services.

In consideration of this opportunity gap, we decided to offer CommuniCare services on the King campus. These actions are available to all students in order to promote an integrated program and normalize student use of services. We believe this action will be effective in meeting this goal for unduplicated students because it will help improve results overall health, mentoring for safe choices, and referrals to mental health. Outcomes will be measured annually by CommuniCare to identify rate of use, rate of repeat visits, and type of visits.

### 3.1 l. Interpretation and Translation, Coordination and Liaison

### 3.1 m. DJUSD Climate Coordinator

### 2.3 j Director of English Learners, World Language, Immersion, and Two-Way Bilingual

A review of parent participation indicates a gap when comparing parents of unduplicated students and parents of other student groups, this is particularly true of parents who speak a language other than English. Leaders from our District English Learner Advisory have expressed interest in the use of a community liaison and a high regard for the relationships built through site staff. In consideration of this gap, we decided to offer support a position to coordinate interpretation and translation, a Climate Coordinator, and a Director of English Learners, World Language, Immersion, and Two-Way Bilingual. These actions are available to all students in order to promote an integrated program. We believe this action will be effective in meeting this goal for parent and community partnership because it will allow us to obtain the information through our climate surveys to measure results of all of our actions, including parent partnership, and allows us to continue to pilot and support culturally responsive innovations for partnering with parents improve and enrich their access to school systems and

informing the decisions of DJUSD staff. We expect annual measurable outcomes in the local indicator for the amount and character of parent partnership, improved relationships, and we are seeking input to improve as measured annually.

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

DJUSD LCAP plans to increase and improve student services by the percentage required using supplemental (LCFF) funds. The plan also includes actions and service design principally toward our unduplicated students and necessitate other funding sources. As noted, DJUSD plans to spend \$3,401,829 in order to meet the 5% threshold. The 2021-24 plan contributes an additional \$680,000 toward the increased and improved education of foster youth, English learners, and low-income students.

Our plan includes school-wide and LEA-wide actions as described above.

Additionally, the plan includes English Learner Teachers (3.0) on Special Assignments, English Learner Specialists (5.4), Structured English Enrichment Lab (STEEL) courses for long-term English Learners, English Learner Paraeducator support on each campus, an English Learner Instructional Coach, licensing for English Learner curriculum, Migrant Education transportation and supervision, and site support for extended learning needs, EL interventions, mentoring, and push-in support of unduplicated students.

