



## 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.

The mission and vision of East Nicolaus High School is to promote positive self-esteem, strong work ethic, and an education that enables all students to reach their highest levels of achievement to become exemplary citizens with life-long respect for learning, democratic values, and an understanding of world-wide diversity in order to meet future challenges. East Nicolaus Joint Union High School District (ENHS) was established in 1924. The district is rural in nature and the economy is agrarian based while bordered by three major Northern California rivers. ENJUHSD is comprised of approximately 150 square miles in south Sutter County and is located approximately twenty miles north of Sacramento and twenty miles south of Yuba City, east of Highways 99 and 70. The district hosts one campus, a comprehensive high school (ENHS). The present ENHS campus was built in 1974. Three separate feeder school districts (Browns, Marcum Illinois, and Pleasant Grove) contribute to the make-up of the high school population. ENHS also attracts students from nine different school districts as inter-district applications. Through partnerships with families and communities, ENHS provides academic excellence through 21st Century learning skills; a safe and small school environment; school pride and tradition; extra-curricular opportunities; and fostering of leadership for students.

During this 21-24 LCAP cycle, ENHS will intensify and narrow its efforts to prepare college and career graduates through a rigorous academic program that is intricately and definitively linked to Agricultural and other mainstream CTE pathways. ENHS has narrowed their focus to encompass CTE pathways in Agriculture, Manufacturing and Culinary. With the continued addition of CTEIG and SWF funding, coupled with on-going LCAP funding, it is our specific goal to ensure that quality and appropriate CTE staff, relevant curriculum, 21st century professional development, and implementation of next generation equipment in order to meet the needs of an increasingly complex career and college readiness future.

AT ENHS our goal continues to be to provide educational experience that will:

Promote and encourage literacy for all students.

Promote and encourage full participation in one or more of CTE pathways ( AG, Manufacturing, Welding, Culinary)

Promote a responsible, confident attitude in our students. Establish an intrinsic need for lifelong learning.

Develop a strong sense of climate and culture through multiple SEL and activity based programs.

Encourage students to accept new challenges and risk failure.

Promote a secondary foundation through our course of study and A-G rates

Encourage students to pursue academic excellence.

Teach students to value individual differences.

Our staff is even more dedicated to providing students with a positive, safe educational experience that enables our students to attain his or her potential. As we do not know the effects of the pandemic, it is time to re-evaluate our standard educational platform, to ensure that learning loss and accelerated learning occur for students, staff fatigue and learning is addressed in the new strategic plan.

Our current enrollment population of 311 students is 35% of our students are socio-economically disadvantaged, and 61% of our students are inter-district transfers. Our staff members who directly affect student achievement include a superintendent/principal, a dean of student

guidance, a dean of student services, 14 teachers, 7 classified, 4 maintenance and grounds, 2 bus drivers, two nutrition workers, and a shuttle driver plus and a collaboration with a IT company. They are a dedicated team of classified staff members who support all functions of the school district. The district is in the planning stages of authorizing a charter school that are required to create their own LCAP in 2022. .

## Reflections: Successes

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

The data on the California Schools Dashboard is from before the pandemic and we know much has changed since then therefore, we are reporting on local data as that is the most up to date information we have. The last two years of the Covid Pandemic have seriously impacted our ability to gauge learning loss and or gains. There has been no dashboard for the previous two years. Consistent and ongoing data is generated by official grades, local assessments, and graduation rates. The data below is still relevant. Based on local data collected through our stakeholder engagement, surveys, ongoing academic and social emotional learning assessments ENHS has continued to have many successes. Our ability and manner in which we have communicated with our stakeholders throughout the pandemic has ensured student safety and success. 90% of parents agree that communication has been strong throughout the past year. Most of our students came back to the campus as soon as we were able to provide in person instruction. 90% of parents and 82% of students believe ENHS has created a safe learning and physical environment. Students feel safe and continue to strive for academic success. We have increased our counseling services to include weekly social emotional learning opportunities with a counselor. Daily mindfulness activities enable the teachers to monitor students' health and well being. ENHS will maintain and if possible build upon our ability to provide counseling services and monitor students' social emotional learning opportunities by continuing to offer counseling services through our innovative SEL counseling, site staff, partnership with SCSOS, and various . We will continue to analyze academic data and provide academic support through staff, student assessment and local data.

