

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Placer Union High School

District CDS Code: 3166894

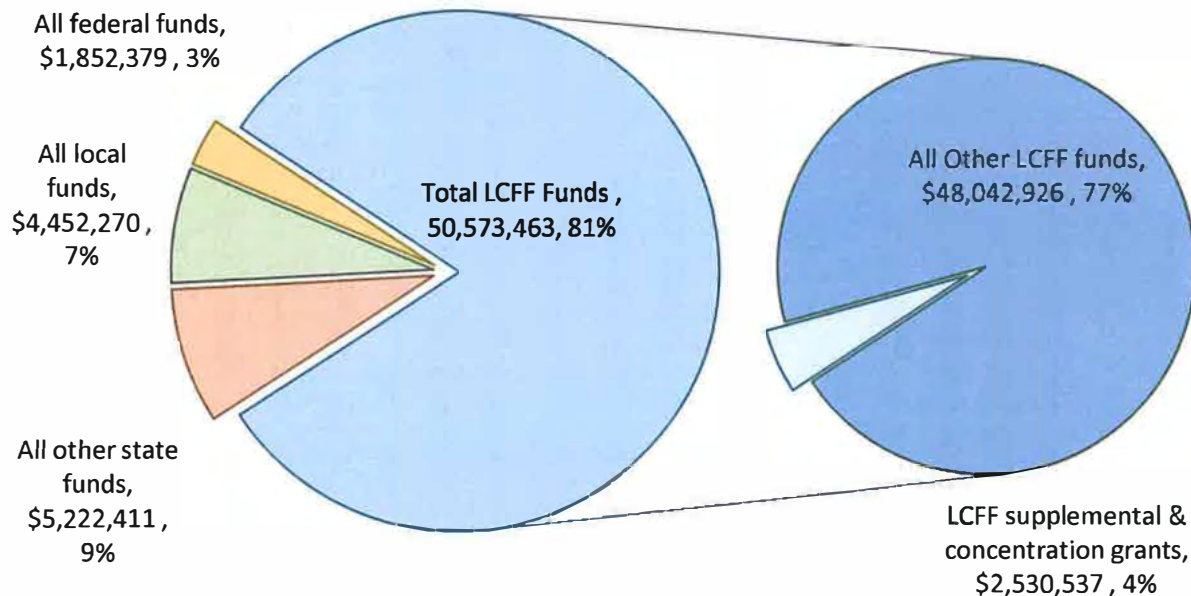
School Year: 2023-2024

LEA contact information: Dr. Jeffrey Tooker, Superintendent, jtooker@puhsd.k12.ca.us, 530-886-4405

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

## Budget Overview for the 2023-2024 School Year

### Projected Revenue by Fund Source



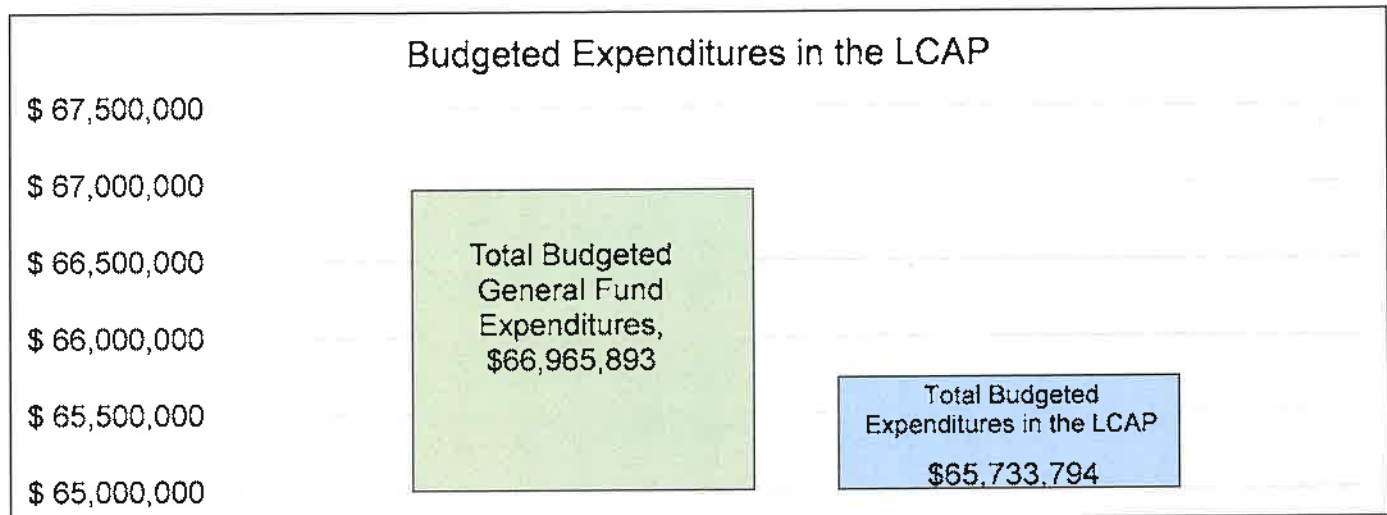
This chart shows the total general purpose revenue Placer Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Placer Union High School District is \$62,100,523.00, of which \$50,573,463.00 is Local Control Funding Formula (LCFF), \$5,222,411.00 is other state funds, \$4,452,270.00 is local funds, and \$1,852,379.00 is federal funds. Of the \$50,573,463.00 in LCFF Funds, \$2,530,537.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

APPROVED  
by the PUHSD Board of Trustees  
on 4/20/23  
Certified by D. Atkins, Exec. Asst. to Supt.

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Placer Union High School District plans to spend for 2023-2024. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Placer Union High School District plans to spend \$66,965,893.00 for the 2023-2024 school year. Of that amount, \$65,733,794.00 is tied to actions/services in the LCAP and \$1,232,099.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

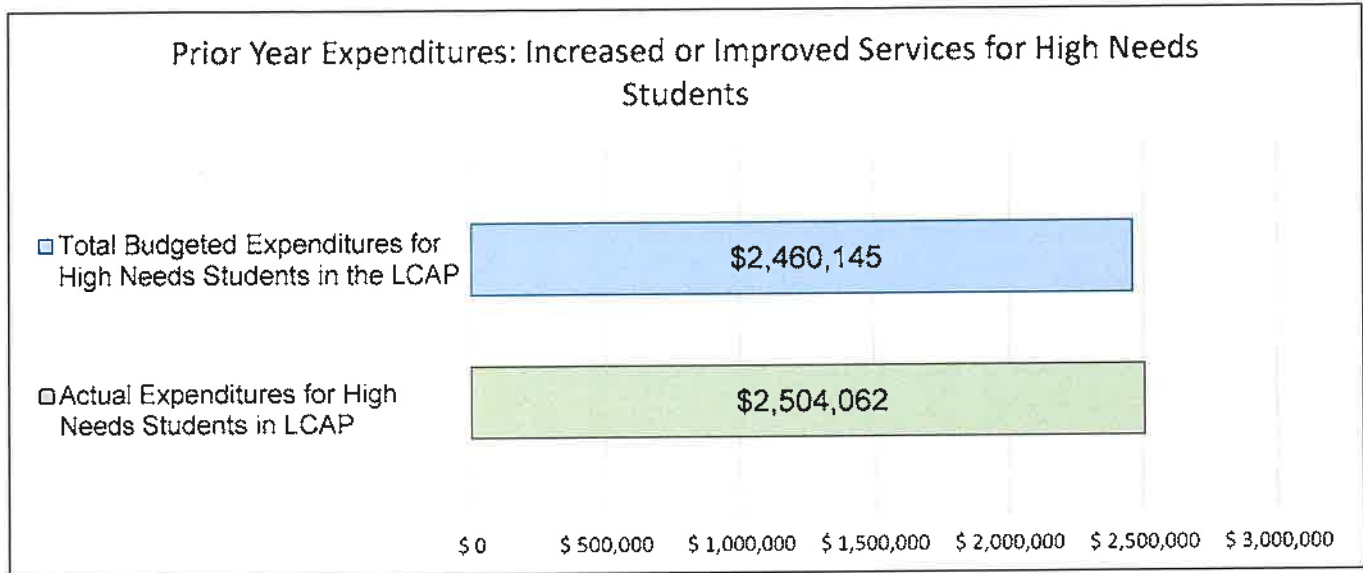
The General Fund includes \$1,232,099 in general instructional costs to educate all students which includes providing students healthy, nutritious meals, supporting classroom instruction and technology by maintaining safe, clean learning environments and providing funding dedicated to maintaining District

### Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

In 2023-2024, Placer Union High School District is projecting it will receive \$2,530,537.00 based on the enrollment of foster youth, English learner, and low-income students. Placer Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Placer Union High School District plans to spend \$2,530,537.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2022-2023



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

The text description of the above chart is as follows: In 2022-2023, Placer Union High School District's LCAP budgeted \$2,460,145.00 for planned actions to increase or improve services for high needs students. Placer Union High School District actually spent \$2,504,062.00 for actions to increase or improve services for high needs students in 2022-2023.



## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Placer Union High School District	Dr. Jeffrey Tooker Superintendent	jtooker@puhsd.k12.ca.us (530) 886-4405

## Plan Summary [2023-24]

### General Information

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

#### BACKGROUND

Placer Union High School District (PUHSD), located east of Sacramento in the northern Sierra Nevada Foothills, is home to a unique set of high school communities that serve 3803 students. The district's geographic footprint extends across approximately 1,000 square miles and includes the towns of Loomis, Auburn, Foresthill, Colfax, Alta, Dutch Flat, Meadow Vista, Newcastle, and Penryn. PUHSD employs 397.52 FTE staff members and operates four comprehensive high schools, Colfax (636 students), Del Oro (1586 students), Foresthill (184 students), and Placer (1273 students). It also is home to Confluence, a continuation school (71 students), and Confluence West (38 students), Placer School for Adults (671 students and 345 inmate students), Maidu Virtual Charter Academy (128 students), and Transition to Adult Living (TAL) with 21 students. The district is socioeconomically (SED) diverse, with 23% of students receiving free or reduced lunch (representing a 12% decrease from 2021-22). It serves approximately 119 English Learners (ELs), 218 Reclassified Fluent English Proficient (RFEP) students, and 440 students with disabilities (SWD). Two percent of its students experience homelessness, and .25% are foster youth. In terms of race and ethnicity, student demographics consist of 69.70% white, .64% African American, 17.55% Hispanic, 1.5% Asian, and 5.75% of two or more races.

While PUHSD schools are distinctly different, each site is centered on fostering relationships through innovative teaching, engaging student-centered learning, and community involvement. It strives to promote student learning by teaching excellence in safe, supportive, and rigorous



school environments where students gain academic and interpersonal skills. PUHSD students engage in problem-solving, critical thinking, and collaboration. Classrooms are equipped with current instructional technology resources, and all students have access to Chromebooks, a district practice since 2013. PUHSD prepares students for college, career, and life readiness through rigorous course offerings, including Dual Enrollment, Career Technical Education (CTE), Advanced Placement (AP), and International Baccalaureate (IB) options. PUHSD believes that all children can learn at high levels and is committed to providing targeted and relevant learning opportunities for all students.

## COMMUNITY CHALLENGES

The main challenges this year are declining enrollment, a substitute teacher and bus driver shortage, and a large fire in one of our communities that closed Foresthill High School and displaced families. We continue to navigate challenges from the COVID-19 pandemic, including but not limited to: lower attendance due to increased parent caution, child welfare struggles due to home-life trauma and decreased time with peers, and disruption to the public's relationship with work. Our district has a larger number of students coming in with special needs, such as 504s and IEPs.