DJUSD also increases and improves services through recognition events for the State Seal of Biliteracy (SSB), support of outdoor education camp, providing resources like clothing, school supplies, and bus passes for students experiencing homelessness and living in foster care and for students in need of resources due to low income or crisis. Funds support a liaison for our homeless and foster students as well as leadership training for District English Learner Parent Advisory.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$10,205,531.00	\$946,187.00	\$1,709,996.00	\$80,000.00	\$12,941,714.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$5,991,444.00	\$6,950,270.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	1.1 Innovation of Systems and Instruction, a	\$60,000.00				\$60,000.00
1	2	All	1.1 Innovation of Systems and Instruction, b	\$20,000.00				\$20,000.00
1	3	All	1.1 Innovation of Systems and Instruction, c	\$20,000.00				\$20,000.00
1	4	All	1.1 Innovation of Systems and Instruction, d				\$10,000.00	\$10,000.00
1	5	English Learners Foster Youth Low Income	1.1 Innovation of Systems and Instruction, e	\$100.00	\$115,000.00			\$115,100.00
1	6	All	1.1 Innovation of Systems and Instruction, f	\$5,000.00				\$5,000.00
1	7	All	1.1 Innovation of Systems and Instruction, g	\$127,500.00				\$127,500.00
1	8	All	1.1 Innovation of Systems and Instruction, h			\$1,325,171.00		\$1,325,171.00
1	9	All	1.1 Innovation of Systems and Instruction, i		\$90,000.00			\$90,000.00
1	10	All	1.1 Innovation of Systems and Instruction, j	\$45,000.00				\$45,000.00
1	11	All	1.1 Innovation of Systems and Instruction, k	\$15,000.00				\$15,000.00
1	12	All	1.1 Innovation of Systems and Instruction, l		\$130,000.00			\$130,000.00
1	13	All	1.2 Technological Tools, a	\$380,600.00				\$380,600.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	14	All	1.2 Technological Tools, b	\$15,000.00				\$15,000.00
1	15	All	1.2 Technological Tools, c	\$70,000.00				\$70,000.00
1	16	All	1.2 Technological Tools, d				\$70,000.00	\$70,000.00
1	17	All	1.3 Career Technical Education, a	\$40,000.00				\$40,000.00
1	18	All	1.3 Career Technical Education, b			\$25,000.00		\$25,000.00
1	19	English Learners Foster Youth Low Income	1.3 Career Technical Education, c	\$15,000.00				\$15,000.00
1	20	All	1.3 Career Technical Education, d		\$14,238.00			\$14,238.00
1	21	All	1.3 Career Technical Education, e		\$5,000.00			\$5,000.00
1	22	All	1.3 Career Technical Education, f	\$20,000.00				\$20,000.00
1	23	All	1.3 Career Technical Education, g	\$1,044,501.00				\$1,044,501.00
2	1	English Learners Foster Youth Low Income	2.1 Ethnic Studies and Culturally Responsive Practices, a	\$100.00	\$25,000.00			\$25,100.00
2	2	English Learners Foster Youth Low Income	2.1 Ethnic Studies and Culturally Responsive Practices, b	\$100.00	\$30,000.00			\$30,100.00
2	3	All	2.1 Ethnic Studies and Culturally Responsive Practices, c		\$50,000.00			\$50,000.00
2	4	English Learners	2.2 Data and Outcomes, a	\$199,926.00				\$199,926.00
2	5	English Learners	2.2 Data and Outcomes, b			\$77,217.00		\$77,217.00
2	6	All	2.2 Data and Outcomes, c	\$20,000.00				\$20,000.00