## Reflections: Identified Need

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

Based on local data collected through our stakeholder engagement, surveys, ongoing academic and social emotional learning assessments ENHS recognizes that learning loss has occurred as students' performance due to the nature of ever changing landscape of the various academic platforms that this past year has seen. Academic testing results of students is lower than we projected as compared to previous assessments. We have implemented an intensive intervention program with ongoing monitoring. Students will have an opportunity to participate in multiple support systems in the 2021-2022 initial year, structured to address learning loss and accelerate learning in ELA and Math. RSAI Students will receive push in and pull out supports as well as after school tutoring.

As noted in the previous section, COVID-19 has been a challenge like no other. Through it all, however, one thing has remained constant: the commitment to keeping our students and staff members as safe and supported as constraints allowed. In light of this, we have a very clear direction in moving forward with the development of our 2021-24 LCAP. ENJUHSD is contemplating a shift in our LCAP to center

around an Equity-Based Multi-Tiered System of Supports (MTSS). We will make this shift in the out years after our WASC mid-cycle review in September. The MTSS framework is strongly rooted in research that supports the whole child in three parts: academic needs, social-emotional needs, and behavioral needs. We know that learning loss has occurred for many students due to the pandemic itself and to not being in a regular school environment. We also know that social-emotional and mental health supports, especially in our community, continue to be a critical need. Our students and staff have not only navigated the pandemic, but we have also had to adjust to great loss and change due to the Camp Fire, political climate, flood warnings, smoke issues, and economic uncertainty. After the disruptions of the past three years, there is little doubt that transitioning back to full-day in-person school will be a major adjustment for many, if not all, students. The MTSS behavioral piece will hopefully be critical component as we prepare to implement and support this re-entry into the school day environment.

All three of our previous goals (2018-2021) will fall under one of the three Equity-Based MTSS components: inclusive academic support, inclusive social-emotional support, and inclusive behavioral support. Therefore, all actions and services that were included in our previous LCAPs are still included in our 2021-24 plan. However, our LCAP include three primary goals but will in time hopefully which align with the three major components of the MTSS. Moving forward, we know that an intensive focus on those three areas -- academics, social-emotional wellness, and behavioral support --will be necessary to help our students transition out of the trauma and disruption of the past three years. Additionally, as feedback comes in from stakeholders and as our board of trustees approves one-time monies to support activities to address learning loss, we can add important student support services that will mirror our three goals in the 21-24 LCAP.

Overall ENHS sees that we can make gains in the area of MATH with regards to CAASPP testing scores. According to the Academic Indicator on the Fall 2019 Dashboard, "All Students" scored an average of 61.5 points below grade level standard and only 21% of 11th graders met or exceeded standards on the CAASPP. The math department will continue to incorporate formative assessments throughout the year to assess students for placement and interventions. The county will provide training on formative assessments and support the development of Math formative assessments.

## LCAP Highlights

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

ENHS believes that the pandemic has impacted students both academically and social emotionally. Through the goals, actions and services in our 2021-24 LCAP we are focused on continuing to develop and implementing programs and services for all our students especially our unduplicated students to repair any learning loss that has occurred due to the pandemic. We have hired additional staff to provide interventions and good first instruction to students while maintaining small class sizes. The addition of the Director of Student Guidance & SEL will ensure that instructional staff receive ongoing professional development that focuses on learning loss and social emotional health. Progress monitoring will allow instructional staff to monitor student academic success and determine the appropriate interventions students need. The purchase of a science curriculum for all grades will ensure that our students are provided a standards aligned curriculum. The addition of an Electrical course of students to be house in our manufacturing CTE pathway curriculum gives students an opportunity to learn about career ready employment in the burgeoning field of Agri-technology and Agri Systems.

Additional counseling services will help monitor the social emotional needs of our students and provide weekly lessons on social emotional learning.. Continuing to provide and expand transportation to students ensures that they are attending school on a regular basis and hopefully will encourage other students who may choose to attend school elsewhere. We continue to maintain school facilities and provide a safe and welcoming environment for our students and families. We will continue to work on community outreach through events such as Academic E, Cap and Gown drive through, Hot Cocoa night, Tri-Tip night, Taco Night, Labor day parade, athletic contests, Back to School Night, Open House and assemblies.

This following data is retroactive as there has been no dashboard data for two years.

ELA: Current CA Schools dashboard for the Spring 2019 dashboard data reporting indicate that in the area of ELA ENHS is 25.2 points above standards met. This is an increase to our ELA status on the college and career status report by 2.4 points from last year.