## PURPOSE AND VISION

PUHSD's vision is to preserve its core values, promote student achievement by meeting the needs of all learners, and prepare them to be successful in college, their careers, and life. Through community forums with its students, parents, staff, community members, and district-wide meetings, Placer Union High School District continues to implement its Local Control Accountability Plan (LCAP) and assess its progress in its three identified goals and actions. Within PUHSD's LCAP, readers will learn the details of the actions and purposes associated with its goals, including programs that serve all students, as well as aligned systems of support designed to target low-income, English learners, and/or foster youth student populations. Placer Union High School District's three goals and summary of actions emphasize its core mission to provide high-quality educational access for all learners:

- All students high school, college, career, and life ready
- Increase student achievement through competency-based education practices
- Provide a safe, healthy, and engaging learning environment for all

## Reflections: Successes

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

### SUCCESSSES

Based on a review of student performance data on the state and local indicators included in the California School Dashboard (Dashboard), local self-assessments, and educational partners' input, PUHSD identified its most significant gains in the below-mentioned LCAP goals and actions. Furthermore, in collaboration with its educational partners, the district devised plans to ensure continued progress in these areas for all students, including low-income, English learners, and/or foster youth students. For each goal and action, targeted learning plans will

continue to be strategically developed to recruit, encourage, monitor, and support all students' participation in PUHSD's programs.

#### GOAL 1:

##### GOAL 1: INCREASE NUMBER OF STUDENTS HIGH SCHOOL, COLLEGE, AND CAREER READY DUAL ENROLLMENT, ADVANCED PLACEMENT (AP), INTERNATIONAL BACCALAUREATE (IB)

PUHSD prides itself on providing numerous opportunities for students to earn college credits during high school by offering Dual Enrollment, AP, and IB courses. Since partnering with Sierra College in 2016, PUHSD has continuously increased its program offerings. This year we increased Dual Enrollment by 32 sections to include 127 Dual Enrollment sections that serve approximately 1335 students, including English Learners (42ELs/82Reclassified ELs) and 535 socioeconomically disadvantaged (SED) students. Through these courses, students earn high school graduation credits and community college credits (transferable to most four-year colleges) during their time with PUHSD. In addition to Dual Enrollment, PUHSD also offers a range of Advanced Placement (AP) and International Baccalaureate (IB) courses. In 2022-23, 736 students were enrolled in at least one AP or IB course, including 185 SED and 5 EL/26 RFEP students.

Increased enrollment in Dual Enrollment, AP, and IB courses has been one of PUHSD's greatest gains towards increasing the number of students high school, college, and career-ready. Since 2017, enrollment in these classes has increased from 1418 students to 2071 students. SED student participation equally increased from 173 in 2017 to 720 students in 2022-2023. Access to these rigorous courses remains an ongoing priority of the district and is supported through a combination of Tier 1 strategies such as a daily intervention block, support classes, tutoring, and student-centered learning plans to support all students, including low-income, English learners, and/or foster youth student groups, in Dual Enrollment, AP, and IB courses. High expectations for student learning are further supported through positive staff, student, and peer relationships, and school support systems with additional 1:1 counselor-to-student meetings.

#### CAREER TECHNICAL EDUCATION (CTE)

Career Tech Education (CTE) courses and capstones are another area of growth for PUHSD in its goal for all students to be college, career, and life ready. Over the last year, the district expanded its CTE offerings from 21 to 23 CTE pathways. Across its campuses, enrollment reached 2709 (unduplicated) students, with 1037 SED students participating. Furthermore, PUHSD's program grew with 36 PUHSD teachers now possessing CTE credentials and over 764 students completing Precision Exams with 289 earning industry certification, and 292 students (2022) completing CTE pathway, a growth of 132 students. We celebrate the continued success of our 2020-21, Strong Workforce Grant (SWP) funds at Placer High School which continue to increase access for EL student participation. Placer High's two bilingual aides who are fluent in Spanish and English support the video production and agricultural CTE classes. With the additional language support, EL student participation increased, with 95 EL/ 146 RFEP students enrolled. Additional SWP grant awarded in 21-22 for Vet Science pathway at Del Oro High school.

#### A THROUGH G

A through G completion is important to PUHSD to ensure that students who want to go to college, whether right after high school or sometime later in life, have that option. This year, through our policy work regarding graduation requirements and specific outreach, our A-G

completion rate is up 3% and is up consistently across subgroups (except Students with Disabilities, who showed a small decrease).

#### GRADUATION RATE

PUHSD's graduation rate for 2021-2022 is up slightly (1%) (using Dataquest in order to have comparative data), with specific successes being that the graduation rate for our English Learners is up 9% and our rate for students with disabilities is up 8% points to 84%

#### CAASPP SBAC MATHEMATICS

PUHSD experienced growth in 2021-2022 in its mathematics scores. The ALL student group increased from 38.85% met and exceeded (20-21) to 42.4% met and exceeded (21-22). SED scores increased from 24% to 31% for a seven percent improvement. The district strives to continue to increase all students' standards-aligned literacy (ELA) and numeracy (math) skills to promote college, career, and life readiness.

#### CAST/SCIENCE

PUHSD experienced growth in ALL Students improved to 45% (Increase 2%), SWD Students improved to 12% (Increase 3%), SED Students increased to 32% (Increase 4%).

#### GOAL 2: INCREASE STUDENT ACHIEVEMENT THROUGH COMPETENCY-BASED EDUCATION PRACTICES PROFESSIONAL LEARNING OPPORTUNITIES

PUHSD prioritized professional learning opportunities for its staff in competency-based education practices, including accurate grading, common assessments, multi-tiered interventions, and student learning progressions. Additional technology training was provided focused on new learning management systems and equipment such as Canvas, MasteryConnect, ViewSonics, Aeries Gradebook, Google Applications, and digital resources. Professional learning was additionally offered through weekly Professional Learning Communities (PLCs), staff meetings, and two district-wide in-service days. New teacher support increased with an added fourth day of training on district core practices and two online professional development courses focused on accurate grading and Quality Schools tenets. Finally, teacher evaluations utilized the E3 framework for professional learning in effective instruction strategies, mentor coaching, and evidence-based reflections for continuous improvement. New this year was additional professional development in CBE pedagogy with 41% of certificated staff trained through a total of 4 additional days.

#### ACCESS TO APPROPRIATE TECHNOLOGY TO SUPPORT DIGITAL EDUCATION

As a 1:1 web district, 100% of its students had access to Chromebooks, and all possessed a strong foundational knowledge in digital literacy. Furthermore, all core classes implemented common nine and 18-week assessments using MasteryConnect, allowing students to easily track their competency of course standards and essential learning objectives (ELOS) from home and school. Many teachers, especially in the math department district-wide, used MasteryConnect and Canvas to administer formative assessments. Following the reopening of campuses in 2021-2022, the continued use of digital learning systems remained high, with 60 percent of teachers using Canvas and 40 percent Google Classroom. Google Classroom or Canvas are the expected LMS use for student access, and 100% of PUHSD's staff have accounts with both Classroom and Canvas. In addition, to promote digital learning and engagement, all PUHSD classrooms were equipped with streaming equipment, including the installation of ViewSonic Interactive TVs across the entire district. Finally, to ensure access for all



students, the district distributed 14 hotspots to students in need of internet connectivity to allow for access to learning at home. The overall use of Canvas, Google classroom, and hotspot distribution decreased because more students were accessing instruction through in-person learning.

#### INSTRUCTIONAL PRACTICES, INTERVENTIONS, AND SUPPORT

PUHSD's master schedules offer a range of courses available for supporting students of all language, learning, interest, and reading ability levels (e.g., Spanish for Spanish speakers, Advanced Academic Language/AAL for Long Term ELs, clustered mainstream courses, Academic Literacy/Read 180, VAPA courses, and more). While not all students in these courses are identified as low-income, English learners, or foster youth, PUHSD is committed to the financial, programming, and interpersonal support needed to maintain these specialized classes. Continued data analysis and monitoring of these programs and student performance are embedded to inform practices to ensure student success.

##### Testing Screener

Currently, all Freshman students are screened for Math and Reading data at the beginning and end of freshman year. These tests serve as one indicator if students need intensive intervention support or additional support in core classes for either math or reading. The Math Inventory test is also used to comply with SB-359 to ensure students are not placed in a math class below their capabilities.

Some foundation schools have requested testing of their eighth-grade students for Lexile and Quantile information. The district librarian goes to these sites to test students, and this data is one indicator of performance level and is considered in master schedule placement. Pre-screener assessments are used to set up students for success in their course placement.

##### Read 180

Read 180 is the district's reading intervention program. It is an intensive course meant to raise student reading levels to the appropriate grade level. At least one section of Read 180 is at each comprehensive school site, with two sections at Del Oro and Placer High Schools. Four sections of the curriculum were also taught in two Special Day classes. The percent exceeding average growth rate at all school sites was 53% showing a 1.0-year average growth rate.

##### Math 180

Math 180 is the district's math intervention program. During the 2022-23 school year, all four PUHSD comprehensive campuses offered one section of Math 180. Placer High School and Del Oro High School additionally taught the curriculum in two Special Day classes. In Math 180 the end-of-year growth rate for all schools was 55%, representing 1.1-year average growth rate.

#### GOAL 3: PROVIDE A SAFE, HEALTHY, AND ENGAGED LEARNING ENVIRONMENT FOR ALL

As demonstrated through data, PUHSD's Goal 3's actions and services proved effective in supporting our students' overall health and well-



being as shown in CHKS data where 65% (+5%) of 9th graders, and 62%(+3%) of 11th graders responded positively on the School Connectedness metric. Mental Health Specialists (MHSs) as leads, along with Counselors, Psychologists, Interns, a Social Worker, and PCOE (including Foster Youth Wrap Around services and recovery courses), a Multi-Tiered Systems of Support (MTSS) framework was established to support the mental and behavioral health of students. District-wide student supports (as well as staff and peer education) included:

- Suicide assessments/prevention
- Links to outside services
- Multi-disciplinary team meetings
- Support of LGBTQ issues
- Bullying prevention
- Grief support
- Adult and student well being
- Interpersonal and professional skills
- Psychological educational groups
- Advisory/intervention
- Hygiene, school supplies, PE clothes, and transportation support for McKinney-Vento, FY, and others as needed
- Individual counseling
- Point Break/Breaking Through the Walls
- CoST (discussions re: emotional wellness)
- Summer Bridge connections
- Freshman Seminar
- Family support and parent education
- Peer Mentoring
- Frosh Orientation
- Wings, Nest, Link, Vault
- Recovery and addiction support

## Reflections: Identified Need

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

Based on a review of student performance data on the state and local indicators included in the California School Dashboard (Dashboard), local self-assessments, and educational partners' input, PUHSD identified areas of need in the below-mentioned LCAP goals and actions.

### CAASPP SCORES

While PUHSD continues to show growth in ELA CAASPP scores in targeted subgroups (SED,EL,SWD), there is slight decrease in ELA for ALL students. PUHSD is transitioning to CBE and targeted proficiency scales to ensure a viable and guaranteed curriculum across the district.

#### CAASPP/SBAC ELA SCORES

CAASPP/SBAC (Smarter Balanced Exam) ELA Scores

ALL Students: 67% decrease 2%

SED Students Met/Exceeded Standard: 57% increased 5% SED

EL Students: 11% increased 11% EL

SWD Students: 23% increased 12% SWD

Hispanic Students: 50% decrease 6%

RFEP Students: 64% increased 11% RFEP

#### GRADUATION RATES

While PUHSD continues to have high graduation rates falling within the top range of the California Dashboard, data showed the district declined from 96 percent to 94 percent in 2020-21. This decrease occurred in conjunction with the many challenges of the pandemic, and PUHSD has responsively acted by closely monitoring students' on-track graduation status, increasing counselor support, and providing a daily intervention block at its four comprehensive campuses. Furthermore, to improve graduation rates for all students, including students with disabilities, foster youth, English learners, and low-income students, the district is implementing new graduation requirements aimed at increasing access and academic achievement. This policy promotes on-track a-g scheduling with added options for students to take support classes, including study skills.

Graduation Rates 2021-22: (Dataquest)

ALL status 95% decreased 1%

SED status 89% maintained 0%

EL status 72% decreased 5%

SWD status 84% decreased 4%

Hispanic 92% decreased 2%

#### A-G RATES

Since 2020, PUHSD's a-g completion rates declined, with SED and EL students experiencing the greatest impact. Specifically, the ALL student group declined by two percent in 2021, while SED students decreased by nine percent and EL students by eight percent.

