Local Control Accountability Plan

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

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

General Information

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

Founded in 1852, the Auburn Union School District serves approximately 1,726 students (CA Dashboard 2019-2020). Auburn is known for its California Gold Rush History. The city of Auburn offers a variety of activities and events for all, and it is considered the "Endurance Capital" with all of the available recreation activities. Auburn is rich in culture and history, which provides so many wonderful opportunities for students and families.

AUSD serves students in grades Transitional Kindergarten through grade eight (8) at three elementary sites, one middle school site, and one Community Charter school responsible for developing its own LCAP.

The following statistics apply: per non-charter schools, student populations include 56.6% socioeconomically disadvantaged students. 17.1% English Learners, 0.3% Foster Youth. The vision of the Auburn Union School District states, "We stand together to cultivate the potential of all students in a global society."

The Auburn Union School District (AUSD) delivers education that advances academic, technical, artistic, and athletic excellence. AUSD's whole student approach supports learners in the development of their unique potential. In addition to the outstanding staff, improving test scores, and low-class sizes, AUSD offers authentic learning experiences that prepare students for success. Importantly, we accomplish the goal in partnership with families and the community to fulfill the promise.

At every school and grade level, students connect with dedicated staff who are implementing comprehensive, district-wide instructional strategies. At each school, our experienced staff model critical thinking skills and promote lifelong learning, respect for self and others, and responsible citizenship.

Reflections: Successes

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

Analyzing our goals, local data, and data from the A Dashboard is unique and challenging this year due to the lack of standardized state assessment information. Due to the COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in fall 2020. The successes and progress described in this section are based on AUSD's 2019 Dashboard results. Also, we have not traditionally implemented a standardized district local assessment therefore year over year comparisons are challenging. In January 2021 a team of teacher leaders under the direction of the Coordinator of Assessment and English Learners created common formative assessments. These assessments are in their infancy and were being piloted his spring. The data from these is limited.

General reflections are listed below along with the analysis of the most recent state assessment data from the 2019 California School Dashboard.

In English Language Arts, AUSD increased 19.9 points on the California Dashboard in 2019 and 7.1 points in Math. Our English Learners are making medium progress at 45.6% progress toward English Language proficiency.

The district suspension rate declined from the 18-19 school year (3.4%) to the 19-20 school year (3.1%). The expulsion rate continued to be 0.0%. The district was awarded a grant for Tier I PBIS training to further support building a system of Positive Behavior Intervention Supports (PBIS) to further reduce the suspension rate. This was the first year of PBIS training and implementation.

The urgent need for a coherent MTSS has been acknowledged by a range of stakeholders. In 2021-2022 the District will continue to focus on the implementation of the Multi-Tiered Systems of Support (MTSS) Model to ensure the tools for students to succeed are present at all district school sites. Each site will receive training with ongoing coaching and support. AUSD is committed to supporting effective MTSS implementation and sustainability for the long term. This is a critical step for the district to not only improve outcomes for all students but also to more effectively serve students with the highest needs. Building upon the initial successes in MTSS implementation will enable the district to address the many needs that exist.

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.

Due to the COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in 2020. As discussed in the previous section, the implementation of an effective Multi-Tiered System of Supports (MTSS) at all school sites will launch in the Fall of 2021-2022. The implementation and sustainability of an effective MTSS is a major area of need and serves as an overarching theme for the range of improvements needed across the district.

When analyzing Dashboard data, AUSD recognizes that while there was an increase in ELA progress in 2018-2019, we are still 17.7 points below standard. While we also increased 7.1 points in math, we are 35 points below standard. Although suspensions declined 0.7, we still had 3.4 suspended at least once. Chronic Absenteeism maintained at -0.1, with 10.3 chronically absent. There continues to be an achievement gap between our white students and our other student groups including a severe gap between students with disabilities and English learners.

In 2020-2021, AUSD adopted a more comprehensive approach to reclassification. As a result, a student's English language development is evaluated through the following metrics: STAR Reading, local common assessments based on the priority standards, and 2020-2021 CAASPP scores.

All of these needs are aligned in the fact that they could be best approached through a cohesive and consistent MTSS. As the district is able to design and provide equitable, tiered, and universally designed systems of support, it is expected that a broad range of students' needs can be met. This will support improved outcomes for all students and in particular those student groups who have continued to experience persistent performance gaps.

Additionally, AUSD has implemented a data management system capable of housing all local assessment data, standardized assessment data, and capable of creating standards-based assessments. AUSD has formed an Assessment Team that will be trained to develop district-wide common assessments based on priority standards and rigor. and is adopting a more comprehensive approach to reclassification. English language development is evaluated through the following metrics: STAR Reading, local common assessments based on the priority standards, and 2020-2021 CAASPP scores. AUSD's implementation of a data and assessment plan provides the necessary information to be analyzed and discussed through the MTSS process.

An effective MTSS will include the proactive addressing of identified behavioral needs, development of common language and practices, and holistic reviews that encompass a student's behavioral, academic, social, emotional, and other needs. Site leaders are supported by district leadership to set specific goals within their school plan to improve their school's culture and climate.

LCAP Highlights

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

AUSD recognizes the fundamental inequities in our system and the need to confront and disrupt inequities to promote equity are key elements of multiple LCAP goals. The vision that all students will graduate with a multitude of postsecondary choices from a wide array of options is a highly visible driver across the new LCAP goals. AUSD's goals reflect the district's alignment to a Multi-Tiered System of Supports (MTSS) framework. Goals 1 and 2 reflect the prioritization of effective Tier 1, 2, and 3 programs, Goal 4 reflects capacity building.

LCAP Goal 1:
All students, including all subgroups, will meet or exceed state standards in an environment that provides high-quality instruction.

- Middle School Teacher to support the Response to Intervention Model
- Elementary Teacher to support smaller class sizes and avoid combination classes
- Before/During/After School Tutoring
- Sight Word Busters and Buster Buddies
- Illuminate data management system, STAR Reading and Math assessment program,
- Guided Reading Program
- Art and Music Programs
- MTSS training to support data discussions and in-class intervention planning

LCAP Goal 2:
Create positive learning environments that are socially, emotionally, and physically safe and where students are engaged and are connected to their school.