MATH: In the area of Math the math department has created a placement test for students to take for our incoming students, The math department has looked at student test scores to look at if students have met mastery or if there needs to be reteaching. The Math department has created common math assessments that are given to each individual math subject area class. Math has also met with the three local feeder schools to do math articulation with each surrounding elementary school district. Our math scores on the CA Schools Dashboard have seen an increase of 4.4 points towards meeting standards meet.

Graduation Rate: We can continue to celebrate our graduation rate. With no dashboard data to use a baseline, our graduation rate increased this past year 2019 to 2020 from 95.9% to 97%. As a comprehensive and generational secondary school we need to continue to improve our graduation rate.

This past years in the 2018-2021 school years ENHS has really focused on creating a positive climate and culture. All of our school stakeholders have committed to making sure that our climate and culture change for the better. We are deeply proud of our efforts that our climate and culture has remained relatively positive even in the face of the complexity and chaos of the Covid-19 Pandemic. We have also increased our RTI model with the BARR initiative, increased CTE offerings, and social emotional strategies.

Our CTE programs have grown geometrically due to a commitment of strong work force grant writing and subsequent awards. This additional funding has allowed us to utilize our LCAP in a much more broad and at the same time narrow focused area.

## Comprehensive Support and Improvement

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

### Schools Identified

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

N/A

**Support for Identified Schools**

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

N/A

**Monitoring and Evaluating Effectiveness**

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

N/A

# Stakeholder Engagement

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

ENHS believes strongly that the input of all stakeholders is essential to developing goals, actions and services that are implemented districtwide. Because of the pandemic this has been a two-year flawed process to develop the LCAP. Throughout these meetings the needs of our students were discussed and identified using local data in the form of surveys, assessments and observations to determine the most appropriate goals, actions and services to address learning loss and accelerate learning. The Superintendent consulted with a broad range of stakeholders throughout the year ( via zoom, in person, and survey data) regarding the LCAP during a series of meetings which informed the 2021-2024 LCAP:

## Board Meetings

August 5, 2020

September 9, 2020

October 14, 2020

November 18, 2020

December 7, 2020

January 13, 2021

February 17, 2021

March 17, 2021

April 14, 2021

May 19, 2021

June 7, 2021 - Public Hearing

June 10, 2021 - Board Approval

## Certificated & Classified Staff and Bargaining Unit

Staff Surveys- Through the 2020 spring and fall and spring of 2021

August 17 & 18, 2020

March 10, 24, 2021

June 2, 2021

## SELPA Consultation May 2021

## Site Council/ELAC/DELAC

November 11, 2020

January 12, 2021  
May 24, 2021  
June 9, 2021

#### Parents & Community

Due to COVID restrictions community input occurred through Zoom meetings, Zoom conferences, written communication, phone calls and emails throughout the year. Over 500 messages ( email, text, bulletin, website announcement, Facebook, IG, and Tik Tok) sent to Students, staff, and parents from March 16th through May1st.

2020- 2021: RSAI IEP's, 504's, and intervention appointment for Centralized services students and all students at ENHS for academic and social emotional.

Multiple student, staff, and parent surveys were conducted in Fall of 2020 and again in spring of 2021 the Healthy Kids Survey, educational platform, and other academic matters

#### A summary of the feedback provided by specific stakeholder groups.

All stakeholder groups identified ways to expand and extend support and interventions.

- Career Center and after school tutoring
- Peer Counseling
- Mentoring Program
- Equity alliance and diversity and cultural awareness

#### Parent Survey Results

80% strongly agree that ENHS is a friendly environment for students, parents, and families.

75% strongly agree that the teachers & staff are responsive to the concerns of parents.

90% believe their input regarding the school is valued.

90% strongly agree that the school is good about staying in touch with them.

95% strongly agree that the school is a safe place to learn.

#### Summary:

Parents believe that the strategic and safety COVID plan keeps their students safe and healthy. An overwhelming amount of parents stated that they like the small class sizes and keeping students in small cohorts. This made them feel comfortable bringing their students back to campus. Parents appreciate that the staff has gone to such lengths to ensure that students receive a full day of instruction including opportunities for intervention and RSAI classes.

### Student Survey Results

84% feel that the school provides all the books and supplies they need to learn while at school.

80 % feel connected to the school.

85% believe that the school contacts their parents if they are late or absent from school.

86% feel that they receive encouragement from the adults at school to work hard and do their best.

82% stated that they feel safe at school.

80% said that the school is clean and safe.

84% said the school is in good condition.

74% feel that the school prepares them for a future in college or with a career.

82% felt that they have never felt pressure to make a bad decision at school.