A-G Rates 2021-22:(Dataquest)

ALL status 59% status increased 1%

SED status 40% status decreased 1%

EL status 22% status increased 2%

SWD status 10% status decreased 3%  
Hispanic status 42% status increased 2%

PUHSD prioritizes a-g course completion for all students as it serves as the minimum admissions requirement for the University of California (UC) and California State University (CSU) systems. To address the decline in 2021 student achievement rates, PUHSD will continue to strategically enroll students in rigorous courses of study through strategic master scheduling, including support courses for at-risk students with regular monitoring and coaching. Site and district PLCs will also track student performance data to identify where students need additional interventions, extensions, and enrichments. Accurate grading practices will be harnessed to focus on literacy and numeracy skill development and encourage students to work towards competency in course ELOs. These efforts target students' unique learning needs and ensure all students, including low-income, English learners, and/or foster youth students, gain the necessary academic skills to be successful in high school, college, and life.

#### EL ENROLLMENT IN AP/IB/CTE/DE COURSES

PUHSD is committed to supporting our EL students through entrance and support into rigorous level courses. A growth mindset for students and teachers is encouraged and promoted during advisory and enrichment activities. Access to a rigorous course of study for all is being addressed through our changes to PUHSD graduation requirements and our transition to CBE will identify a guaranteed and viable curriculum for all.

DE EL student enrollment status 3% decrease 19%  
AP/IB EL student enrollment status .6% increase .6%

#### ELPI

Progress from 2019-2020 Ca Dashboard shows some improvements. However, only 39.8% students are making progress towards ELP. Through Differentiated Assistance (DA) a local needs assessment and LEA team has been created to support the growth of ELPI and LTELs to strengthen the ELD program.

#### ELPI Status 2021-22:

26.1% ELs who decreased at Least One ELPI Level  
34% ELs who maintained ELPI levels 1, 2L, 2H, 3L, 3H  
4.5% ELs who maintained ELPI level 4  
35% ELs who progressed at least One ELPI Level

#### SUSPENSION RATES

Since returning from COVID-19, suspension rates and overall student behavior is a cause of concern. Various systems of support with student intervention, mental health counselors, classroom management are all being audited to explore best practices to address this nationwide cause for concern. PUHSDs continued commitment to quality schools pedagogy and competency-based education is expected to see a direct correlation with decreasing student behavior problems. ATSI, CSI, and DA are all in alignment to shine a light on student groups most affected by suspensions.

#### Suspension Rates 2021-22:(Dataquest)

ALL status 5.2% increase 1.8%

EL status 12.3% increase 6.5%

SWD status 9.1% increase 1.5%

SED status 7.9% increase 1.9%

Hispanic status 5.7% increase .9%

African American status 12.5% increase 9.4%

Foster Youth status 15.8% increase 4%

Homeless status 14.3% increase 9.1%

#### EXPULSION RATES

Expulsion rates are also a concern seeing a slight increase over the 2021-2022 school year. Anecdotally, student behavior as a whole been attributed to school closures and a significant adjustment for students returning to regular school attendance and being held accountable to behaviors.

#### Expulsion Rates 2021-22:(Dataquest)

Expulsion status .5% increase .3%

#### ATTENDANCE RATES

Since returning from COVID-19, attendance rates have decreased causing school sites to have a renewed focus on campus culture practices and building relationships with students.

#### Attendance Rates 2021-22:

Attendance status 89% decrease 6%

Through differentiated assistance, PUHSD is examining systems to develop a stronger program through:

- 1) Conducting needs assessment
- 2) Staffing resources

## LCAP Highlights

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

#### PUHSD LCAP HIGHLIGHTS



Listed below are the key components of PUHSD's LCAP goals and actions. The development of this plan was informed by the district's various educational partners, and its goals and actions focus on college, career, and life readiness, increased student achievement, and safe, healthy, and engaging learning environments for all.

**Goal 1: All students high school, college, career, and life ready**

**Action 1: College Career Indicator (CCI) prepared level completion**

Raise the number of students achieving CCI readiness through (a) strategic CCI academic planning and diagnostic master scheduling, (b) increased Dual Enrollment, IB, AP, and CTE course offerings, (c) embedded literacy and numeracy skills across disciplines and SBAC preparation, and (d) concentrated support for low-income, English learners, and/or foster youth students in enrolling in Dual Enrollment courses, college and career guidance, and FAFSA completion.

**Action 2: Access to a rigorous course of study for all students**

Strategically enroll all 9th and 10th-grade students into a-g, standards-based courses and provide increased scheduling opportunities for students to take support classes.

**Action 3: Increase EL English language acquisition courses and access to a rigorous course of study with enrollment in advanced/college prep courses or CTE pathways**

Strategic outreach to English learner students and families, with one-on-one teacher and counselor support, to increase English language acquisition and enrollment in AP, IB, Honors, CTE, and college credit courses (Dual credit).

**Action 4: Expand life skills curriculum and four-year career readiness plan**

Implement and expand the new life skills course graduation requirement, beginning with the class of 2025, and all sites organize and conduct a culminating College, Career, and Life Readiness project during the students' senior year. Provide additional career planning and internship opportunities for low-income, English learners, and/or foster youth students.

**Goal 2: Increase student achievement through competency-based education practices**

**Action 1: Professional development**

Continue providing teachers with professional development in competency-based education practices, including accurate grading, common assessments, multi-tiered interventions, and student learning progressions. Provide teachers with technology training focused on new learning management systems and equipment such as Canvas, MasteryConnect, ViewSonics, and Google Applications.

**Action 2: Competency-Based Education (CBE) Professional Learning Communities (PLCs)**

Conduct weekly PLC meetings utilizing CBE approaches to teaching and learning to increase student achievement. Teachers implement skills and knowledge gained through professional development to create individualized student learning plans.

**Action 3: Instructional practices and implementation**

Utilize standards-based curriculum, Essential Learning Outcomes (ELOs), and assessments to monitor student learning progressions and implement personalized learning plans to meet student's unique needs. Participate in E3 teacher evaluations and develop professional growth plans focused on student learning outcomes.

**Action 4: Intervention and support**

Conduct targeted interventions during the daily intervention block to support students needing additional instruction, practice, or enrichments. Teachers utilize FlexiSCHED to assign students to intervention blocks to address learning loss, extend learning time, and provide remediation or extension opportunities focused on course competencies (ELOs). Offer additional opportunities for low-income, English learners, and/or foster youth students to enroll in intervention and support classes during the school day to promote CCI readiness.

**Action 5: Access to appropriate technology and equipment to support digital education (1:web)**

Provide students with access to appropriate technology, including 1:Web Chromebooks, digital resources, and, when needed, home internet connectivity to support learning.

**Goal 3: Provide a safe, healthy, and engaging learning environment for all**

**Action 1: Support school culture**

Using Quality Schools tenets as the guiding philosophy, the district will maintain a supportive school culture and climate for all students that are physically, socially, and emotionally healthy.

**Action 2: Supportive school culture for low-income, English learners, and/or foster youth students**

Using Quality Schools tenets as the guiding philosophy, the district will maintain a supportive school culture and climate for low-income, English learners, and/or foster youth students that are physically, socially, and emotionally healthy.

**Action 3: Communicate, engage, and collaborate with all educational partners**

Communicate, engage, and collaborate with all educational partners (students, families, community members, and staff), including low-income, English learners, and/or foster youth students and their families.

**Action 4: Co-curricular and extracurricular opportunities**

Provide opportunities for co-curricular and extracurricular student engagement in the arts, athletics, and clubs.

**Action 5: High-quality learning environments**

Maintain and create high-quality contemporary learning environments that promote effective instruction and student learning. (safe facilities, conducive to student learning)

## 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.

Confluence High School is eligible for comprehensive support and improvement (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.

Confluence Continuation School has a low graduation rate. Through a root cause analysis, three main causes were identified: student emotional/mental health, lack of positive parental involvement, and student attendance. It was also determined that the subgroup of SED had lower identified graduation rates, therefore specific attention should be placed on that subgroup. CSI funds will be focused on; the addition of additional temporary personnel positions including mental health supports, classroom instructional aides, a campus support tech, and increased access to substance abuse counselors. In addition, CHS plans to focus on an expanded partnership with Big Picture Learning, increased professional development opportunities (including Competency-Based Education), and enhance school culture by providing curricular, social, and emotional experiences that promote improved attendance. The interventions/strategies/activities are aligned with the LCAP goals and parent, student, and community members were involved in the planning.

The LEA will support its eligible schools by aligning other program improvements (such as what's emerging through CSI, differentiated assistance, and improved/increased services) with what Confluence High implements to improve graduation rates.

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

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

The LEA will monitor and evaluate the plan to support student and school improvement by participating in discussions at the county level with school principals and tracking aligned metrics (graduation rates at Confluence, specifically for the subgroup of SED.)

CSI funding will be used to support students in the following ways:

- 1) Implementation of PD in grading and competency based educational practices
- 2) School site visits to sites displaying exemplary graduation rates
- 3) Support of 50% salary funding for a temporary teacher at Confluence, to support the overall program
- 4) Funding of mental health associate to address student needs
- 5) Funding of a temporary student intervention specialist to support campus culture and increase attention to student attendance

Monitoring will be conducted on an annual basis using the following metrics with District and Site representation though SPSA requirements:

- 1) Suspension Rate
- 2) Attendance Rate (Chronic)
- 3) Graduation Rate



# Engaging Educational Partners

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

## EDUCATIONAL PARTNER INVOLVEMENT

Placer Union High School District engaged its educational partners in the LCAP review and evaluation process in a variety of ways. The district's team focused on student achievement data, interventions and supports, and students' safety and well-being. Teachers were further surveyed to identify future professional development opportunities and requests for the 2022-2023 school year.

PUHSD continued in-person meetings with its various educational partners to inform its LCAP review. Through these meetings, the district shared its progress data in implementing its goals and actions and gathered relevant input to inform future programs and services. In communicating with its educational partners, PUHSD made a concerted effort to provide families with information in their home languages to elicit the greatest degree of feedback representing its community's values and perspectives.

The following activities supported the ongoing evaluation of the PUHSD LCAP:

Five Community Forums (parents, foster representatives, students, community, staff)

(Confluence High School, Auburn) January 12, 2023

(Placer High School, Auburn) February 27, 2023

(Del Oro High School, Loomis) March 29, 2023

(Foresthill High School, Foresthill) January 12, 2023

(Colfax High School, Colfax) January 23, 2023

Placer County SELPA LCAP Consultation: Date April 24, 2023

Strategic Planning/LCAP Meeting (district staff): Cabinet meetings twice a month, Ed Services/Administrative Services weekly, LCFF/LCAP

Champions Committee Meetings - LCAP standing agenda item

District/English Learner Advisory Committee (D/ELAC): ELAC (EL Parent Advisory Meetings) September 16, 2022; District Parent Advisory DPAC - Wednesday, May 17, 2023

The Superintendent responded verbally to all educational partner questions during the meetings.

The meetings were held in person and included opportunities for Questions and Feedback from the Superintendent.

Teachers' Bargaining Unit Representatives Meetings: January 19, 2023 and April 12, 2023

Weekly Associated Teachers of Placer (ATP) check-ins

Classified Bargaining Unit Representatives Meetings: August 9, 2022, August 19, 2022, November 3, 2022, and April 12, 2023

Site Council Meetings: Monthly Site Council/Parent Advisory Meetings at all sites

2022/2023 LCAP Educational Partners Survey sent to students, staff, parents/guardians, and community members: March 9, 2023

LCAP Posted on Website: June 2023

PUHSD Board Trustees Meetings/Public Hearings: Tuesday, June 6, 2023

PUHSD Board Trustees Approves and Adopts LCAP: Tuesday, June 20, 2023

PUHSD Student Superintendent and Student Voice Meetings: September 14, 2022, November 9, 2022, February 8, 2023, and April 12, 2023

PUHSD Student Engagement -- drop-in meetings at the sites with the Superintendent: February 15, 2023 (Foresthill), March 1, 2023 (Placer), March 15, 2023 (Del Oro), and March 29, 2023 (Colfax)

A summary of the feedback provided by specific educational partners.