2	7	English Learners Foster Youth Low Income	2.3 English Learner Supports, a	\$95,000.00				\$95,000.00
2	8	English Learners Foster Youth Low Income	2.3 English Learner Supports, b	\$35,000.00				\$35,000.00
2	9	English Learners Foster Youth Low Income	2.3 English Learner Supports, c	\$66,000.00				\$66,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	10	English Learners	2.3 English Learner Supports, d	\$358,775.00				\$358,775.00
2	11	English Learners	2.3 English Learner Supports, e		\$100,699.00			\$100,699.00
2	12	English Learners	2.3 English Learner Supports, f	\$40,000.00				\$40,000.00
2	13	English Learners Foster Youth Low Income	2.3 English Learner Supports, g	\$16,900.00				\$16,900.00
2	14	English Learners	2.3 English Learner Supports, h	\$65,103.00				\$65,103.00
2	15	English Learners	2.3 English Learner Supports, i	\$45,000.00				\$45,000.00
2	16	English Learners Foster Youth Low Income	2.3 English Learner Supports, j			\$167,000.00		\$167,000.00
2	17	English Learners Foster Youth Low Income	2.3 English Learner Supports, k	\$75,000.00				\$75,000.00
2	18	English Learners	2.3 English Learner Supports, l	\$100.00		\$31,500.00		\$31,600.00
2	19	English Learners	2.3 English Learner Supports, m	\$63,500.00				\$63,500.00
2	20	English Learners	2.3 English Learner Supports, n	\$6,500.00				\$6,500.00
2	21	English Learners Foster Youth Low Income	2.4 Interventions, a	\$172,186.00				\$172,186.00
2	22	English Learners Foster Youth Low Income	2.4 Interventions, b	\$53,308.00				\$53,308.00
2	23	English Learners Foster Youth Low Income	2.4 Interventions, c	\$22,000.00				\$22,000.00
2	24	English Learners Foster Youth Low Income	2.4 Interventions, d	\$33,000.00				\$33,000.00
2	25	English Learners Foster Youth Low Income	2.4 Interventions, e	\$28,000.00				\$28,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	26	English Learners Foster Youth Low Income	2.4 Interventions, f	\$20,000.00				\$20,000.00
2	27	English Learners Foster Youth Low Income	2.4 Interventions, g	\$135,156.00				\$135,156.00
2	28	English Learners Foster Youth	2.4 Interventions, h	\$18,000.00				\$18,000.00
2	29	English Learners Foster Youth Low Income	2.4 Interventions, i	\$60,000.00				\$60,000.00
2	30	English Learners Foster Youth Low Income	2.4 Interventions, j	\$135,000.00				\$135,000.00
2	31	English Learners Foster Youth Low Income	2.4 Interventions, k	\$390,390.00				\$390,390.00
2	32	English Learners Foster Youth Low Income	2.4 Interventions, l	\$100.00	\$250,000.00			\$250,100.00
2	34	All	2.5 Multi-Tiered System of Supports - Academic Strand, a			\$20,000.00		\$20,000.00
2	35	All	2.5 Multi-Tiered System of Supports - Academic Strand, b	\$17,000.00				\$17,000.00
2	36	All	2.5 Multi-Tiered System of Supports - Academic Strand, c		\$75,000.00			\$75,000.00
2	37	English Learners Foster Youth Low Income	2.5 Multi-Tiered System of Supports - Academic Strand, d	\$30,000.00				\$30,000.00
2	38	All	2.5 Multi-Tiered System of Supports - Academic Strand, e	\$275,000.00				\$275,000.00
2	39	English Learners Foster Youth Low Income	2.5 Multi-Tiered System of Supports - Academic Strand, f	\$375,000.00				\$375,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	All	3.1 Social Emotional Learning and Safety, a	\$120,000.00				\$120,000.00