96% felt that they never felt pressure to use illegal drugs or alcohol at school.

Summary: Students are feeling safe at school both physically and emotionally. Results indicate that the students do not feel pressured to make bad decisions or engage in drugs or alcohol through peer pressure. Students care for the safety of one another and share their concerns about other students with their teachers.

### Staff Survey Results

100% believe that the district is making good progress in implementing instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks in all classrooms in NGSS.

80% believe the district is making progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks in ELA.

80% believe the district is making progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks in ELD.

100% believe the district is making progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks in NGSS.

80% believe that the district does a good job at identifying the professional learning needs of groups of teachers or staff as a whole and identifying the professional learning needs of individual teachers.

85% believe that the district is developing the capacity of staff to build trusting and respectful relationships with families.

85% believe that the district supports staff to learn about each family's strengths, cultures, languages, and goals for their children.

Summary: Staff results indicate that there is more work to be done in the area of NGSS, community outreach, peer counseling, CTE pathways development and developing consistent messaging to our families. We have decided to purchase a science curriculum for Biology, Chemistry, and Anatomy Physiology, plus interdisciplinary sciences and a plan to provide professional development support for teachers in the implementation of the new curriculum. Additionally, we plan to update our social studies/history curriculum to ensure that it is aligned to the California History/Social Science Framework. Overall staff feel that we are doing a good job implementing and aligning our ELA and math curriculum with the California Common Core Standards and adopted frameworks. ENHS has also invested in a multi-tiered platform for our website called catapult. This investment will increase communication, streamline safety, and all for real time communication with safety and EMS. The staff recognizes that we can always improve and will continue to develop programs and services that meet the needs of all our

students especially

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

As noted above, the COVID-19 has been a challenge like no other. Through it all, however, one thing has remained constant: the commitment to keeping our students and staff members as safe and supported as constraints allowed. In light of this, we have a very clear direction in moving forward with the development of our 2021-24 LCAP. ENJUHSD is contemplating a shift in our LCAP to center around an Equity-Based Multi-Tiered System of Supports (MTSS). We will make this shift in the out years after our WASC mid-cycle review in September. The MTSS framework is strongly rooted in research that supports the whole child in three parts: academic needs, social-emotional needs, and behavioral needs. We know that learning loss has occurred for many students due to the pandemic itself and to not being in a regular school environment. We also know that social-emotional and mental health supports, especially in our community, continue to be a critical need. Our students and staff have not only navigated the pandemic, but we have also had to adjust to great loss and change due to the Camp Fire, political climate, flood warnings, smoke issues, and economic uncertainty. After the disruptions of the past three years, there is little doubt that transitioning back to full-day in-person school will be a major adjustment for many, if not all, students. The MTSS behavioral piece will hopefully be critical component as we prepare to implement and support this re-entry into the school day environment.

The goals, actions and services in the 2021-24 LCAP were a direct result of consultation with stakeholders, data analysis of student academic and social emotional performance as measured by formal and informal assessments, survey data, teacher observations, 2018-2021 LCAP reflections, and CTE advancement through SWF and CTEIG grant expectations. We listened to stakeholders concerns and developed a plan that includes specific actions and services with continual monitoring of those actions and services. We specifically added extra instructional support through long term subs, BARR implementation, and new teachers to ensure students receive interventions and keep class sizes small. We also decided to purchase a new curriculum for science to ensure teachers are providing instruction with updated NGSS standards aligned curriculum. Development of the Spartan Academy ( CTE focused dependent charter school) and articulation with SWF the adoption and implementation of a significant commitment to CTE pathways in AG, Manufacturing, Welding, and Culinary.

# Goals and Actions

## Goal

Goal #	Description
1	1.0 Conditions of Learning ENHS will hire and assign fully credentialed teachers, ensure that facilities are well maintained, implement California standards (CA Standards), and provide student access to standards-aligned materials while offering a broad course of study and access for all students to include enrichment, expanded CTE offerings, and rigorous core classes.

An explanation of why the LEA has developed this goal.