## LCAP EDUCATIONAL PARTNER FEEDBACK

Through a series of surveys, meetings, and committees, Placer Union High School District carefully considered all educational partner input in assessing its LCAP goals and actions progress. Below is the summary of participation and feedback by educational partner groups.

### PARENTS/GUARDIANS

#### High School, College, and Career Readiness:

Several trends became apparent when analyzing the parent/guardian survey responses. The first focus that stood out was that high school, college, and career readiness was crucial to parents and guardians, with 88% responding that it was important to very important. There was also a significant desire to focus on a-g completion (84%) and increasing options for AP, IB, CTE, and Dual Enrollment courses (66%). This data correlates with parent responses on student plans after high school, with 80% planning to attend a university or college and 25% planning on entering a career after graduation.

#### Student Achievement:

63% of respondents reported that their children's education meets their unique learning needs. Parents felt that providing staff training and professional development, implementing accurate and aligned grading practices, and providing opportunities for academic improvement through daily interventions were of utmost importance and included freshman academic support programs. Providing technology and digital literacy instruction was also a trend, with at least 59% of survey participants saying it was important to very important.

#### Safe, Healthy, and Engaging Learning Environments for All:

Two items stood out in this section of the survey. Parents felt that providing a safe and caring learning environment and student athletics and clubs were highly important. Parents also felt that providing enhanced mental health services and teaching interpersonal skills were critical.

### STUDENTS

#### High School, College, and Career Readiness:

With 84% of students reporting that they are headed to a university or college after high school graduation, it is no surprise that gaining skills to prepare them for college, career, and life was the most valuable action in the survey. Students also indicated that meeting graduation requirements on time was of great importance, with three-quarters of respondents saying these actions are important or very important.

#### Student Achievement:

With most student survey respondents reporting that they have taken an intervention class or participated in an intervention schedule, it is clear that accurate and aligned grading practices and academic support and improvement opportunities are essential to student achievement. Additionally, students felt that providing professional development training is important to student achievement, with 50 out of the 77 replies stating it was important or essential.

#### Safe, Healthy, and Engaging Learning Environments for All:

There are trends in this section from students that indicate 30% of students feel that their instructional experiences do not motivate them, nor do they embrace all students' educational needs (31%). With that noted, students overwhelmingly responded that providing a safe and caring learning environment, enhanced mental health services, embracing all students, and providing athletics and clubs were very important. The connection between these actions and survey questions indicates a path to improving student engagement and a sense of belonging.

#### STAFF

##### High School, College, and Career Readiness:

It is clear from the survey results that staff members are highly engaged in school activities, with 46.2% involved in clubs, 26.9% in school athletics, and 19.2% in leadership. More than 56% of teachers instruct an AP, IB, Honors, or CTE course. Two-thirds of the staff ranked dual enrollment classes as very important. The College and Career Indicator was significant to 74% of staff, while academic engagement and on-time graduation were also most important.

##### Student Achievement:

To increase student achievement, staff members felt accurate and aligned grading practices, daily interventions, freshmen academic support, digital literacy, and access to devices and the internet were very important. The staff emphasized providing training and professional development, with two-thirds indicating it as important to students' achievement.

##### Safe, Healthy, and Engaging Learning Environments for All:

While student respondents felt differently, staff respondents felt that instructional experiences respected all students, with less than thirteen percent disagreeing or strongly disagreeing. This trend continued throughout the questions on student engagement.

Staff respondents universally agreed that providing a safe and caring environment was important or very important and that mental health services should be enhanced. Providing student athletics and clubs, nutritious meals, enhanced interpersonal learning opportunities, and embracing all students were ranked as important to very important by staff survey participants.

#### COMMUNITY MEMBERS

Community responses to the LCAP survey were minimal (N=447); however, community partners joined the site community forums and evening informational events to provide input on the LCAP. Community members expressed a desire for additional forums and avenues for communication regarding PUHSD transition to CBE, shared during DPAC meeting on May 17, 2023.



## BARGAINING UNITS

PUHSD bargaining units promoted strong safety measures for staff and options for in-person instruction. They provided input in the development of the LCAP as well as working conditions for staff and students.

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

## EDUCATIONAL PARTNER AND LCAP INPUT

Educational partner input, both written and verbal, provided direction for the district's LCAP development. From this feedback, PUHSD continued with the three broad goals and corresponding actions. The first goal, "All students high school, college, career, and life ready," reflected long-standing requests from its communities to offer a comprehensive life skills course at all of its campuses as well as their prioritization on student achievement on academic indicators. Within the actions of this goal, PUHSD respectively included CCI completion, access to a rigorous course of study, EL student enrollment in advanced courses, and expanded life skills curriculum and career planning. This goal will prepare all students for life following graduation by equipping them with the academic, interpersonal, and practical skills to be successful. Based on educational partner feedback, PUHSD will continue to increase its offerings of Dual Enrollment, CTE, AP, and IB courses. It will work to ensure students graduate a-g and on time. PUHSD has equally expanded its life skills class to all campuses and has made it a graduation requirement, beginning with the class of 2025.

PUHSD's second LCAP goal, "Increase student achievement through competency-based education practices," was also informed by educational partner feedback. While the district has engaged in accurate grading since 2017, the request for continued transparency and fairness in all teachers' grading policies was articulated. Additionally, students, parents, and staff identified the need to adopt competency-based educational practices to help students recover from potential learning lag due to distance learning, especially for the district's most vulnerable populations. The actions of this goal, per educational partner feedback, will include professional development for our staff, ongoing PLC time to support student learning, standards-based instruction, intervention and support, and access to appropriate technology and equipment to support digital education, and parent forums and training on the use of CBE grading and use of new Learning Management System.

While PUHSD's third LCAP goal, "Provide a safe, healthy, and engaging learning environment for all," was featured on its previous LCAP, it gained new meaning and urgency based on educational partner feedback. Supportive school cultures that are physically, socially, and emotionally healthy were a priority for students, families, and staff. Mental health concerns were regularly vocalized during educational partner engagements, and district support was requested. Continued communication was also identified as important, and educational partners saw the need to provide co-curricular and extracurricular opportunities for students. Finally, with the passage of the bonds in 2018, families, students, and community members sought for the continued construction of high-quality, contemporary learning environments that promote effective instruction and student learning. Equally important, students, families, and staff encouraged the district to continue ensuring safe facilities.



# Goals and Actions

## Goal

Goal #	Description
1	All Students High School, College, Career, and Life Ready

An explanation of why the LEA has developed this goal.

<p><b>HIGH SCHOOL, COLLEGE, CAREER, AND LIFE READINESS</b></p> <p>PUHSD'S goal for all students high school, college, career, and life ready was developed by reviewing student performance data on the California School Dashboard (Dashboard), local self-assessments, and educational partner input. Analysis of student performance on the College/Career Readiness Indicator (CCI) showed that 64% of PUHSD students met the prepared level in 2020 (CCI has not since been reported on the CA Dashboard). Of particular concern was the performance of socioeconomically disadvantaged students, as only 52% met CCI prepared level, and 26% of Students with Disabilities met CCI prepared level. As measures of the CCI, the district's goal targets increased student achievement on CAASPP Mathematics and English Language Arts exams, a-g completion, and student enrollment in Dual Credit, CTE, AP/IB courses with an emphasis on EL participation.</p> <p>Input received from PUHSD's educational partners through the LCAP development process indicated a desire to improve college and career readiness through the state measures and increase opportunities for all students to take a life skills course prior to graduating. PUHSD's goal for all students to be high school, college, career, and life ready will be supported and measured through the actions and metrics identified below.</p>
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## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1.1 Dual Enrollment, AP, and IB course offerings and students enrollment (in at least one class)	2020-2021 DE: 93 sections AP/IB: 76 sections Overall DE, AP, IB Sections: 169	2021-2022 DE: 95 sections AP/IB: 82 sections Overall DE, AP, IB Sections: 177	2022-2023 DE: 127 sections AP/IB: 74 sections Overall DE, AP, IB Sections: 201		DE: 100 sections AP/IB: 80 sections Overall DE, AP, IB Sections: 180

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1.2 CTE Pathways Course Offerings	2020-2021 17 CTE pathways total	2021-2022 21 CTE pathways total	2022-2023 23 CTE pathways total		28 CTE pathways total
1.1.3 CAASPP/SBAC (Smarter Balanced Exam) ELA Scores	2018-2019 ALL Students Met or Exceeded Standard: 69% SED: 52% EL: NA SWD: 11% Hispanic: 56% RFEP: 53% NA: Information is unavailable due to no or low student count.	2020-2021 ALL Students Met or Exceeded Standard: 72% SED: 59% EL: 0% SWD: 22% Hispanic: 63% RFEP: 69%	2021-2022 ALL Students Met or Exceeded Standard: 67% SED: 57% EL: 11% SWD: 23% Hispanic: 50% RFEP: 64%  Dashboard 2022 ALL Students Status is High 41.1 Points Above Standard N=893  SED Status is Medium 1.7 Points Above Standard N=301  EL Status is Very Low 126.9 Points Below Standard N=36  SWD Status is Very Low		ALL Students Met or Exceed Standard: 80% (11% increase ALL, 13% increase special populations) SED: 64% EL: 13% SWD: 24% Hispanic: 70% RFEP: 66%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			83.3 Points Below Standard  Hispanic Status is Low 17.6 Points Below Standard N=156		
1.1.4 CAASPP/SBAC (Smarter Balanced Exam) Math Scores	2018-2019 ALL Students Met or Exceed Standard: 39% SED: 19% EL: NA SWD: 3% Hispanic: 23% RFEP: 25% NA: Information is unavailable due to no or low student count.	2020-2021 ALL Students Met or Exceed Standard: 39% SED: 24% EL: 0% SWD: 1% Hispanic: 25% RFEP: 43%	2021-2022 ALL Students Met or Exceed Standard: 42% SED: 31% EL: 3% SWD: 8% Hispanic: 26% RFEP: 29%  Dashboard 2022 ALL Students Status is Medium 27.5 Points Below Standard N=890  SED Status is Low 65.9 Points Below Standard N=301  EL Status is Very Low		ALL Students Met or Exceed Standard: 52% (11% increase ALL, 13% increase special populations) SED: 34% EL: 15% SWD: 19% Hispanic: 36% RFEP: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			180.1 Points Below Standard N=36  SWD Status is Very Low 142.3 Points Below Standard N=81  Hispanic Status is Low 87.7 Points Below Standard N=155		
1.1.5 CAST Science Scores	2018-2019 ALL Students Met or Exceed Standard: 44% SED: 28% EL: 0% SWD: 1% Hispanic: 24% REFP: 28%	2020-2021 ALL Students Met or Exceed Standard: 42% SED: 28% EL: 0% SWD: 10% Hispanic: 29% REFP: 30%	2021-2022 ALL Students Met or Exceed Standard: 45% SED: 32% EL: 0% SWD: 12% Hispanic: 29% REFP: 36%		ALL Students Met or Exceed Standard: 55% (11% increase ALL, 13% increase special populations) SED: 36% EL: 13% SWD: 14% Hispanic: 37% REFP: 40%
1.1.7 CCI %	2019-2020 ALL: 64% SED: 43% EL: 14% SWD: 16% Hispanic: 45%	2019-2020 ALL: 64% SED: 43% EL: 14% SWD: 16% Hispanic: 45%	2019-2020 ALL: 64% SED: 43% EL: 14% SWD: 16% Hispanic: 45%		(21% increase for ALL, 30% increase special populations) ALL: 85% SED: 73% EL: 44% SWD: 46%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Hispanic: 75%
1.2.1 Graduation Rates %	2019-2020 ALL: 96% SED: 89% EL: 77% SWD: 88% Hispanic: 94%	2020-2021 ALL: 94% SED: 88% EL: 63% SWD: 76% Hispanic: 87%	2021-2022 ALL: 95% SED: 89% EL: 72% SWD: 84% Hispanic: 92%  Dashboard 2022 ALL Students Status is High 94.4% Graduated N=943  SED Status is Medium 89.1% Graduated N=385  EL Status is No Performance Level 75% Graduated N=28  SWD Status is Medium 82.2% Graduated N=107  Hispanic Status is High 91.8% Graduated N=146		(2% increase ALL, 4% increase special populations) ALL: 98% SED: 93% EL: 81% SWD: 92% Hispanic: 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.2.2 a-g %	2019-2020 ALL: 58% SED: 41% EL: 20% SWD: 13% Hispanic: 40%	2020-2021 ALL: 56% SED: 32% EL: 12% SWD: 13% Hispanic: 42%	2021-2022 ALL: 59% SED: 40% EL: 22% SWD: 10% Hispanic: 42%		(4% increase ALL, 6% increase special populations) ALL: 62% SED: 47% EL: 26% SWD: 19% Hispanic: 46%
1.3.1 EL Enrollment in AP/IB/CTE/ DE Courses	2020-2021 DE EL student enrollment: 22% AP/IB EL student enrollment: 0%	2021-2022 DE EL student enrollment: 4% AP/IB EL student enrollment: 2%	2022-2023 DE EL student enrollment: 3% AP/IB EL student enrollment: .6%		DE EL student enrollment: 30% AP/IB EL student enrollment: 10%
1.3.2 ELPI	2018- 2019 40.6% making progress towards English language proficiency Number of EL Students: 64 RFEP: 14%	2020-2021 43.9% making progress towards English language proficiency Number of EL Students: 110 RFEP: 5%	2021-2022 39.8% making progress towards English language proficiency Number of EL Students: 88 RFEP: 25%		(10% increase) 50.6% making progress towards English language proficiency  RFEP: 18%
1.4.1 Life Skills Course Offerings	2020-2021 Placer High's "Life Skills" Course Number of Sections: 4	2021-2022 "Life Skills" Course Number of Sections: 12	2022-2023 "Life Skills" Course Number of Sections: 15		Graduation requirement: All students will complete the course in either grades 11 and 12.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	College Career Indicator (CCI) Prepared Level Completion	Raise the number of students achieving CCI readiness through (a) strategic CCI academic planning and diagnostic master scheduling, (b) increased Dual Enrollment, IB, AP, and CTE course offerings, (c) embedded literacy and numeracy skills across disciplines and SBAC preparation, and (d) concentrated support for low-income, English learners, and/or foster youth students in enrolling in Dual Enrollment courses, college and career guidance, and FAFSA completion.	\$8,629,178.00	No
1.2	Access to a rigorous course of study for all students	Strategically enroll all 9th and 10th-grade students into a-g, standards-based courses and provide increased scheduling opportunities for students to take support classes.	\$13,506,644.00	No
1.3	Increase EL English language acquisition and enrollment in advanced/college prep courses or CTE pathways	Strategic outreach to English learner students and families, with one-on-one teacher and counselor support. Increase English language acquisition courses and access to a rigorous course of study with enrollment in AP, IB, Honors, CTE, and college credit courses. Professional development is provided to teachers to support EL language acquisition progress.	\$520,284.00	Yes
1.4	Expand life skills curriculum and four-year career readiness plan	Implement and expand the new life skills course graduation requirement, beginning with the class of 2025, and all sites organize and conduct a culminating College, Career, and Life Readiness project during the students' senior year. Provide additional career planning and internship opportunities for low-income, English learners, and/or foster youth students.	\$448,634.00	No