3	2	English Learners Foster Youth Low Income	3.1 Social Emotional Learning and Safety, b	\$450,000.00				\$450,000.00
3	3	English Learners Foster Youth Low Income	3.1 Social Emotional Learning and Safety, c	\$40,000.00				\$40,000.00
3	4	All	3.1 Social Emotional Learning and Safety, d	\$120,000.00				\$120,000.00
3	5	English Learners Foster Youth Low Income English Learners, Low Income	3.1 Social Emotional Learning and Safety, e	\$120,000.00				\$120,000.00
3	6	English Learners Foster Youth Low Income	3.1 Social Emotional Learning and Safety, f	\$3,000.00				\$3,000.00
3	7	All	3.1 Social Emotional Learning and Safety, g	\$385,000.00				\$385,000.00
3	8	All	3.1 Social Emotional Learning and Safety, h	\$35,000.00				\$35,000.00
3	9	English Learners Foster Youth Low Income	3.1 Social Emotional Learning and Safety, i	\$25,922.00				\$25,922.00
3	10	All	3.1 Social Emotional Learning and Safety, j	\$3,500,000.00				\$3,500,000.00
3	11	All	3.1 Social Emotional Learning and Safety, k	\$120,630.00				\$120,630.00
3	12	English Learners Foster Youth Low Income	3.1 Social Emotional Learning and Safety, l	\$90,000.00				\$90,000.00
3	13	English Learners Foster Youth Low Income	3.1 Social Emotional Learning and Safety, m	\$125,000.00				\$125,000.00
3	14	All	3.1 Social Emotional Learning and Safety, n	\$10,000.00				\$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	15	All	3.1 Social Emotional Learning and Safety, o	\$10,000.00				\$10,000.00
3	16	All	3.1 Social Emotional Learning and Safety, p	\$1,200.00				\$1,200.00
3	17	All	3.2 Climate and Access, a	\$15,000.00				\$15,000.00
3	18	English Learners	3.2 Climate and Access, b	\$7,000.00				\$7,000.00
3	19	English Learners Foster Youth Low Income	3.2 Climate and Access, c	\$34,000.00				\$34,000.00
3	20	Foster Youth Low Income	3.2 Climate and Access, d			\$14,108.00		\$14,108.00
3	21	All	3.2 Climate and Access, e	\$3,000.00				\$3,000.00
3	22	Foster Youth Low Income	3.2 Climate and Access, f	\$67,084.00				\$67,084.00
3	23	All	3.2 Climate and Access, g		\$40,000.00			\$40,000.00
3	24	All	3.2 Climate and Access, h	\$7,500.00				\$7,500.00
3	25	All	3.3 Multi-Tiered System of Supports (MTSS) -- SEL Strand, a	\$100,000.00				\$100,000.00
3	26	English Learners	3.3 Multi-Tiered System of Supports (MTSS) -- SEL Strand, b	\$1,000.00				\$1,000.00
3	27	All	3.3 Multi-Tiered System of Supports (MTSS) -- SEL Strand, c	\$10,000.00				\$10,000.00
3	28	Foster Youth Low Income	3.3 Multi-Tiered System of Supports (MTSS) -- SEL Strand, d	\$11,000.00				\$11,000.00
3	29	All	3.3 Multi-Tiered System of Supports (MTSS) -- SEL Strand, e		\$21,250.00			\$21,250.00
3	30	All	3.3 Multi-Tiered System of Supports (MTSS) -- SEL Strand, f			\$50,000.00		\$50,000.00
3	31	All	3.3 Multi-Tiered System of Supports (MTSS) -- SEL Strand, g	\$22,500.00				\$22,500.00
3	32	All	3.3 Multi-Tiered System of Supports (MTSS) -- SEL Strand, h	\$34,850.00				\$34,850.00
3	33	Native American Families	3.3 Multi-Tiered System of Supports (MTSS) -- SEL Strand, i	\$8,000.00				\$8,000.00



## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$3,588,250.00	\$4,398,774.00
<b>LEA-wide Total:</b>	\$1,320,790.00	\$1,907,790.00
<b>Limited Total:</b>	\$1,459,988.00	\$1,683,512.00
<b>Schoolwide Total:</b>	\$897,472.00	\$897,472.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
<b>1</b>	<b>1</b>	1.1 Innovation of Systems and Instruction, a	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	\$60,000.00
<b>1</b>	<b>5</b>	1.1 Innovation of Systems and Instruction, e	LEA-wide	English Learners Foster Youth Low Income	4-9	\$100.00	\$115,100.00
<b>1</b>	<b>19</b>	1.3 Career Technical Education, c	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Kinder through 6th grade	\$15,000.00	\$15,000.00
<b>2</b>	<b>1</b>	2.1 Ethnic Studies and Culturally Responsive Practices, a	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100.00	\$25,100.00
<b>2</b>	<b>2</b>	2.1 Ethnic Studies and Culturally Responsive Practices, b	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100.00	\$30,100.00
<b>2</b>	<b>4</b>	2.2 Data and Outcomes, a	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$199,926.00	\$199,926.00
<b>2</b>	<b>5</b>	2.2 Data and Outcomes, b	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$77,217.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	7	2.3 English Learner Supports, a	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Montgomery Elementary	\$95,000.00	\$95,000.00
2	8	2.3 English Learner Supports, b	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Montgomery Elementary	\$35,000.00	\$35,000.00
2	9	2.3 English Learner Supports, c	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Montgomery Elementary	\$66,000.00	\$66,000.00
2	10	2.3 English Learner Supports, d	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$358,775.00	\$358,775.00
2	11	2.3 English Learner Supports, e	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Montgomery Elementary		\$100,699.00
2	12	2.3 English Learner Supports, f	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Davis Senior High School, Emerson Junior High School	\$40,000.00	\$40,000.00
2	13	2.3 English Learner Supports, g	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Davis Senior High School	\$16,900.00	\$16,900.00
2	14	2.3 English Learner Supports, h	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$65,103.00	\$65,103.00
2	15	2.3 English Learner Supports, i	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Davis Senior High, Emerson, Harper, Holmes, DSIS, King	\$45,000.00	\$45,000.00
2	16	2.3 English Learner Supports, j	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$167,000.00
2	17	2.3 English Learner Supports, k	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Davis Senior High School, Emerson Junior High, Holmes Junior High, Harper Junior High	\$75,000.00	\$75,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	18	2.3 English Learner Supports, l	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$100.00	\$31,600.00
2	19	2.3 English Learner Supports, m	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Montgomery Elementary, Harper Junior High	\$63,500.00	\$63,500.00
2	20	2.3 English Learner Supports, n	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Montgomery Elementary, Harper Junior High	\$6,500.00	\$6,500.00
2	21	2.4 Interventions, a	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools K-6	\$172,186.00	\$172,186.00
2	22	2.4 Interventions, b	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Emerson Junior High, Harper Junior High, Holmes Junior High	\$53,308.00	\$53,308.00
2	23	2.4 Interventions, c	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Davis Senior High School	\$22,000.00	\$22,000.00
2	24	2.4 Interventions, d	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Davis Senior High School	\$33,000.00	\$33,000.00
2	25	2.4 Interventions, e	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Davis Senior High	\$28,000.00	\$28,000.00
2	26	2.4 Interventions, f	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Davis Senior High	\$20,000.00	\$20,000.00
2	27	2.4 Interventions, g	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Davis Senior High, Harper Junior High, Emerson Junior High, Holmes Junior High	\$135,156.00	\$135,156.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	28	2.4 Interventions, h	Limited to Unduplicated Student Group(s)	English Learners Foster Youth	All Schools	\$18,000.00	\$18,000.00
2	29	2.4 Interventions, i	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Davis Senior High, Harper Junior High, Emerson Junior High, Holmes Junior High, Montgomery Elementary	\$60,000.00	\$60,000.00
2	30	2.4 Interventions, j	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Harper Junior High, Emerson Junior High, Montgomery Elementary	\$135,000.00	\$135,000.00
2	31	2.4 Interventions, k	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$390,390.00	\$390,390.00
2	32	2.4 Interventions, l	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100.00	\$250,100.00
2	37	2.5 Multi-Tiered System of Supports - Academic Strand, d	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	\$30,000.00
2	39	2.5 Multi-Tiered System of Supports - Academic Strand, f	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$375,000.00	\$375,000.00
3	2	3.1 Social Emotional Learning and Safety, b	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary	\$450,000.00	\$450,000.00
3	3	3.1 Social Emotional Learning and Safety, c	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Davis Senior High School	\$40,000.00	\$40,000.00
3	5	3.1 Social Emotional Learning and Safety, e	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$120,000.00	\$120,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	6	3.1 Social Emotional Learning and Safety, f	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Harper Junior High School, Emerson Junior High School, Holmes Junior High School,	\$3,000.00	\$3,000.00
3	9	3.1 Social Emotional Learning and Safety, i	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: King High School	\$25,922.00	\$25,922.00
3	12	3.1 Social Emotional Learning and Safety, l	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$90,000.00	\$90,000.00
3	13	3.1 Social Emotional Learning and Safety, m	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	\$125,000.00
3	18	3.2 Climate and Access, b	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$7,000.00	\$7,000.00
3	19	3.2 Climate and Access, c	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	6th grade	\$34,000.00	\$34,000.00
3	20	3.2 Climate and Access, d	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		\$14,108.00
3	22	3.2 Climate and Access, f	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$67,084.00	\$67,084.00
3	26	3.3 Multi-Tiered System of Supports (MTSS) -- SEL Strand, b	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,000.00	\$1,000.00
3	28	3.3 Multi-Tiered System of Supports (MTSS) -- SEL Strand, d	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$11,000.00	\$11,000.00

Annual Update Table Year 1 [2021-22]

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

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

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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



# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

***Broad Goal***

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

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

***Maintenance of Progress Goal***

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

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

***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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



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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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