As a small rural school it is imperative that we have fully credentialed and content specific staff in order to ensure that the academic rigor, A-G rates, CTE completers, and develop college and career graduates. The continued adoption of our Master schedule and curriculum must stay current and relevant to reflect 21st century learners and their future post secondary endeavors. Although a broad and simplistic goal, the master schedule of a comprehensive high school is the 'brain' and the 'soul' of the school, its students and staff, and its community. ENHS is making a significant commitment to a CTE based ancillary component within its core structure more so than ever before to reflect the college and career ready dynamic of its community, traditional, and students interests. The value of a broad and niche master schedule allows ENHS to attract students from out of the district and retaining those who are in the boundary. The delicate balance of this need and hope is exemplified by the creation of the Spartan Academy and the CTE focus that this dependent charter school will provide. This will allow an increase in the breadth and future adaptation of the master schedule.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Conditions at School Percent of teachers appropriately assigned and fully credentialed Priority 1A  Source: SARC	100% fully credentialed and appropriately assigned				Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Basic Conditions at School Percent of students with sufficient access to standards-aligned instructional materials Priority 1B</p> <p>Source: SARC</p>	<p>100% of ELA/ELD and Math materials aligned to CCSS 0% of Science materials are aligned to NGSS 100% of HSS materials aligned to Standards, but not the new Framework</p>				<p>Maintain 100% standards-alignment to ELA/ELD and Math 100% alignment to science and HSS</p>
<p>Basic Conditions at School Facilities Inspection Tool Rating Priority 1C</p> <p>Source - -Facility Inspection Tool (FIT)</p>	<p>Good Repair Rating</p>				<p>Exemplary Repair</p>
<p>Implementation of CA State Standards Progress (1-5) in implementing programs to support staff in identifying areas they can improve in delivery of instruction. Priority 2A</p> <p>Source: Local Indicator Survey</p>	<p>NGSS Professional Learning - 3 (Initial Implementation) Instructional Materials - 2 (Beginning Development) Implementation of Policies and Programs to support staff - 3 (Initial Implementation)</p>				<p>NGSS Professional Learning - 5 (Initial Implementation) Instructional Materials - 4 (Beginning Development) Implementation of Policies and Programs to support staff - 5 (Initial Implementation)</p>
<p>Course Access</p>					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7A Source: Master Schedule or Local Indicator Survey					
Implementation of CA State Standards Percent of EL's scoring _____ Priority 2B Source: Local Indicator Survey					

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Credentialed and appropriately assigned Teachers	Each year our action in this goal is to have 100% of our staff appropriately credentialed in their subject matter areas as per CTC, SCSOS, and CDE.	\$1,167,582.00	No
3	Instructional Materials	Each year will strive for 100% compliance and adherence to: We will have one to one chromebooks for each students at ENHS. We will have CCSS aligned textbooks and curriculum for each core content and CTE class. We will align our science curriculum with NGSS standards in this next year.	\$48,977.00	Yes

Action #	Title	Description	Total Funds	Contributing
4				
5	Facilities	We will maintain our facilities in excellent condition this year. We will update our irrigation and electrical infrastructure this year.	\$423,024.00	No
6	Professional Development	We will provide professional development in ELA/ELD, Math, History/Social Science, Science, and other technical subjects  We will provide science teachers with professional learning in the implementation of new science curriculum  Our AG and Manufacturing CTE pathway instructors will receive professional development in their respective areas.	\$25,201.00	No
7	CTE Pathways	We will continue to offer and maintain a broad course of study through different pathways. We will ensure we are continuing to grow and develop our agriculture pathway to ensure sure that we are providing high quality industry education. We will develop multiple industry based partnerships through Work Based learning. We will create certifications for students to achieve upon graduation. We will create and move our AG / Manufacturing department to a state of the art and primary AG / Manufacturing program in the superior region.	\$113,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>We will increase our participation in the Agriculture field and CTE fields to ensure that we are providing the most up to date instruction for our students.</p> <p>We will align our AG/CTE course mapping/sequences for pathways per CDE standards.</p> <p>We will build a Greenhouse</p> <p>We will expand our CTE offerings to include multiple Floral classes</p> <p>We will employ a Work-Based Learning Coordinator</p>		
8	Transportation	<p>Continue to supplement transportation services for students in order to prevent forwarding on costs to families. ENHS continues to support transportation for our students that attend our school and for the various programs at the school. (Priority 7B and 7C)</p>	\$66,954.00	Yes
9	Nutrition	<p>Supplement nutrition services for students in order to prevent forwarding costs to families (Priority 7B and 7C)</p>	\$62,100.00	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	<p>2.0 Pupil Outcomes</p> <p>We will ensure students are college and career ready by providing additional support for staff and students with regard to instruction learning respectively. ENHS will address professional development in the area of California Standards and benchmark assessments, while also reviewing intervention needs and ELD to support. Additionally and in conjunction with this goal, enhance and create an efficient, streamlined, positive facility that coincides with the safe learning environment will be the expectation. Increased access to academic center, enhanced CTE pathways, RTI services, and significant co-curricular activities that create enhanced culture rich experiences for all students at ENHS.</p>

An explanation of why the LEA has developed this goal.