- Library Technicians/Media Centers

- Middle School Vice Principal
- Middle School Counselor
- Transportation
- Portion of School Psychologist Salary
- Social-Emotional Learning Programs
- Positive Behavior Intervention Supports
- Mental Health Specialist

LCAP Goal 3:
Engage parents, families, and the community to facilitate student success in school.

- Family University
- DELAC
- Full-time Community Liaison
- PR Consultant
- Translation Services
- Virtual Platforms Subscriptions

LCAP Goal 4:
Recruit, hire, train, and retain high-quality staff who are committed, collaborative, caring, and focused on student success Direct Services.

- School Psychologist position to serve as PBIS Facilitator
- Professional Development

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.

AUSD does not have any schools that are eligible for CSI.

Support for Identified Schools

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

AUSD does not have any schools that are eligible for CSI.

Monitoring and Evaluating Effectiveness

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

AUSD does not have any schools that are eligible for CSI.

Stakeholder Engagement

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

AUSD partners with families and builds collaborative communities to ensure student success through a variety of sources. Since the COVID-19 pandemic and with the use of virtual platforms engagement has increased exponentially. Additionally, due to the ever-changing guidance and direction during the pandemic, communication has increased. Prior to launching our official work, our administrative team began by reviewing the previous LCAP goals, budget, successes, and action areas. During this work and analysis, we also reviewed the most recent Learning Continuity and Attendance Plan and how we were navigating teaching, learning, and engagement throughout the COVID-19 pandemic. Below is an example of the many ways we have engaged our stakeholders during a pandemic.

PTC COLLABORATIVE/PARENT ADVISORY: Last year a PTC Collaborative group was created to connect the different Parent-Teacher Committees across the district. It started as just PTC Presidents but expanded to include anyone who wanted to participate. This group is our parent leaders. They are incredibly involved and knowledgeable of what is and is not working in our schools. This year this group merged into an advisory group. They provide the Superintendent with input, feedback, and ideas to improve our schools. The LCAP was presented to the Parent Advisory Committee on May 14, 2021. Much of their feedback is woven throughout the LCAP.

PARENT UNIVERSITY: This year, we were able to create virtual Parent University classes to help parents become full partners in their children's education. AUSD partnered with the Placer County Office of Education, family specialists, health professionals, and local organizations like the Latino Leadership Council The goal of these classes was to present relevant information that had immediate utility cultivating agency and access to student learning. Classes were designed through stakeholder input and included open dialogue and opportunities for feedback. Topics included navigating digital literacy and virtual learning, tobacco prevention, wellness strategies for adults and children, connecting with service agencies in and around Auburn, and strategies for accessing support within AUSD.

COMMUNITY LIAISON: Through the LCAP process, we have created a Community Liaison position. This position serves under the direction of the Education Services Department, and in coordination with principals, serves as the liaison between district personnel, students, parents, public agencies, community agencies, and groups; perform a variety of tasks to assist non-English speaking students and their families in accessing school and community services and improve home/school communication; refer families to local agencies or school services as appropriate; prepare and maintain related records and reports. The Community Liaison is an essential lifeline of information for our educators and families. They connect families to resources within AUSD and within Placer County. The Community Liaison serves to create access and agency for families who struggle to find an entry point to engage and have their voices heard.

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC) and English Learner Advisory Committee (ELAC) site and district committees comprised of parents, staff, and community members designated to advise school officials on English learner programs and services. DELAC members met in virtual meetings connecting through their phones and computers. Meetings included guest speakers who offered resources on addressing food scarcity, housing, and parent education classes. DELAC meetings aim is to cultivate a sense of community that leads to access through engagement. The LCAP was presented to the DELAC on May 26, 2021, no additional feedback/input was given. Principals shared the LCAP for feedback/input to their ELAC committee.

BLACKBOARD CONNECT: A mass notification system that lets you send updates and emergency alerts to everyone in your community through emails, phone calls, text messages, or social media channels. Each week the Superintendent sends out a Weekly Update. Often from this update stakeholders reach out to add their input on what is happening in our district.

DISTRICT WEBSITE: Our district website is embedded with links to all five schools. Parent sections with registration, calendar and bell schedule, food and nutrition services, transportation, student forms, parent volunteer guideline, aeries parent portal, social-emotional learning, embedded Blackboard Connect, social media, and a translation feature. Families gather information from our website which then informs their input and feedback they provide to district leaders.

EDUCATIONAL SERVICES NEWSLETTER: A monthly newsletter is sent out to AUSD families highlighting the events occurring in the areas of nutrition, special education, academics, social-emotional learning, health, and technology. Included in this newsletter is a forum for feedback.

SCHOOL SITE LEVEL INPUT: LCAP Goals were presented to staff, families, Coffee with the Principals, School Site Councils, and English Learner Advisory Committees, and input was received from these groups.

TOWNHALL MEETINGS: Virtual parent/guardian Town Hall meetings consist of monthly, community-wide meetings. They are a forum for parents, staff, students, and the community to engage in productive dialogue. This was the MOST informative medium for AUSD to gather input to inform our writing of the LCAP.   The dialogue was incredibly candid, transparent, and at times difficult for leaders and teachers to hear.

CALIFORNIA HEALTHY KIDS SURVEY(CHKS): This is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. It is administered to students in grades five, seven, nine, and eleven. It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

SPECIAL EDUCATION: As a part of gathering stakeholder input, the District met with the Special Education Local Planning Area (SELPA) to address the specific needs for students with disabilities to ensure that actions reflected and addressed the needs of this student population.

SURVEYS: An LCAP survey was sent out to families via Blackboard Connect and social media to solicit input from stakeholders on Student Achievement, Family and Student Connections, School Climate and Culture, Curriculum, Facilities, Course Access, and District/State Priorities. Student surveys were sent out to students through their school site to gather their input.

Auburn Union Teacher's Association and California School Employees Association were consulted through a variety of platforms, including LCAP meetings, Town Hall meetings, Articulation meetings, and staff surveys.

The Auburn Leadership Team (ALT) collected input via surveys, emails, phone calls, and meeting notes. This input was analyzed and considered when writing the LCAP.   Each one of our actions is based on either our state and local data and/or input from our stakeholders.

A summary of the feedback provided by specific stakeholder groups.