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2022-23]

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

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

No substantive differences occurred regarding the planned actions and actual implementation of the actions.

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

Goal 1 - All students high school, college, career and life ready

Action 1: College Career Indicator (CCI) prepared level completion - 13% increase

- \* Negotiated salary increases of 9.25%
- \* New Strong Workforce grant 3D printing - Foresthill
- \* Foresthill Robot
- \* Increase in site income
- \* Architect/Engineering fees and purchase of Greenhouse for Placer High School

Action 2: Access to a rigorous course of study for all students - 29% increase

- \* Negotiated salary increases of 9.25%
- \* Purchase of vans for student support at Colfax, Foresthill, Confluence, Special Ed
- \* Purchase of Del Oro copiers

Action 3: Increase EL English language acquisition and enrollment in advanced/college prep courses or CTE pathways - 16% increase

- \* Negotiated salary increases of 9.25%
- \* Purchase of Insight Public Sector - computer hardware
- \* Additional mileage for interpreters
- \* Addition of Alternative Dispute Resolution Allocation Plan

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

Goal 1 was effective in many ways.

College Career Indicator (CCI) prepared level completion



- \* Strategic CCI academic planning and diagnostic master scheduling
- \* Embedded literacy and numeracy skills across disciplines and SBAC preparation, and (d) concentrated support for unduplicated students in enrolling in Dual Enrollment courses, college and career guidance, and FAFSA completion.
- \* Increased Dual Enrollment sections to 127
- \* Increased access for all ninth graders in a-g courses through the implementation of diagnostic master scheduling with the support of COAST Data
- \* Developed and implemented high-level support classes
- \* Implemented a cross-age tutoring program with a CTE focus to allow for additional peer tutoring in high-level support classes
- \* Increased the number of teachers with CTE credentials to 36 with concentrators and completer courses
- \* Increased CTE pathway course offerings to 23
- \* PLCs utilized data from district common assessments and SBAC to address student learning needs
- \* Seniors completed FAFSA lessons and received FSA ID support with California College Guidance Initiative (CCGI)
- \* Seniors completed a scholarship application during advisory
- \* Began moving towards a structured process for Incompletes so that students can stay on track for a-g and/or CCI without having to retake classes

#### Access to a rigorous course of study for all students

- \* Strategically enroll all 9th and 10th-grade students into a-g, standards-based courses and provide increased scheduling opportunities for students to take support classes.
- \* Strategically monitored ninth-grade students' COAST data to ensure they are on track for a-g completion, allowing for greater precision in diagnostic master scheduling
- \* Increased opportunities for students to receive support through intervention, tutoring, and high-level support classes
- \* Realigned science courses to enable students to be a-g on-track by the end of their Sophomore year
- \* Summer Competency Academy was continued on a site by site-specific need.
- \* Increased by 6 total CTE Pathways
- \* Increased sections from the baseline metric of 17 CTE Pathways to 23.
- \* Increased by 32 sections to overall DE, AP, IB sections. Increased from the baseline metric of 169 sections to 201.

We were able to improve CAASPP Math scores by 3% since the baseline year of 2018-2019; however, ELA CAASPP declined by 2% since the baseline year of 2018-2019. In Math SED student scores increased from 19% to 31%, EL student scores increased from 0% to 3%, SWD student scores increased from 3% to 8%, Hispanic student scores increased from 23% to 26%, and RFEP student scores increased from 25% to 29%. Last year, our ELA CAASPP scores showed improvement in some subgroups including: an increase of 5% for SED, an increase of 11% EL, an increase of 12% SWD, and an increase of 11% RFEP. We have been able to increase sections in CTE pathways and Dual Enrollment AP and IB. the ALL student groups Meeting or Exceeding Standard in the Science CAST increased the baseline metric of 44% to 45%, SED student scores increased from 28% to 32%, SWD student scores increased from 1% to 12%, Hispanic student scores increased from 24% to 29%, and RFEP student scores increased from 28% to 36%. A-G Rates went up 1% overall; however, some sub

groups declined. Although we are working strategically; we will be examining our systems and working in PLCs and examining our systems through the FPM process to focus on the specific needs of subgroups. Additionally, we believe that we will see the fruits of our new graduation requirements in the 2024-2025 school year as they were phased in and support more students.

Increase EL English language acquisition and enrollment in advanced/college prep courses or CTE pathways

- \* Strategic outreach to English learner students and families, with one-on-one teacher and counselor support, to increase English language acquisition and enrollment in AP, IB, Honors, CTE, and college credit courses.
- \* Pulled COAST data, and counselors met with EL students to discuss supports available to enroll in AP/IB, Honors, CTE, and Dual Enrollment courses
- \* Utilized diagnostic master scheduling to ensure EL students had access to AP, Honors, Dual Enrollment, and CTE courses
- \* Completed data analysis using 5lab Forecast5 Analytics for on-track vs. off-track 9th graders based on special population status, including SED, SPED, and EL
- \* Hired 1.0 FTE EL teacher to support and guide English Learners district-wide

Last year we were able to reclassify 88 students, demonstrating proficiency in language acquisition. Overall our ELPI level was at 39.8% growth in language proficiency, or Low Performance status. We are working with PCOE through differentiated assistance and we are currently looking at our EL programs to identify any gaps.

Expand life skills curriculum and four-year career readiness plan

- \* Implement and expand the new life skills course graduation requirement (beginning with the class of 2025)
- \* All sites organize and conduct a senior culminating event
- \* Additional career planning and internship opportunities for unduplicated students.
- \* Implemented a Life Skills elective course at all comprehensive campuses that will become a graduation requirement beginning with the graduating class of 2025
- \* Executed a strategic plan for 2022-23 for all students to complete the FAFSA by the Senior year
- \* Implemented a culminating event focused on college, career, and life readiness across the district
- \* Developing an Advisory curriculum to support students in developing a four-year career readiness plan

We have been able to increase Life Skills sections since the baseline metric of 4 sections to 15 sections. Last year, the ALL students Graduation Rate increased the 2020-21 metric from 94% to 95%. Student groups made growth in graduation rates: SED from 88% to 89%, EL from 63% to 72%, SWD from 76% to 84%, and Hispanic from 87% to 92%. While the district saw some decrease in the baseline metric the action has been effective, as the ALL student groups a-g increased the 2020-21 metric of 56% to 59%, SED from 32% to 40%, EL from 12% to 22%, and maintained Hispanic from 42% to 42%.

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.

No changes were made to the planned goal, metrics, desired outcomes, or actions.

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

# Goals and Actions

## Goal

Goal #	Description
2	Increase student achievement through competency-based education practices

An explanation of why the LEA has developed this goal.

### INCREASE STUDENT ACHIEVEMENT

PUHSD'S goal to increase student achievement through competency-based education practices was formulated from educational partner input and a review of student performance data on local assessments and state indicators. Case studies of Westminster Public Schools in Colorado and Lindsay School District have given us the conviction that these methods will improve both equity and overall academic performance of all of our students. Analysis of 2021-2022 student performance on local assessments revealed an increase in D and F rates and a need for strategic and targeted academic remediation. The district's goal to increase student achievement through competency-based education practices is backed by actions that allow for personalized learning plans and academic interventions.

Input received from PUHSD's educational partners through the LCAP development process indicated a desire to improve student achievement and was coupled with support for accurate and fair grading practices, professional development for teachers, and opportunities for academic improvement through daily interventions.