We received helpful feedback from our stakeholder groups throughout the entire LCAP process. Stakeholders participated in a variety of ways listed in the previous section. This level of engagement shows that our stakeholders put in the time to consider what is working well in AUSD, where there are opportunities for growth, and also consider the views of other stakeholders to inform their engagement. Throughout this process, there was a wide range of feedback provided. Listed below are the key trends and patterns of thoughts and ideas that all participants provided:

Listed below are key trends of thoughts and ideas from staff and administration:

1. Support and value staff so they know the importance of the role they have
2. Mental health for students
3. Social-Emotional supports for the social, emotional well being of staff and students
4. Rigorous and Relevant Instruction
5. Visual And Performing Arts (VAPA)
6. Student assemblies

Listed below are the key trends and patterns of thoughts and ideas that parents/guardians and students provided:

1. More rigorous and relevant instruction
2. Before, during, and after school tutoring and intervention
3. More assessment data on how their student is performing specifically what are the gaps of learning and what can families do to support their student.
4. More of the arts as electives.
5. More challenging work, less homework
6. After school office/tutoring hours

Feedback received from the consultation meeting with the Special Education Local Planning Area (SELPA) affirmed that the District included and addressed the needs of students with disabilities in the LCAP process.

We value input from all stakeholder groups and via multiple formats. We continue our dialogue with parents, students, teachers, administrative leaders, community groups, and advisory committees to ensure transparency. We work collaboratively with our bargaining partners.

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

The evolution of goals from the prior LCAP to the goals in the 2021-22 LCAP is primarily due to stakeholder input. Building upon the input from the 2019-20 school year and the Learning Continuity and Attendance Plan process, the 2021-22 goals reflect key priorities voiced by stakeholders and align to the overarching themes discussed in the previous section.

After discussing and reviewing all of the stakeholder engagement, we revamped the LCAP goals for our district adding new metrics and ideas. Based on parent, staff, and student feedback, support Social-emotional support was a clear focus area as well as our MTSS system of support and intervention for students. The feedback received showed a clear need to provide strong academic and Social-emotional support for students across all school sites. We reworded our goals and discussed the actions and services that would be needed to achieve them.

Stakeholder feedback influenced both the incorporation of additional actions as well as the expansion of continued action descriptions to more fully describe efforts to improve student outcomes. Examples of actions that directly resulted from input include actions from goals 1, 2, and 3: standards discussions during professional learning communities (PLC), tutoring, coaching, academic intervention, reading groups, rigorous and relevant instruction, specific aspects of the LCAP to address students with disabilities included academic achievement in the area of mathematics and English language arts and suspension rate.

Goals and Actions

Goal

Goal #	Description
1	All students, including all subgroups, will meet or exceed state standards in an environment that provides high-quality instruction.

An explanation of why the LEA has developed this goal.

Analysis of student performance on local benchmark assessments and state assessments shows particular concern in the performance of English learners (ELs) and Students with Disabilities. Goal 1 is the core basis of AUSD's Board developed and adopted District Strategic Plan. Based on our data, we realize the need to ensure a high-quality Tier 1 instructional program to fully support the success of all students and subgroups. We commit to providing a high-quality instructional program that gives students what they need to learn, grow and achieve success. Input received from stakeholders through the LCAP development process indicates a desire to improve ELA and Math achievement for all students. We will improve ELA and Math performance through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

Note:
The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP	18-19 CAASPP ELA All Students 16.9 point below standard 20.6 increased points Current English				ASUD uses a growth to proficiency model that looks at student data to monitor if students are on track to meet the proficiency standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Learners 96.6 points below standard • 0.2 maintained points Reclassified English Learners 0.7 points above standard • 0.4 maintained points English Only 3.3 points below standard 21.9 increased points Students with Disability 100.9 below standards 4 increased points Socioeconomically Distavantaged 45.6 below standards 16.4 increased points Homeless 58.8 below standard 2.8 maintained				by the end of the academic year. Academic growth is measured by the following performance bands: Standard Exceeds, Standard Met, Standard Nearly Met, and Standard Not Met. AUSD recognizes as students work towards standard proficiency, their relative distance to Standard Met varies. The three-year outcome goal for each student group is based on the 2019 average State distance from standard. Students will increase the state average distance from standard each year until they are at "standard met." Students who have "met standard" will maintain or "exceed standard."

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math CAASPP	18-19 CAASPP All Students 35 points below standard Increased 7.1 Points Current English Learners 104.6 points below standard Declined 20.2 Points Reclassified English Learners 26.8 points below standard Declined 14.3 Points English Only 21.5 points below standard Increased 11.8 Points Students with Disability 111.3 points below standard 0.9 Points maintained Socioeconomically Distavantaged 62.2 points below standard				ASUD uses a growth to proficiency model that looks at student data to monitor if students are on track to meet the proficiency standard by the end of the academic year. Academic growth is measured by the following performance bands: Standard Exceeds, Standard Met, Standard Nearly Met, and Standard Not Met. AUSD recognizes as students work towards standard proficiency, their relative distance to Standard Met varies. The three-year outcome goal for each student group is based on the 2019 average State distance from standard. Students will increase the state average distance from standard each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 0.7 points maintained Homeless 76.4 points below standard 7 points declined				until they are at "standard met." Students who have "met standard" will maintain or "exceed standard."
ELA District local assessments	Mid Year Common Assessments 2020-2021 Third Grade Exceeds 0% Standard Met 0% Nearly Met 8% Standard Not Met 99.2% Fourth Grade Exceeds 1.8% Standard Met 3.6% Nearly Met 7.2% Standard Not Met 87.3% Fifth Grade Exceeds 0.5% Standard Met 8% Nearly Met 9.0% Standard Not Met 82.4%				ASUD uses growth to proficiency model that looks at student data to monitor if students are on track to meet the proficiency standard by the end of the academic year. Academic growth is measured by the following performance bands: Standard Exceeds, Standard Met, Standard Nearly Met, and Standard Not Met. AUSD recognizes as students work towards standard proficiency, their relative distance to Standard Met varies. The three-year outcome goal for each