PUHSD's goal to increase student achievement through competency-based education practices will be supported and measured through the actions and metrics identified below.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1.1 Professional Development	In-Services: two full-day in-services for staff development and collaborations.	In-Services: two full-day in-services for staff development and collaborations. October 8, 2021 @ Foresthill High School	In-Services: two full day in-services for staff development, collaborations and one in-service makeup day.		Maintain two full-day inservices for staff development and collaboration.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		March 11, 2022 @ Del Oro High School March 23, 2022 @ Lynn MacDonald Education Center	October 7, 2022 @ All Site March 10, 2023 @ Del Oro High School March 28, 2023 @ Lynn MacDonald Education Center		
2.1.2 Professional Development	Curriculum Camp: three optional paid days for curriculum development, collaboration, training, and instructional planning (85% with 128 teachers participating)	August 2-4, 2021 64% with 117 teachers participating	August 1-3, 2022 66% with 121 teachers participating		Increase staff participation in Curriculum Camp to 90%.
2.1.3 Professional Development	Grading Practices: Integrated staff development with Canvas PD Course option  62% teachers and administrators trained	% of teacher and administrator participation Colfax 100% Foresthill 88% Del Oro 80% Teachers/100% Administrators Placer 100% Confluence 100%	% of teacher and administrator participation Colfax 100% Foresthill 90% Del Oro 80% Teachers/100% Administrators Placer 100% Confluence 100%		Increase teacher and administrator participation in Grading Practices to 95%.
2.1.4 Professional Development	New Teacher Academy: 3 meetings throughout the year for new teacher PD	New Teacher Academy: 4 meetings August 5, 2021 October 20, 2021 December 2, 2021 February 3, 2022	New Teacher Academy: 4 meetings August 4, 2022 September 22, 2022 December 1, 2022 February 2, 2023		Increase New Teacher Academy to 4 days per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.2 Competency-Based Education (CBE) Professional Learning Communities (PLCs)	Dedicated weekly PLC schedule (1 hour dedicated PLC every week)	Dedicated weekly PLC schedule (1 hour dedicated PLC every week)	Dedicated weekly PLC schedule (1 hour dedicated PLC every week)		Maintain weekly PLCs (1 hour dedicated PLC time)
2.3 Instructional Practices and Implementation	MasteryConnect usage: administration of 9 and 18 week assessments (4 times per year)  Canvas usage: 40%  Google Classroom usage: 60%	MasteryConnect usage: administration of 9 and 18 week assessments (4 times per year) 9 week assessments: October 4-7, 2021, February 21-March 11 18 week assessments: December 16-17, May 26-27  Canvas usage: 65%  Google Classroom usage: 20%	MasteryConnect usage: administration of 9 and 18 week assessments (4 times per year) 9 week assessments: October 3-7, 2022, February 27-March 3 18 week assessments: December 15-16, May 24-25  Canvas usage: 57%  Google Classroom usage: 20%		MasteryConnect: Increase usage to include formative assessments during weeks 3 and 6  Canvas usage: 80%  Google Classroom usage: 20%
2.4 Interventions and Support	Daily intervention block with targeted scheduling/FlexiSCHE D:	Daily intervention block with targeted scheduling/FlexiSCHE D: Implementation at all four comprehensive sites: 100%	Daily intervention block with targeted scheduling/FlexiSCHE D: Implementation at all four comprehensive sites: 100%		Maintain daily intervention block and increase use of student tutors

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Implementation at all four comprehensive sites  30 Student tutors	Colfax 21 Foresthill 6 Del Oro 69 Placer 8 Confluence NA	Colfax 7 Foresthill 3 Del Oro 43 Placer 6 Confluence NA		
2.5 Access to appropriate technology and equipment to support digital education (1:Web)	Chromebook distribution: 100% of students  Home internet access: 250 district distributed hotspots - 100% connectivity for students	Chromebook distribution: 100% of students  Home internet access: 38 district distributed hotspots - 100% connectivity for students	Chromebook distribution: 100% of students  Home internet access: 14 district distributed hotspots		Chromebook distribution: maintain 100% of students  Home internet access: 100% connectivity for students
2.1.5 Professional Development	CBE Practices: professional development CBE training for teachers and administrators		2 full day training Group 1: 38 certificated staff trained on Feb 15 & 16, 2023 2 full day training Group 2: 51 additional certificated staff trained (41% of staff trained) March 22 & 23, 2023		Increase teacher and administrator participation in CBE practices to 95%

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Continue providing teachers with professional development in competency-based education practices, including accurate grading, common assessments, multi-tiered interventions, and student learning progressions. Provide teachers with technology training focused on new learning management systems and equipment such as Canvas, MasteryConnect, ViewSonics, and Google Applications.	\$1,157,697.00	No
2.2	Competency-Based Education (CBE) Professional Learning Communities (PLCs)	Conduct weekly PLC meetings utilizing CBE approaches to teaching and learning to increase student achievement. Teachers implement skills and knowledge gained through professional development to create individualized student learning plans.	\$1,660,845.00	No
2.3	Instructional Practices and Implementation	Utilize standards-based curriculum, Essential Learning Outcomes (ELOs), and assessments to monitor student learning progressions and implement personalized learning plans to meet students' unique needs. Participate in E3 teacher evaluations and develop professional growth plans focused on student learning outcomes.	\$843,868.00	No
2.4	Intervention and Support	Conduct targeted interventions during the daily intervention block to support students needing additional instruction, practice, or enrichments. Teachers utilize FlexiSCHED to assign students to intervention blocks to address learning loss, extend learning time, and provide remediation or extension opportunities focused on course competencies (ELOs). Offer additional opportunities for low-income, English learners, and/or foster youth students to enroll in intervention and support classes during the school day to promote CCI readiness.	\$10,064,410.00	Yes
2.5	Access to appropriate technology and equipment to support	Provide students with access to appropriate technology, including 1:Web Chromebooks, digital resources, and, when needed, home internet connectivity to support learning.	\$2,165,041.00	No



Action #	Title	Description	Total Funds	Contributing
	digital education (1:Web)			

## Goal Analysis [2022-23]

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

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

No substantive differences occurred regarding the planned actions and actual implementation of the actions.

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

Goal 2- Increase student achievement through competency-based education practices

Action 3: Instructional Practices and Implementation - 14% Increase

- \* Negotiated salary increases of 9.25%
- \* Increase in interpreting services
- \* DGS Office of Admin Hearings contract

Action 5: Access to appropriate technology and equipment to support digital education (1:web) - 41% increase

- \* Negotiated salary increases of 9.25%
- \* Increase for Student Analytics Lab
- \* Addition of Fortinet subscriptions
- \* Additional Viewsonics purchases
- \* Quantity and cost increases of chromebooks
- \* Increase in quantity of Aruba purchases

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

Professional development

Continue providing teachers with professional development in competency-based education practices, including accurate grading, common assessments, multi-tiered interventions, and student learning progressions. Provide teachers with technology training focused on new learning management systems and equipment such as Canvas, MasteryConnect, ViewSonics, Empower, and Google Applications.

- \* PLCs provided professional development on competency-based education, accurate grading practices, common assessments, multi-tiered interventions, and student learning progressions
- \* Sites created Smart Goals to improve practices in focus areas
- \* Small team of administrators attended Colorado Center for Competency-Based Education with Westminster Public Schools for professional development
  - \* Site leadership teams focused on systematizing approaches for targeted intervention and support, master scheduling, and department-specific professional development in competency-based education and accurate grading practices Canvas training was provided to support a variety of user levels by the technology coordinator
- \* Common assessments continued to be administered using MasteryConnect for mastery ELO data
  - \* Canvas, MasteryConnect, Aeries Gradebook and ViewSonic trainings sessions were provided during the two district in-services Staff engaged in learning walks as an opportunity to identify areas of success and opportunities for growth with competency-based education, intervention practices, and the use of technology
- \* The district held release days for all subject areas to work toward a competency-based model creation of proficiency scales
- \* Training on "Securely Classroom" occurred so teachers could better monitor and control Chromebook usage in the classroom and ensure student engagement and test integrity
- \* Professional development with Summer Competency Academy teachers was provided with a focus on competency-based grading and intervention
- \* Administration supported content area PLCs to assist in the facilitation of data analysis, goal setting, and conversations regarding grading and content alignment

We are able to provide two full-day and one make-up day in-services for staff development and collaborations as well as a Curriculum Camp with 121 teachers participating or 66% of teachers participating. Additionally, we were able to provide 4 days for our New Teacher Academy to increase building solid foundational skills for our new teachers. Metric 2.1.5 CBE Professional Development Practices data was analyzed to give PUHSD a better understanding of where strategic professional development can be given to assist in district-wide adoption of Competency-Based Education.

#### Competency-Based Education (CBE) Professional Learning Communities (PLCs)

- \* Conduct weekly PLC meetings utilizing the CBE approach to teaching and learning to increase student achievement. Teachers implemented skills and knowledge gained through professional development to create individualized student learning plans.
- \* Assessment data was examined at PLC meetings and discussed to improve instructional practices in the classroom
- \* Smart Goals were developed to focus on competency-based teaching and learning strategies
- \* Incomplete grading marks were used to extend learning opportunities for students and minimize the need for students to retake classes
- \* C&Is regularly met with various PLCs to understand current models and offered ideas for implementing accurate grading practices and competency-based education

We were able to implement CBE training for teachers and administrators. This included a 2 full-day training Group 1: 38 certificated staff 2

full-day training Group 2: 51 additional certificated staff trained (41% of staff trained). These were followed up by competency-based PLC times and discussion for more job-embedded professional learning. Teachers were able to discuss implementing the 9 and 18-week common assessments during the fall and spring terms.

#### Instructional practices and implementation

- \* Utilize standards-based curriculum, Essential Learning Outcomes (ELOs), proficiency scales, and assessments to monitor student learning progressions and implement personalized learning plans to meet student's unique needs. Participate in E3 teacher evaluations and develop professional growth plans focused on student learning outcomes.
- \* E3 Collaborative Goal Setting meetings involved focused Smart Goals centered around site and district initiatives of competency based learning and accurate grading practices
- \* District level E3 committee implemented the permanent teacher evaluation process and the development of the probationary teacher evaluation process and began work on counselor evaluation process
- \* Training was provided in MasteryConnect to familiarize teachers with the platform and help them design assessments in the program
- \* Additional ViewSonic training was provided for teachers during Curriculum Camp and throughout the school year as needed
- \* Departments creating proficiency scales to evaluate student learning to transition to competency-based education
- \* Summer Competency Academy was continued as a model for personalized learning plans that allowed students extended time to reach competency in course ELOs
- \* Regular learning walks (including a district learning walk) served as an opportunity to identify areas of success and opportunities for growth with accurate grading, competency-based education, intervention practices, and use of technology

#### Intervention and support

- \* Conduct targeted interventions during the daily intervention block to support students needing additional instruction, practice, or enrichment. Teachers utilize FlexiSCHED to assign students to intervention blocks to address learning loss, extend learning time, and provide remediation or extension opportunities focused on course competencies (ELOs). Offer additional opportunities for low-income, English learners, and/or foster youth students to enroll in intervention and support classes during the school day to promote CCI readiness.
- \* ELOs were refined and communicated to students for each class
- \* The FlexiSched system was strategically utilized for the intervention block to target students' needs
- \* Enrichment or extended learning opportunities were provided to students not needing to make up an ELO
- \* High-level support classes were embedded in the master schedule for students to take to assist them in classes they need extra support.
- \* Cross-age tutors were placed in these classes to help support struggling students.
  - \* Enrollment in these classes was both self-selected and based on test scores/grades from previous school years Utilized data (assessments, grades, COAST, Forecast5 data) to become more targeted in scheduling students into rigorous courses with appropriate support classes
- \* Regular conversations occurred with students and parents at SSTs, 504s, and IEPs to discuss intervention opportunities and compare intervention choices with course grades
- \* Math 180 and Reading 180 are used as intensive targeted intervention supports to raise reading levels and mathematical practices



Access to appropriate technology and equipment to support digital education (1:web)

- \* Provide students with access to appropriate technology, including 1:Web Chromebooks, digital resources, and, when needed, home internet connectivity to support learning.
- \* All students were provided with Chromebooks to utilize in classes and at home
- \* Digital resources were available to assist students with their learning and access to the curriculum
- \* Hot spots were available to support students with internet connection issues
- \* The implementation of "Securely Classroom" allowed teachers to better monitor and control Chromebook use in the classroom and ensure student engagement and test integrity
- \* Digital Textbooks were utilized in Math, Spanish, Science, and Social Science
- \* Teachers learned and shared new technology tools in their classrooms, including Quizlet Live, Kahoot, Blooket, and Nearpod, to engage students in a different way
- \* District-wide math pilot with the use of ALEKS digital tool to support differentiated learning styles
- \* Chromebook distribution occurred for 100% of students and 100% of its students reported having internet access at home.

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.

This goal will stay the same as we remain committed to a district-wide adoption of Competency-Based Education. However, Metric 2.1.5 CBE Professional Development Practices data was analyzed to give PUHSD a better understanding of where strategic professional development can be given to assist in district-wide adoption of Competency-Based Education.

Metric 2.1.5 Professional Development CBE training for teachers and administrators

2 full-day training Group 1: 38 certificated staff trained on Feb 15 & 16, 2023

2 full-day training Group 2: 51 additional certificated staff trained (41% of staff trained) March 22 & 23, 2023

PUHSD's expected outcome is 95% of all certificated staff will be trained by 2023-2024

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



# Goals and Actions

## Goal

Goal #	Description
3	Provide a safe, healthy, and engaging learning environment for all

An explanation of why the LEA has developed this goal.

### SAFE, HEALTHY, AND ENGAGING LEARNING ENVIRONMENTS FOR ALL

PUHSD'S goal to provide a safe, healthy, and engaging learning environment for all was created in response to educational partner feedback and the district's commitment to fostering positive school culture, opportunities for student enrichment, and maintaining safe and vibrant facilities. This goal additionally extends to include provisions for COVID-19 safety protocols, health department mandates, and personal protective equipment. The input received from PUHSD's educational partners through the LCAP development process also indicated a desire for students to engage in sports, clubs, and school events. Feedback supported facility upgrades, safety measures, and in-person learning.

PUHSD's goal to provide a safe, healthy, and engaging learning environment for all will be supported and measured through the actions and metrics identified below.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1.1 Suspension %	DataQuest 2019-20  All Students Suspension Rate 3.4% Total Suspensions 192 Total Group Suspensions 140 N=4061	DataQuest 2020-2021  All Students Suspension Rate 1.6% Total Suspensions 77 Total Group Suspensions 67 N=4093	Data Quest 2021-22  All Students Suspension Rate 5.2% Total Suspensions 298 Total Total Group Suspension 217 N=4145  Dashboard 2022		Decrease suspension rate for ALL Students group by .4% by 2024. ALL: 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			All Students Status is Medium 5.2% Suspended at Least One Day N=4,139		
3.1.2 Expulsion %	2019-20: .30% N=4061 (12 Expulsions)	2020-2021: 0% N=4093 (1 Expulsions)	2021-22: .5% N=4,145 (22 Expulsions)		Reduce expulsions to 0.2%
3.1.3 Attendance	2019-20: 95%	2020-21: 96%	2021-22: 89%		Maintain student attendance at 95%
3.1.4 CHKS	2020-2021 68% of 9th grade students and 67% of 11th grade students responded positively (Agree or Strongly Agree) on the School Connectedness Scale on the CHKS survey.	2021-2022 60% of 9th grade students and 59% of 11th grade students responded positively (Agree or Strongly Agree) on the School Connectedness Scale on the CHKS survey.	2022-2023 65% of 9th grade students and 62% of 11th grade students responded positively (Agree or Strongly Agree) on the School Connectedness Scale on the CHKS survey.		Increase positive responses on the School Connectedness Scale to at least 72% for 9th and 11th grades.
3.2.1 Suspension % by Student Groups	EL Suspension Rate 5.8% Total Suspensions 8 Total Group Suspensions 6 N=103  SWD Suspension Rate 7.6% Total Suspensions 58	2020-2021 EL Suspension Rate 1.6% Total Suspensions 2 Total Group Suspensions 2 N=124  SWD Suspension Rate 3.6% Total Suspensions 21	Data Quest 2021-22 EL Suspension Rate 12.3% Total Suspensions 22 Total Unduplicated Suspensions 16 N=130  SWD Suspension Rate 9.1% Total Suspensions 66 Total Group Suspensions 44		Decrease the suspension rate by 1% annually for all group populations (3% reduction per group by 2024) EL: 2.8% SWD: 4.6% SED: 3% Hispanic: 1.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Total Group Suspensions 35 N=461</p> <p>SED Suspension Rate 6.0%</p> <p>Total Suspensions 98 Total Group Suspensions 69 N=1147</p> <p>Hispanic Suspension Rate 4.8%</p> <p>Total Suspensions 38 Total Group Suspensions 30 N=631</p>	<p>Total Group Suspensions 17 N=471</p> <p>SED Suspension Rate 3.4%</p> <p>Total Suspensions 36 Total Group Suspensions 33 N=981</p> <p>Hispanic Suspension Rate 1.5%</p> <p>Total Suspensions 9 Total Group Suspensions 9 N=613</p>	<p>N=482</p> <p>SED Suspension Rate 7.9%</p> <p>Total Suspensions 175 Total Group Suspensions 123 N= 1,556</p> <p>Hispanic Suspension Rate 5.7%</p> <p>Total Suspensions 60 Total Group Suspensions 40 N=704</p> <p>African American Suspension Rate 12.5%</p> <p>Total Suspensions 5 Total Group Suspensions 4 N=32</p> <p>Foster Youth Suspension Rate 15.8%</p> <p>Total Suspensions 3 Total Group Suspensions 3 N=19</p> <p>Homeless</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Suspension Rate 14.3%</p> <p>Total Suspensions 28 Total Group Suspensions 16 N=112</p> <p>Dashboard 2022 EI Status is Very High 11.5% Suspended at Least One Day N=148</p> <p>SWD Status is High 8.8% Suspended at Least One Day N=476</p> <p>SED Status is High 7.9% Suspended at Least One Day N=1,554</p> <p>Hispanic Status is Medium 5.5% Suspended at Least One Day N=705</p> <p>African American Status is Very High</p>		



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>12.5% Suspended at Least One Day N=32</p> <p>Foster Youth Status is Very High 16.7% Suspended at Least One Day N=18</p> <p>Homeless Status is Very High 14.5% Suspended at Least One Day N=110</p>		
Facility Inspection Tool (FIT) Rating and Facility Walks	Utilize Facility Walks and educational partner input to provide feedback on key facility initiatives, issues and projects; Adopt facility master plan with educational partner input. Williams Compliant Facility Inspection Tool (FIT) Overall Rating of “Good to Exemplary”	2021-2022 Williams Compliant Facility Inspection Tool (FIT) Overall Rating of “Good to Exemplary”	2022-2023 Williams Compliant Facility Inspection Tool (FIT) Overall Rating of “Good to Exemplary”		Maintain Williams Compliant Facility Inspection Tool (FIT) Overall Rating of “Good to Exemplary”
Williams Compliance	2019-20: 100%	2020-2021: 100%	2021-2022: 100%		Maintain

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Supportive school culture	Using Quality Schools tenets as the guiding philosophy, the district will maintain a supportive school culture and climate for all students that is physically, socially, and emotionally healthy.	\$8,840,817.00	No
3.2	Supportive school culture for low-income, English learners, and/or foster youth students	Using Quality Schools tenets as the guiding philosophy, the district will maintain a supportive school culture and climate for low-income, English learners, and/or foster youth students that are physically, socially, and emotionally healthy.	\$985,724.00	Yes
3.3	Communicate, engage, and collaborate with all educational partners	Communicate, engage, and collaborate with all educational partners (students, families, community members, and staff), including low-income, English learners, and/or foster youth students and their families.	\$947,045.00	No
3.4	Co-curricular and extracurricular opportunities	Provide opportunities for co-curricular and extracurricular student engagement in the arts, athletics, and clubs.	\$2,477,662.00	No
3.5	High quality learning environments	Maintain and create high quality contemporary learning environments that promote effective instruction and student learning. <ul style="list-style-type: none"> <li>• safe facilities</li> <li>• conducive to student learning</li> </ul>	\$13,485,945.00	No

## Goal Analysis [2022-23]

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

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

No substantive differences occurred regarding the planned actions and actual implementation of the actions.

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

3.1 -- There was a 20% increase between the 2022-23 preliminary budget and estimated actuals due to the following:

- \* Certificated and substitute wages were increased
- \* Site income for supplies increased
- \* A chiller for one of the cafeterias needed replacing
- \* Nutrition expense for non-public schools was added due to a new requirement
- \* There was a phone system installation at one of the high schools
- \* Increase in the fall for transportation

3.3 -- There was a 14% increase between the 2022-23 preliminary budget and estimated actuals due to the following:

- \* Classified salaries increased as well as facility use overtime

3.4 -- There was a 25% increase between the 2022-23 preliminary budget and estimated actuals due to the following:

- \* There was an increase in facility use
- \* We added portables for the Earl Crabbe Gym
- \* A basketball scoreboard and a football scoreboard were purchased
- \* Theater equipment was added
- \* Auditorium supply allowance was increased

3.5 -- There was a 23% increase between the 2022-23 preliminary budget and estimated actuals due to the following:

- \* Increase to custodial supplies due to the mandate to provide feminine dispensers in student restrooms
- \* Increase in property insurance
- \* Increase in railroad property rent
- \* Increase in utilities due to PG&E increases as well as increases to gas prices
- \* Repairs due to snow storms
- \* Bleacher replacement at Del Oro HS
- \* HVAC project at Colfax HS
- \* Purchased three trucks

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

#### Support school culture

Using Quality Schools tenets as the guiding philosophy, the district will maintain a supportive school culture and climate for all students that is physically, socially, and emotionally healthy. Campus culture continues to be a focus with an increased focus on character. The topic has been presented to students, staff, and parents as integral to the academic culture, athletic culture, and activities culture (AAA)

- \* The weekly advisory period helped to teach school traditions that have made the schools unique
- \* Students participated in Breaking Down the Walls
- \* COST team meetings occurred with Mental Health Specialists, counselors, admin, TOSA (Intervention) nurses, and special education instructors
- \* Developed Advisory topics that focused on student civility, respect, tradition, culminating event skills, and a four-year plan Reviewed student behavioral referrals to address and meet ongoing needs
- \* Student Voice meetings allowed for representation from all student groups across the district campuses to discuss issues and develop solutions to help meet the needs of all students
  - \* Analysis of CHKS data occurred to discern areas of success and areas for improvement with student culture and support Mental Health Specialists were included in many SSTs and 504 meets when anxiety, depression, or other mental health struggles were present
- \* Hired 3 new mental health associates
- \* Developed a process for providing additional academic and emotional supports for low-income, English learners, and/or foster youth students by focused recruitment of students in AP/IB, Honors, Dual Enrollment, and CTE courses with focused support to aid in successful completion - utilized COAST Data information to identify students
- \* Removed barriers and prerequisites that limited student access to rigorous classes/programs
- \* Developed Personalized Learning Plans with Confluence students to provide access to classes and CTE pathways
- \* Developed a strategic Advisory Plan to support students in knowing their educational options
- \* Continued the use of an intervention block to support students within the school day
- \* Students were offered after-school tutoring in the library
- \* The advisory model assigns students to the same teacher and group of grade-level students for all four years to create a unique opportunity for building meaningful school connections

We believe these actions contributed to the 65% of 9th grade students and 62% of 11th grade students responding positively (Agree or Strongly Agree) on the School Connectedness Scale. This increased 5% in 9th Grade and 3% in 11th Grade Responses.

Communicate, engage, and collaborate with all educational partners (students, families, community members, and staff), including low-income, English learners, and/or foster youth students and their families.

- \* Focused recruitment of students in AP, Honors, and Dual Enrollment courses with strategic support to aid in successful completion - utilized COAST Data information to identify students.



- \* Removed barriers and prerequisites that limit student access to these classes/programs.
- \* Developed Personalized Learning Plans with Confluence to provide access to classes and CTE pathways
- \* Developed a strategic Advisory Plan to support students in understanding their educational options
- \* Embedded intervention block to support students within the school day
- \* Offered free after-school tutoring in the library
- \* The advisory model was implemented so that the same teacher and grade-level group of students are together for all four years. This is a unique opportunity to have a positive adult connecting with a student every single week of their high school career.

#### Co-curricular and extracurricular opportunities

- \* Provide opportunities for co-curricular and extracurricular student engagement in the arts, athletics, and clubs.
- \* PUHSD and sites issued newsletters to increase communication with parents and provide relevant information
- \* Counselors identified for low-income, English learners, and/or foster youth students and developed counseling support for students and families to encourage participation in AP/IB, CTE, and Dual Enrollment courses
- \* Regular School Site Council Meetings were held with parents to increase input and communication with the community
- \* Site facilities were utilized by youth sports organizations. The incorporation of Civic Permits was made to make these facility use opportunities more streamlined
- \* Online virtual freshman and registration materials were provided to inform students and families of program offerings

#### High-quality learning environments

- \* Maintain and create high-quality contemporary learning environments that promote effective instruction and student learning. (safe facilities, conducive to student learning)
- \* Focused on InSideOut Coaching tenets. Interview questions have been changed to better reflect transformational coaching approaches
- \* Provided targeted focus on getting all students involved in activities of interest, including arts, clubs, and/or athletics
- \* Asynchronous courses will be offered to allow for greater availability for student involvement after school
- \* An intervention block for students was implemented to complete work and receive support so that after-school time was less impacted
- \* Enrichment offerings and club meetings were held within the Intervention block
- \* Updated district facilities master plan to evaluate and modernize existing facilities

While the district did see an increase in suspensions, expulsions, and a decrease in attendance rates, we believe that this was an effect of returning to school after the COVID pandemic and with structures and routines, enriching programs and multiple opportunities for engagement, we will see a decrease and return to pre-pandemic levels.