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Sixth Grade Exceeds 0% Standard Met 12.2% Nearly Met 10.8% Standard Not Met 75% Seventh Grade Exceeds 1.6% Standard Met 9.4% Nearly Met 7.8% Standard Not Met 81.3% Eighth Grade Exceeds 0.5% Standard Met 1.5% Nearly Met 18.8% Standard Not Met 36.8%				student group is based on the 2019 average State distance from standard. Students will increase each year until they are at "standard met." Students who have "met standard" will maintain or "exceed standard."
Math District local assessments	Mid Year Common Assessments 2020-2021 Third Grade Exceed 25.7% Standard Met 18.8% Nearly Met 18.8 % Standard Not Met 36.8% Fourth Grade				ASUD uses growth to proficiency model that looks at student data to monitor if students are on track to meet the proficiency standard by the end of the academic year. Academic growth is measured by the following performance bands: Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Exceed 13.5% Standard Met 32.5% Nearly Met 0% Standard Not Met 20.9% Fifth Grade Exceed 11.2% Standard Met 18.2% Nearly Met 20.3% Standard Not Met 50.3% Sixth Grade Exceed 2.6% Standard Met 15.4% Nearly Met 7.7% Standard Not Met 74.4% Seventh Grade Exceed 0% Standard Met 9.1% Nearly Met 0% Standard Not Met 72.7% Eighth Grade Exceed 2.5% Standard Met 3.6% Nearly Met 4.6% Standard Not Met 89.3%				Exceeds, Standard Met, Standard Nearly Met, and Standard Not Met. AUSD recognizes as students work towards standard proficiency, their relative distance to Standard Met varies. The three-year outcome goal for each student group is based on the 2019 average State distance from standard. Students will increase each year until they are at "standard met." Students who have "met standard" will maintain or "exceed standard."

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC	278 English Learners Tested 2018-2019 45.6% making progress towards English language proficiency as measured by the ELPAC Overall Average - Performance Level (PL) 3 Scaled Score (SS) 1495 Oral Average PL 3 Oral Scaled Score 1495 Listening Average PL 2 Speaking Average PL 2 Written Average PL 2 SS 1494 Reading PL 2 Writing PL 2				The three-year outcome goal for English Learners is based on the 2019 State average of making progress towards English language proficiency. The 2019 State average was 48.3% English learners making progress towards English language proficiency. ASUD uses growth to proficiency model that looks at student data to monitor if students are on track to meet the proficiency standard by the end of the academic year. Academic growth is measured by the following performance bands: Standard Exceeds, Standard Met, Standard Nearly Met, and Standard Not Met. AUSD recognizes as students work towards standard proficiency, their relative distance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					to Standard Met varies.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Multi-Tiered Systems of Support (MTSS), local assessments, and data management	General education and special education teacher leaders will create common grade level/department assessments. Assessments will be created and data managed in Illuminate. Data will be utilized by grade level/department teams and in MTSS data meetings to plan for core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students, especially for Low-income students and English Learners, academic, behavioral, and social success students based on need. MTSS teams will receive training and coaching support in the first year of implementation to ensure data meetings and subsequent differentiated learning plans provide results and desired outcomes for students.	$137,431.00	Yes
2	Summer Academy	Summer Academy provides extended learning opportunities for students in the areas of reading, math, English language development, and eligible Individualized Education Plan (IEP) services. Summer Academy will impact both academic and Social-emotional development, provide structure and engagement academically and socially-emotionally for English Learners, Low-income, Foster Youth, Homeless, Students With Special Needs, and other underrepresented populations.	$248,572.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Additional staffing for Middle School Teacher	To expand access to programs and ensure students have access to a Broad Course of study, AUSD will offer throughout the 2021-2022 school year nine-week Response to Intervention (RtI) cycles based on a universal screener and benchmark data. The intervention will be delivered in the areas of Math and ELA for all students in grades 6-8. This model ensures all students especially English Learners, Low-income, Foster Youth, Homeless, Students With Special Needs, and other underrepresented populations have access to intervention, enrichment, extension, and elective courses.	$120,282.00	Yes
4	Additional staffing for Elementary Teacher	Multi-age classes create large class sizes that make it more difficult for differentiation and harder to address achievement gap issues, therefore AUSD will reduce the number of combination classes at Rock Creek with an additional teacher, thereby providing an environment that will foster improved outcomes for English Learners, Low-income, Foster Youth, Homeless, Students With Special Needs, and other underrepresented populations.	$122,980.00	Yes
5	Before/During/After School Tutoring/Intervention	Intervention and Tutoring provide before, during, and after school Tier 2 and 3 interventions to support low-performing students principally directed toward English Learners, Low-income, Foster Youth, Homeless, Students With Special Needs, and other underrepresented populations.	$60,768.00	Yes
6	Student and Family Support Personnel and 1:1 device maintenance	Provides targeted outreach to students, families, and staff. Develops systems to enhance services related to technology in an effort to provide more varied opportunities for students to become interested in school, learning through technology-based activities. Low-income, English learners and foster youth have access to instructional technology resources and 1:1 devices to enhance instruction and provide college and career readiness activities.	$236,683.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Language Acquisition Programs for English Learners	English Learner Program options are responsive to the different language and academic needs of various English Learner profiles. The English Language Proficiency Assessments for California (ELPAC) state assessments, Running Records, and Performance-based tasks inform progress towards language proficiency defined by English learner student typologies. Implement the English Learner Master Plan in accordance with the CA ELA/ELD Framework.	$96,009.00	Yes
8	Visual and Performing Arts programs	The arts provide an outlet to express creativity, attain connection to academics through confidence-building in a non-academic setting and are important to a student's overall access to a broad course of study. Academic and experiential opportunities designed to increase student engagement in school through Visual and Performing Arts (VAPA) programming include sustained implementation of Middle School Music, and arts programs and provide professional learning to teachers in support of elementary VAPA curriculum implementation. VAPA is for all students, principally directed to provide Low-income, English learners, and foster youth access to the arts in Transitional Kindergarten through eighth-grade classrooms.	$261,223.00	Yes
9	Guided Reading Materials, Supplies and Training	Implement and train teachers on Guided Reading that brings together a small group of students who are at a similar point in their reading development and guides them to process a text that is leveled on a gradient of difficulty. In this process, teachers are able to provide an incremental amount of challenge at each reader's edge of ability to process text. Guided reading specifically helps students develop proficient systems for strategic actions for reading.	$185,000.00	No
10	Standards-based Enrichment Opportunities (Assemblies)	Low-income, English learners, and foster youth have access to a Broad Course of Study through engaging, standards-based enrichment opportunities at their site.	$8,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Create positive learning environments that are socially, emotionally, and physically safe and where all students are engaged and are connected to their school.

An explanation of why the LEA has developed this goal.

Overall Chronic absenteeism for the 2018-2019 school year was 10.3%. The district's 2019-2020 suspension rate was 3.1%, and the expulsion rate was 0.0%. AUSD developed the following goals to align with the district's current efforts to implement an effective Multi-Tiered System of Supports (MTSS) across all schools. The goal speaks to the provision of effective Tier 2 and 3 supports that are specific to identified student needs. Additionally, AUSD's facilities are clean, maintained well, and contribute to an overall feeling of well-being.

Note:
The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Low-income students).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District surveys	70% students, families, and staff feel connected to school.				90% of student, families, and staff feel connected to school.
California Healthy Kids Survey	Per the partial survey results received from the 19-20 CHKS survey: 98% of parents/families feel that they are welcomed to				Survey results to include students, parents/families and staff. In all areas surveyed at least 95% of students, parents/families and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	participate in their child's school. 90% believe that schools allow input and welcome contributions. 96% believe they are encouraged to be active partners in the education of their child. 94% of parents/families believe their school is a safe place to children. 96% of staff believe their school is supportive and inviting place for students to learn. Student data for the CHKS survey was not available during the 19-20 school year during to COVID-19 9 school closures. There was not adequate time in the school year to initiate another survey.				staff will report they feel connected, input is welcomed, parents/families are encouraged to engage in their child's education, school is a safe place for children and the learning environment is a supportive place for students to learn.
Multi Tiered Systems of Support (MTSS)	Baseline to be established in 21-22 Social, emotional, behavorial baseline will be based on the percentage of students, families and				AUSD's MTSS framework will be in full implementation as evidenced by SWIS, AERIES, Wellness grant and Illuminate data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	staff that are utilizing resources and services. Academic baseline will be based on the percentage of students meeting grade level standards as measured by formative assessments.				
Attendance	Due to school closures during the 19-20 and most 20-21 school year, the last annual reported chronic absenteeism rate reporting year is 2018-19. Overall chronic absenteeism was 10.3%.				Overall absenteeism will be less than 5% district-wide.
Discipline	The District 2019-20 Suspension Rate was 3.1%. The District 2019-20 Expulsion rate was 0.0%.				The District Suspension rate will decrease 1.5% district-wide. The District Expulsion rate will continue to be 0.0%
Facilities Inspection Tool (FIT) and parent surveys	The average FIT score in 2019-20 was 93.7. 84.4% of parents/families agree or strongly agree their				The desired average FIT score is 90% or above. The desired parent survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	child's school is kept clean and in good repair; 83.2% of parents/families agree or strongly agree their child's school is physically safe and secure.				approval rating is 80% or above.
Maintain 100% access to standards -aligned instructional materials. Source: School Accountability Report Card	100% standards aligned materials				100% standards aligned materials

Actions

Action #	Title	Description	Total Funds	Contributing
1	Library/Media Centers	Library/Media Centers will welcome families and students, creating a sense of community and belonging where all students feel connected. Library/Media centers will be bright, warm, welcoming hubs where students can read high-interest books both hardbound and digital, students will have access to high-quality internet and devices, students will have access to maker's space materials, flexible seating, and efficient check-in and check out system. Consistent programming across sites ensures all students, especially Low-income students, English Learners, and Foster Youth, have access to library resources and supports.	$49,821.00	Yes
2	Middle School Vice Principal	Advocates for the students, staff, school, district, and is responsive to parents, families, and community. Creates a welcoming climate and culture, markets school programs promotes and emphasizes support	$133,513.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for parental involvement for the purpose of encouraging and promoting community involvement and outreach. Provides mentoring and support to small groups of students primarily directed towards at-risk students, low income, English Learners, Foster Youth, and students who may be experiencing hoemlessessness.		
3	Middle School Counselor	Serves as a resource to connect student groups, families, and staff through guidance and counseling services provided and collaboration with the Wellness Center staff.	$88,830.00	Yes
4	Student Transportation	Bus Transportation will be provided at no charge to Low-income families and foster youth.	$510,139.00	Yes
5	Social-Emotional Learning	All students will have access to and receive instruction in the district social and emotional learning curriculum, grades K-8. Social-Emotional instruction provides a foundation for safe and positive learning and enhances students' ability to succeed in school, careers, and life.	$6,000.00	Yes
6	School Psychologist	School psychologists support schools in successfully improving academic achievement, promoting positive behavior and mental health, supporting diverse learners, creating safe, positive school climates, strengthening family-school partnerships, and improving school-wide assessment and accountability, increasing connectedness and engagement.	$36,370.00	Yes
7	Positive Behavior Intervention Supports (PBIS)	As a part of the district-wide implementation of the Multi-Tiered System of Supports framework,Tier I PBIS will be utilized across all schools using the School-wide Information System (SWIS) database to chart behavior referrals resulting in the more efficient and appropriate use of resources to facilitate positive school climate and	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		culture reducing the number of students, including all subgroups, suspensions districtwide.		
8	Mental Health Specialist	Provide a District Mental Health Specialist will serve as the district liaison for foster youth/homeless students and coordinate the resources of the social and emotional learning curriculum.	$61,530.00	Yes
9	Maintain safe facilities	The District will provide facilities that meet the 'Good Repair' status on the Facilities Inspection Tool and that meet the needs of stakeholders. The expenses associated with this action include major improvements to facilities.	$200,000.00	No
10	Maintain sufficient instructional materials.	Ensure instructional materials that are the primary means through which students gain access to the knowledge and skills specified in the State Content Standards that are at the heart of California's K-12 education system, providing higher quality and more equitable access to knowledge to all children are providing for all students, especially Low-income, English learners and foster youth.	$404,440.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Goal 3 - Parents, families, the community and students will be engaged and empowered in teaching and learning to build capacity in facilitating student success in school.

An explanation of why the LEA has developed this goal.