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.

No substantive differences occurred regarding the planned actions and actual implementation of the actions.

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

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,530,537	

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.49%	0.00%	\$0.00	5.49%

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

## Required Descriptions

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

**INCREASED AND IMPROVED SERVICES:** The actions below are designed to address the needs, conditions, or circumstances of foster youth, English learners, and low-income students.

Goal 1: All students high school, college, career, and life ready

Action 3: Increase EL English language acquisition and enrollment in advanced/college prep courses or CTE pathways

To provide support for all students and instructional staff, supplemental funds are used to finance a number of researched-based and sound educational programs/positions. While strategic needs were considered first, all struggling students will receive additional intervention and guidance. This is the most effective method PUHSD has found to close achievement gaps and build skills. While PUHSD's goals, programs and actions serve all students, the district also offers additional supplemental programs that serve targeted students in need, the majority of whom are socially economically disadvantaged (SED), English Learners (EL), Reclassified English Learners (RFEP) and/or foster youth (FY). PUHSD will continue to closely monitor low-income, English learners, and/or foster youth students and utilize supplemental funds to ensure students' needs are met through its LCAP goals and actions. Examples of programs/positions that will be supported through supplemental funds include:

a-g Spanish for Spanish Speakers course and teacher, EL lead counselor, bi-lingual aide, interpreter, and curriculum and instruction coordinator

## Goal 2: Increase student achievement through competency-based education practices

Action 4: Intervention and support - Conduct targeted interventions during the daily intervention block to support students needing additional instruction, practice, or enrichment. Teachers utilize FlexiSCHED to assign students to intervention blocks to address learning loss, extend learning time, and provide remediation or extension opportunities focused on course competencies (ELOs). Offer additional opportunities for low-income, English learners, and/or foster youth students to enroll in intervention and support classes during the school day to promote CCI readiness. Through district-wide data teams, analysis of English learners, foster youth, and low-income students is always differentiated and brought forward to PLCs, site leadership and staff-wide meetings to address student achievement. PLCs disaggregate data during PLCs to identify achievement from local assessments and standardized interim and summative scores to drive instructional practices (Dufour, Marzano, Frye).

Additional academic interventions and support are critical for PUHSD's English learners, foster youth, and low-income students. These efforts focus on closing the achievement gap and remediating learning lag due to compounding factors. Beyond the daily targeted intervention block, these students also benefit from continued tutoring services and digital learning supports. Furthermore, based on recent data, Multi-Tiered System of Support (MTSS) provide intensive support courses to assist students near or below benchmark, with immediate feedback (DuFour, Marzano, Mattos, Reeves). Here, students are universally assessed and placed in appropriate support classes, despite their "status" (although many do qualify as SED, EL/RFP, or Foster/Homeless). Credit Recovery and Tier 1 and 2 interventions continue to be part of the MTSS process and allow for student remediation (Tier II) via Canvas online program, both in the summer and in the afternoons/evening during the school year. Finally, students receive increased support through site intervention courses offered during the school day, including Math Intervention, Math 180 (55% gains), Read 180 (53% gains), and Academic Literacy at all school sites.

Sheltered World History, co-taught math and English classes, and AVID courses address the unique and specific needs of students at Placer High School.

## Goal 3: Provide a safe, healthy, and engaging learning environment for all

Action 2: Supportive school culture for low-income, English learners, and/or foster youth students - Using Quality Schools tenets as the guiding philosophy, the district will maintain a supportive school culture and climate for low-income, English learners, and/or foster youth students that are physically, socially, and emotionally healthy.

Per a number of DELAC participant requests regarding the concern of our teenagers' mental and emotional health, additional counselors/ing services are available district-wide. Research demonstrates that student relationships with other adults can make a positive difference in how education is experienced (Glasser's Quality Schools/Deming). The district will continue to invest in our counseling services and Mental



Health Support Specialists to ensure the mental health of all of our students, again with additional outreach, communication, and support for those who are most vulnerable.

Professional development and implementation of Tier 1 behavioral interventions also fall under this goal. PUHSD seeks to reduce the number of suspensions and expulsions for all students, but special focus will be on low-income, English learners, and/or foster youth students by renewed efforts by:

Reinforcing School-wide positive expectations and behaviors

Reinforcing classroom expectations aligned with school-wide expectations

Encouraging expected behavior through various campus activities (advisory periods, character education)

Discouraging problem behavior

Increasing procedures for school-family partnership

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

While PUHSD's goals, programs, and actions serve all students, the district also offers additional supplemental programs that serve targeted students in need, the majority of whom are English learners, reclassified English learners (RFEP), foster youth, and/or low-income students. All of the district's LCAP goals and actions are founded on its mission to support learners through competency-based educational approaches. Action 3 of Goal 1 provides increased services for EL students in English language development and access to a rigorous course of study. EL students receive additional support through bilingual instructional aides, tutors, ELD teachers, and mainstream teachers, and EL counselor lead. This has been increased through the hiring of a full-time certificated EL teacher.

Goal 2's focus on universal access through competency-based educational practices serves all students in their unique learning needs to be successful academically. Here, Action 4 adds increased services for PUHSD's foster-youth, low-income, and EL students through increased opportunities to take CTE courses, AVID courses, and additional academic support for students at the continuation high school.

In Goal 3, Action 2 providing a supportive school culture was targeted toward foster youth, English learners, and low-income students through additional services of mental health associates, and administrators at targeted Title 1 schools.  
 Examples of programs/positions that will be supported through supplemental funds include:  
 Mental health specialist position(s) for additional support at Titel 1 schools (Foresthill, Placer, Confluence)  
 Administrators focused on supporting students at our Title 1 schools (Foresthill, Placer, Confluence)

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	48.30	
Staff-to-student ratio of certificated staff providing direct services to students	17.33	

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$47,441,859.00	\$13,658,273.00	\$1,712,244.00	\$2,921,418.00	\$65,733,794.00	\$51,141,231.00	\$14,592,563.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	College Career Indicator (CCI) Prepared Level Completion	All	\$7,859,526.00	\$322,222.00	\$316,526.00	\$130,904.00	\$8,629,178.00
1	1.2	Access to a rigorous course of study for all students	All	\$11,037,184.00	\$1,363,370.00	\$0.00	\$1,106,090.00	\$13,506,644.00
1	1.3	Increase EL English language acquisition and enrollment in advanced/college prep courses or CTE pathways	English Learners	\$266,607.00	\$17,150.00	\$0.00	\$236,527.00	\$520,284.00
1	1.4	Expand life skills curriculum and four-year career readiness plan	All	\$269,666.00	\$118,872.00	\$0.00	\$60,096.00	\$448,634.00
2	2.1	Professional Development	All	\$569,233.00	\$406,104.00	\$3,000.00	\$179,360.00	\$1,157,697.00
2	2.2	Competency-Based Education (CBE) Professional Learning Communities (PLCs)	All	\$1,452,795.00	\$182,726.00	\$0.00	\$25,324.00	\$1,660,845.00
2	2.3	Instructional Practices and Implementation	All	\$707,312.00	\$136,556.00	\$0.00	\$0.00	\$843,868.00
2	2.4	Intervention and Support	English Learners Foster Youth Low Income	\$1,278,206.00	\$7,516,644.00	\$319,239.00	\$950,321.00	\$10,064,410.00
2	2.5	Access to appropriate technology and equipment to support digital education (1:Web)	All Students with Disabilities	\$1,114,504.00	\$878,469.00	\$128,571.00	\$43,497.00	\$2,165,041.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Supportive school culture	All Students with Disabilities	\$6,691,986.00	\$1,927,297.00	\$32,235.00	\$189,299.00	\$8,840,817.00
3	3.2	Supportive school culture for low-income, English learners, and/or foster youth students	English Learners Foster Youth Low Income	\$985,724.00				\$985,724.00
3	3.3	Communicate, engage, and collaborate with all educational partners	All	\$585,080.00	\$1,500.00	\$360,465.00	\$0.00	\$947,045.00
3	3.4	Co-curricular and extracurricular opportunities	All Students with Disabilities	\$2,477,362.00	\$300.00	\$0.00	\$0.00	\$2,477,662.00
3	3.5	High quality learning environments	All	\$12,146,674.00	\$787,063.00	\$552,208.00	\$0.00	\$13,485,945.00



## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$46,051,933	\$2,530,537	5.49%	0.00%	5.49%	\$2,530,537.00	0.00%	5.49 %	Total:	\$2,530,537.00
								LEA-wide Total:	\$2,263,930.00
								Limited Total:	\$266,607.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Increase EL English language acquisition and enrollment in advanced/college prep courses or CTE pathways	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$266,607.00	
2	2.4	Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,278,206.00	
3	3.2	Supportive school culture for low-income, English learners, and/or foster youth students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$985,724.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$57,037,218.00	\$66,488,975.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	College Career Indicator (CCI) Prepared Level Completion	No	\$7,945,366.00	\$9,175,080
1	1.2	Access to a rigorous course of study for all students	No	\$13,712,007.00	\$17,812,944
1	1.3	Increase EL English language acquisition and enrollment in advanced/college prep courses or CTE pathways	Yes	\$457,660.00	\$548,953
1	1.4	Expand life skills curriculum and four-year career readiness plan	No	\$186,301.00	\$186,317
2	2.1	Professional Development	No	\$992,040.00	\$979,774
2	2.2	Competency-Based Education (CBE) Professional Learning Communities (PLCs)	No	\$1,734,349.00	\$1,558,409
2	2.3	Instructional Practices and Implementation	No	\$710,917.00	\$830,165
2	2.4	Intervention and Support	Yes	\$8,708,336.00	\$9,386,492
2	2.5	Access to appropriate technology and equipment to support digital education (1:Web)	No	\$1,538,211.00	\$2,162,375
3	3.1	Supportive school culture	No	\$7,044,498.00	\$6,523,185

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Supportive school culture for low-income, English learners, and/or foster youth students	Yes	\$851,313.00	\$879,074
3	3.3	Communicate, engage, and collaborate with all educational partners	No	\$736,997.00	\$865,774
3	3.4	Co-curricular and extracurricular opportunities	No	\$1,765,385.00	\$2,215,379.00
3	3.5	High quality learning environments	No	\$10,653,838.00	\$13,365,054

## 2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,356,557	\$2,460,145.00	\$2,504,062.00	(\$43,917.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Increase EL English language acquisition and enrollment in advanced/college prep courses or CTE pathways	Yes	\$297,549.00	270,592		
2	2.4	Intervention and Support	Yes	\$1,311,283.00	1,354,396		
3	3.2	Supportive school culture for low-income, English learners, and/or foster youth students	Yes	\$851,313.00	879,074		



## 2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$43,696,816	\$2,356,557	0	5.39%	\$2,504,062.00	0.00%	5.73%	\$0.00	0.00%

# Instructions

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[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

## Engaging Educational Partners



## Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

## Requirements and Instructions

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

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

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

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

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

**Prompt 1:** "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

### **Broad Goal**

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

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

### **Maintenance of Progress Goal**

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

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

### **Required Goals**

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

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

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



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

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

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

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

### **Measuring and Reporting Results:**

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

### Goal Analysis:

Enter the LCAP Year.

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

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

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

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



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

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

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

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

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

#### **Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

## **For School Districts Only:**

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

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

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

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

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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



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

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

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

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

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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



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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

#### **LCFF Carryover Table**

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

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

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

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