Stakeholder input reaffirms the importance of engaging and empowering community members as partners in teaching and learning. Students emphasized the need for more explicit support to become empowered as agents in charge of their own learning. The goal statement also was expanded to include communication, capacity building, and collaborative decision-making as specific areas that can support increased engagement and empowerment. While these priorities existed prior to the pandemic, the experience of stakeholders during school closures further highlighted their importance. The importance of regular and clear communication (including translation and interpretation where needed), structured opportunities for stakeholders to build capacity, and authentic opportunities to provide input and engage in the decision-making process are more evident than ever. AUSD values its stakeholders and strives to build capacity and authentic opportunities to provide input and engage in the decision-making process.

Note:
The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of families who participate in ELAC/DELAC meetings. Source: Sign in sheets	In 2020-2021, fewer than ten families attended.				Desired outcome will be determined during the 2021-22 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of families who are connected to resources.	Baseline to be established in 2021-2022.				Desired outcome will be determined during the 2021-22 school year.
Implement and complete all elements of the CHKS survey to include parents, staff, and students.	Establish a baseline of participation/response rate from parents, staff and students.				Desired outcome will be determined during the 2021-22 school year after establishing a response rate baseline.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Liaison	Maintain a Community Liaison that serves as the liaison between district personnel, students, parents, families, public agencies, community agencies, and groups; perform a variety of tasks to assist non-English speaking students and their families, Low-income families, foster youth, and families experiencing homelessness in accessing school and community services and improve home/school communication; refer families to local agencies or school services as appropriate; prepare and maintain related records and reports.	$84,312.00	Yes
2	Stakeholder Engagement	In an effort to engage parents and families in the community and to facilitate students' success, AUSD will contract with a Public Relations consultant who will engage with our current website provider to add additional features in order to more effectively AND efficiently engage with a variety of stakeholders. To engage and solicit input AUSD will procure translation services and continue to engage with District English Learner Advisory Committee	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(DELAC). DELAC is a committee for families and community members to share, learn, and advocate for English learner students in the district. The goals of DELAC are to provide advice and recommendations to school administration and the Board of Education for the education of English-language learners. DELAC informs parents and family representatives to take the information back to the school site to ensure student representation and effective program implementation of the District English Learner Program. AUSD partners with families and builds collaborative communities to ensure student success. Family University provides classes that help parents and families become full partners in their children's education. Family University offerings focus on the following areas: College and Career readiness, these offerings provide parents and families with information about how to support children's academic opportunities and make informed decisions. Health and Wellness, these offerings support information and activities to help families build healthy lifestyles physically as well as emotionally. Family University provides families of each school site in AUSD with important information and training to support student achievement and empower families to raise confident, educated children ready for the 21st century.		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Recruit, hire, train, and retain high-quality staff who are committed, collaborative, caring, and focused on student success

An explanation of why the LEA has developed this goal.

Analysis of student results across multiple indicators demonstrates a need to improve districtwide performance and performance gaps exist for specific student groups. These results demonstrate the lack of a cohesive and effective Tier 1 program across the district, the need for improved methods of identifying specific student needs, and insufficient Tier 2 and 3 support to address those specific needs. This goal was created to emphasize the importance of effective training to support the district's initiatives including Guided Reading, Multi-Tiered Systems of Support (MTSS), Rigor Relevance, assessment, teaching, and learning using Priority Standards, Positive Behavior Intervention Supports (PBIS), and other initiatives to build staff's capacity to install/implement and provide ongoing coaching/support to ensure that effective systems can be sustained over time.

Note:
The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Complete time logs demonstrating time spent with meeting facilitation and PBIS implementation.	PBIS school site teams will have a qualified staff member to facilitate the completion of training and material development.				PBIS Tier 1, Tier 2 and Tier 3 are fully implemented in all schools.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase in percentage of staff members who strongly agree professional development was highly effective.	Baseline to be established in 2021-2022.				Effective or Very Effective performance category

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Staff will receive ongoing training, coaching, and ongoing support to improve their skills and knowledge of the job and build confidence in their abilities. This will improve staff performance, which will improve student outcomes. All sites will receive training in MTSS implementation. Staff will be trained in MTSS team meeting facilitation, engage in data-based practices to assess need and progress monitor, and providing differentiated, tiered interventions as evidenced by report outs of challenges/successes by each site leader. All sites will receive training, coaching, and support in Rigor, Relevance, and standards-based teaching and learning, Guided Reading, and a variety of technology and evidence-based practices principally directed to support Low-income, English Learners, and Foster Youth.	$137,983.00	Yes
2	School Psychologist/PBIS Facilitator	Fund 0.5 of salary for for school psychologist who supports implementation of Positive Behavior Supports including training and SWIS implementation to analyze behavioral data to include students of all subgroups.	$62,546.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12.9%	$1,818,675

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

Required Descriptions

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

AUSD recognizes the Increase in Funds Apportioned for Supplemental and Concentration Grants funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). While funds are principally directed to serve these student groups, ALL students will benefit from these supports. In order to specifically support our unduplicated students, administrators, teachers, and support staff will receive ongoing professional development and coaching support to address students' needs. AUSD utilizes highly qualified instructional coaches to provide support and training for teachers teaching our English learners, low-income students, and foster youth. When addressing the specific needs of our unduplicated student groups, AUSD has and plans to continue to utilize the following process:

- Provide professional development for staff regarding how to provide rigorous instruction
- Identify learning needs through the use of common and diagnostic assessments for students
- Provide high-quality first instruction for all students with scaffolds and small group instruction as needed
- Monitor student progress throughout instruction
- Continue to develop and adjust learning plans as needed based on ongoing data collection and analysis
- Provide tier II and III instruction to all students based on need as determined by analyzing data in Professional Learning Communities and in MTSS data meetings.
- Maintain open lines of communication between teachers, support staff, and parents/guardians

The programs and positions funded with supplemental funding will help all students but will be principally directed to supporting unduplicated students. For specific actions which are for all students, the following descriptions provide information on how these services are principally directed towards serving our unduplicated students.

Actions related to professional development, data analysis, and continuous improvement (Goal 1, action 1, Goal 2 actions 5, 7 Goal 3 action 2 Goal 4, action 1). MTSS teams will receive training and coaching support in the first year of implementation to ensure data meetings and subsequent differentiated learning plans provide results and desired outcomes for students. Common assessment data will be utilized by grade level/department teams and in MTSS data meetings to plan for core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students, especially for Low-income students and English Learners, academic, behavioral, and social success students. These actions have proven to be effective in meeting the needs of unduplicated students by ensuring all students are receiving access to these services. All students, particularly deduplication populations, needs will be met through differentiated instruction to increase positive student outcomes.

After assessing the needs of AUSD's low-income, foster youth and English learners, AUSD, in conjunction with stakeholders has determined our unduplicated students have more needs based on gaps in achievement. Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study...including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. To meet the needs of our students under these standards, AUSD will, in (Goal 1 actions 3, 4, 6, 7, 8, and 10) provide opportunities for our students to access a broad course of study as follows:

- Provide Response to Intervention (RtI) cycles in the areas of Math and ELA for all students in grades 6-8. This model ensures all students, especially English Learners, low-income, Foster Youth, Homeless, Students With Special Needs, and other underrepresented populations have access to intervention, enrichment, extension, and elective courses.
- Reduce the number of combination classes at Rock Creek with an additional teacher. Research shows students in combination classes perform lower on standardized assessments. Reducing the number of combo classes reduces the stress of being separated from peers, fewer supports to the classroom, and
- Provide access to instructional technology resources and 1:1 devices to enhance instruction and provide college and career readiness activities.
- Implement the English Learner Master Plan in accordance with the CA ELA/ELD Framework.
- Academic and experiential opportunities designed to increase student engagement in school through Visual and Performing Arts (VAPA) programming include sustained implementation of Middle School Music, and arts programs, with a clear path to confidence and access to academic success Low-income, English learners, and foster youth may not have access to otherwise. The visual and performing arts are an integral part of a comprehensive curriculum and are essential for learning in the 21st century. All California students from every culture, geographic region, and socioeconomic level benefit from quality arts learning in dance, music, theatre, and visual arts as part of the core curriculum and well-rounded education.
- Provide engaging, standards-based enrichment opportunities related to academics, social-emotional, and behavior learning to all students, principally directed to students who are low-income, English learners, and foster youth who may not have access to otherwise. effective instruction. Engaging opportunities provide students with opportunities to design their own learning, giving students confidence in their ability to apply their learning to real-world situations, preparing them for their future.

After assessing the needs of AUSD's low-income, foster youth, and English learners, AUSD, in conjunction with stakeholders has determined that actions related to Social-Emotional Learning (SEL) and Positive Behavioral Intervention and Supports (PBIS) will continue to be important to the district's overall effort to further improve culture and climate across all educational settings. These joint actions will utilize training in partnership with the Placer County Office of Education of certificated and classified staff as well as the district mental health specialist and social-emotional curriculum to further strengthen a positive school climate and culture. This is important for all students

and is particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of negative school climate and culture. Although district suspension rates have declined and progress is noted overall, it is also noted that there is a concern for inequitable outcomes across student groups. Socioeconomically disadvantaged students have a higher rate of suspension at 4.6% as well as students with disabilities at 5.8%. The district's overall suspension rate for the 19-20 school year was 3.1%. AUSD will address these actions in (Goal 2, actions 2, 3, 5, 6, 7, and 8):

- AUSD will utilize a Middle School Vice Principal to act as a role model for students in need of support. This position will provide behavioral support in small group intervention, leading students to become more proficient in social-emotional skills, improved attitudes about self, others, and school, and positive classroom behavior.
- In California, foster youth have the right to continue to attend their school of origin through the end of the school year for youth in grades one through eight. To ensure this occurs for all students, principally directing access to our unduplicated students, AUSD will offer busing at no cost, removing the barriers to attendance for unduplicated students. Currently, AUSD students and their families pay for busing.
- AUSD will provide a wide variety of social-emotional and behavior support for students, training for staff and resources for families through PBIS, Mental Health Specialist, School Psychologist, and curriculum and training for staff and students.

AUSD partners with families and builds collaborative communities to ensure student success through a variety of sources. AUSD in conjunction with stakeholders have determined that our unduplicated students need stronger home-to-school partnerships in order to close achievement gaps, clear communication (including translation and interpretation where needed), structured opportunities for stakeholders to build capacity, and authentic opportunities to provide input and engage in the decision-making process are more evident than ever. AUSD believes unduplicated pupils will benefit significantly more than their peers due to the targeted outreach and education focused on needs, increasing academic outcomes, and decreasing performance gaps. AUSD will address the following goals and actions, (Goal 2, actions 1, 2, 3, 4, 6, 7, and 8, Goal 3 Action 4, and Goal 4 Action 2) are important for all students and are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline, achievement, attendance, and other unhealthy impacts of negative school climate and culture. Research shows engaged families and communities increase positive outcomes for unduplicated student groups.

- Media centers will be the hub for students and families, creating a sense of community and belonging where students feel connected to their school.
- School psychologists will provide academic achievement, positive behavior, and mental health, supporting diverse learners, creating safe, positive school climates, strengthening family-school partnerships, and improving school-wide assessment and accountability, increasing connectedness and engagement.
- AUSD will ensure staff has access to and is trained in the use of PBIS and Schoolwide information system (SWIS).
- Community liaisons will serve district personnel, students, parents, families, public agencies, community agencies, and groups; perform a variety of tasks to assist non-English speaking students and their families, low-income families, foster youth, and families experiencing homelessness in accessing school and community services and improve home/school communication. These actions

After assessing the needs of AUSD's low-income, foster youth and English learners, AUSD, in conjunction with stakeholders has determined that actions related to expanding learning (Goal 1, Action 2) will occur at all schools across the district. Summer Academy, before and after school intervention, and in-school tutoring, AUSD believes will increase student outcomes for all students, principally directed to serve our unduplicated population.

- Summer Academy and Before/After School Intervention provide accelerated learning opportunities for students in the areas of reading, math, and English language development. Summer Academy will impact both academic and social-emotional development, provide structure and engagement academically and socially-emotionally for English Learners, low-income, Foster Youth, Homeless, Students With Special Needs, and other underrepresented populations.
- Tutoring provides at-school support tier 2 and 3 interventions to support low-performing students principally directed toward English Learners, Low Socioeconomic, Foster Youth, Homeless, Students With Special Needs, and other underrepresented populations.

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

Services provided in AUSD for foster youth, English learners, and low-income students, including students experiencing homelessness, have been increased and improved as compared to services provided to all students as described below:
- Access to academic courses, including intervention, during the school day for targeted students. Students will be identified by site teams through the use of data tools and analysis of common assessments, supported by the data, assessment, and evaluation. (Goal 1, Actions1-6, 8, 10) $1,195,939.
- Refined and improved services to English learners through language proficiency defined by English learner student typologies and implementation of AUSD's English Learner Master Plan in accordance with the CA ELA/ELD Framework. (Goal 1, Action 7) $96,009.
- Professional development training, coaching, and ongoing support to improve skills and knowledge of the job and build confidence in the ability in providing rigorous and relevant instruction, based on priority standards, using MTSS data-based engagement strategies, and high leverage literacy practices for all students, principally directed to support foster youth, English learners, and low-income students, including students experiencing homelessness. (Goal 4, Action 1) $137,983.
- Provide professional development, materials, and improved intervention programs to ensure unduplicated students receive behavioral and social-emotional supports (Tier I) and priority access to interventions (Tier II) and individualized supports (Tier III) that result in increased/improved academic, social-emotional, behavioral, and attendance outcomes. (Goal 2, Actions 2, 3, 5, 6, 7, 8) and Goal 4, Action 2) $268,743.
- Provide free transportation removing the barriers to attendance for unduplicated students. (Goal 2, Action 4) $510,138.
- Provide meaningful and relevant parent/guardian engagement and education with priority access for families of targeted students to increase/improve services for unduplicated students. (Goal 2, Action 1, Goal 3 Action 1, 2) $174,133.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$2,013,898.00	$1,190,623.00		$90,411.00	$3,294,932.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,580,902.00	$1,714,030.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Multi-Tiered Systems of Support (MTSS), local assessments, and data management	$8,250.00	$129,181.00			$137,431.00
1	2	English Learners Foster Youth Low Income	Summer Academy		$248,572.00			$248,572.00
1	3	English Learners Foster Youth Low Income	Additional staffing for Middle School Teacher	$120,282.00				$120,282.00
1	4	English Learners Foster Youth Low Income	Additional staffing for Elementary Teacher	$122,980.00				$122,980.00
1	5	English Learners Foster Youth Low Income	Before/During/After School Tutoring/Intervention	$26,239.00	$34,529.00			$60,768.00
1	6	English Learners Foster Youth Low Income	Student and Family Support Personnel and 1:1 device maintenance	$236,683.00				$236,683.00
1	7	English Learners Foster Youth Low Income	Language Acquisition Programs for English Learners	$46,580.00			$49,429.00	$96,009.00
1	8	English Learners Foster Youth Low Income	Visual and Performing Arts programs	$241,223.00	$20,000.00			$261,223.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	All	Guided Reading Materials, Supplies and Training		$185,000.00			$185,000.00
1	10	English Learners Foster Youth Low Income	Standards-based Enrichment Opportunities (Assemblies)	$8,000.00				$8,000.00
2	1	English Learners Foster Youth Low Income	Library/Media Centers	$49,821.00				$49,821.00
2	2	English Learners Foster Youth Low Income	Middle School Vice Principal	$133,513.00				$133,513.00
2	3	English Learners Foster Youth Low Income	Middle School Counselor	$88,830.00				$88,830.00
2	4	English Learners Foster Youth Low Income	Student Transportation	$510,139.00				$510,139.00
2	5	English Learners Foster Youth Low Income	Social-Emotional Learning	$6,000.00				$6,000.00
2	6	English Learners Foster Youth Low Income	School Psychologist	$36,370.00				$36,370.00
2	7	English Learners Foster Youth Low Income	Positive Behavior Intervention Supports (PBIS)	$2,500.00				$2,500.00
2	8	English Learners Foster Youth Low Income	Mental Health Specialist	$61,530.00				$61,530.00
2	9	All	Maintain safe facilities	$200,000.00				$200,000.00
2	10	All	Maintain sufficient instructional materials.		$404,440.00			$404,440.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth Low Income	Community Liaison	$43,330.00			$40,982.00	$84,312.00
3	2	English Learners Foster Youth Low Income	Stakeholder Engagement	$40,000.00				$40,000.00
4	1	English Learners Foster Youth Low Income	Professional Development		$137,983.00			$137,983.00
4	2	English Learners Foster Youth Low Income	School Psychologist/PBIS Facilitator	$31,628.00	$30,918.00			$62,546.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,813,898.00	$2,505,492.00
LEA-wide Total:	$1,298,472.00	$1,990,066.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$558,756.00	$599,738.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Multi-Tiered Systems of Support (MTSS), local assessments, and data management	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,250.00	$137,431.00
1	2	Summer Academy	LEA-wide	English Learners Foster Youth Low Income			$248,572.00
1	3	Additional staffing for Middle School Teacher	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EV Cain 6-8	$120,282.00	$120,282.00
1	4	Additional staffing for Elementary Teacher	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rock Creek TK-5	$122,980.00	$122,980.00
1	5	Before/During/After School Tutoring/Intervention	LEA-wide	English Learners Foster Youth Low Income		$26,239.00	$60,768.00
1	6	Student and Family Support Personnel and 1:1 device maintenance	LEA-wide	English Learners Foster Youth Low Income	All Schools	$236,683.00	$236,683.00
1	7	Language Acquisition Programs for English Learners	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,580.00	$96,009.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	Visual and Performing Arts programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$241,223.00	$261,223.00
1	10	Standards-based Enrichment Opportunities (Assemblies)	LEA-wide	English Learners Foster Youth Low Income		$8,000.00	$8,000.00
2	1	Library/Media Centers	Schoolwide	English Learners Foster Youth Low Income	All Schools	$49,821.00	$49,821.00
2	2	Middle School Vice Principal	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EV Cain	$133,513.00	$133,513.00
2	3	Middle School Counselor	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EV Cain	$88,830.00	$88,830.00
2	4	Student Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$510,139.00	$510,139.00
2	5	Social-Emotional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	$6,000.00
2	6	School Psychologist	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,370.00	$36,370.00
2	7	Positive Behavior Intervention Supports (PBIS)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	$2,500.00
2	8	Mental Health Specialist	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,530.00	$61,530.00
3	1	Community Liaison	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Rock Creek	$43,330.00	$84,312.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	2	Stakeholder Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	$40,000.00
4	1	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools		$137,983.00
4	2	School Psychologist/PBIS Facilitator	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,628.00	$62,546.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

- o **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.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.