ENHS will inspire and prepare every student for academic excellence, individual achievement, and future success, while maintaining the courage and honor of our traditions.

Through partnerships with families and community, East Nicolaus High School is committed to:

Academic excellence, career preparation & technological understanding

A safe and small school environment

Fostering school pride and tradition

Diverse opportunities, in and out of the classroom

Preparing students with leadership skills who are self-directed, responsible community members with a strong work ethic

ENHS will inspire and challenge students to achieve academic excellence and personal goals, develop character and confidence, and instill habits of learning that will sustain them throughout life this has become more important than ever. The pandemic has changed our communities academic lives forever. During the 2019-20 and 20-21 school years, students missed out on crucial academic instruction and social emotional support as the school was forced to close due to the statewide order. Although we tried to continue to ensure students received high quality instruction, this was conducted via Zoom and Apex online educational platforms. Students were learning without the immediate supervision and instruction by highly qualified teachers. Additionally, the social emotional needs of students were a constant concern for staff. Based on stakeholder feedback, academic and social emotional assessment data ENHS has determined that a deeper focus on this goal and the actions and services are to continue.

The ability to hire a fully trained SEL Counselor, Director of Student Guidance, retain Director of Student Services who will provide EL support and instruction, professional development to all teachers in all content areas, will collect and monitor assessment, graduation, attendance, and social emotional data to determine interventions using future MTSS will enable the district to determine instructional supports needed to accelerate learning and address learning loss. Ensuring that our teachers are highly qualified and hiring two additional

teachers with professional development and coaching support will allow us to keep class sizes small to ensure a more individualized learning experience for students. The adoption of the BARR program for interdisciplinary assistance across the 9th grade level will also provide significant additional support systems for the bridge from middle school to high school. The purchase of the NGSS curriculum will ensure that teachers are teaching current NGSS standards that adhere to the approved science framework and aid teachers in providing a broad course of study for all grades. We have also purchased in CCSS enrichment and textbooks for Math at entry levels.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement Number of ELs who make progress towards English Proficiency as measured by the ELPAC Priority 4E  Source: ELPAC/California Schools Dashboard (when data is reported)	2 students did not increase one or more levels on the ELPAC				ALL EL students will increase one or more levels on the ELPAC
Pupil Achievement EL Reclassification Rate Priority 4F  Source: Local Data	0 students reclassified in 2019-20				Reclassify 2 students and all long term ELs.
Other Pupil Outcomes D and F rate of students Priority 8	D and F Rate 13%				5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: SIS					
Pupil Achievement Percent of students who completed both requirements for CSU/UC and CTE pathways Priority 4D  Source: Ca School Dashboard	Fall 2019 Dashboard - College and Career Indicator 56% of students prepared				65% of students prepared
Pupil Achievement Distance from Standard and percent of students meeting/exceeding grade level standards in ELA Priority 4A  Source: CAASPP and Ca Schools Dashboard	Fall 2019 Academic Indicator ELA: Status: 7.3 points above standard. Change: Declined 17.9 points Yellow performance category  58% of 11th Grade Students Met/Exceeded Grade Level Standards				19 points above standard  70 % of students met/exceeded standards
Pupil Achievement Distance from Standard and percent of students meeting/exceeding grade level standards in Math	Fall 2019 Academic Indicator for Math: Status: 61.5 points below standard. Change: Maintained 2.6 points				45 points below standard  33% of students met/exceeded standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 4A</p> <p>Source: CAASPP and Ca Schools Dashboard</p>	<p>Orange performance category</p> <p>21% of 11th Grade Students Met/Exceeded Grade Level Standards</p>				
<p>Pupil Achievement Course Completion rate UC/CSU</p> <p>Priority 4B</p> <p>Source: SIS</p>	<p>For the 2018-2019 school year, ENHS has increased our UC/CSU A-G Completion Rate to 48.1%.</p>				<p>UC/CSU A-G Completion Rate 75%</p>
<p>Pupil Achievement AP Pass Rate of 3 or Higher Data</p> <p>Priority 4G</p> <p>Source: AP Pass Rate in SIS</p>	<p>9% passed AP exams with 3 or higher</p> <p>8 AP exams taken by students</p>				<p>70% passed AP exams with 3 or higher</p> <p>15 AP exams taken by students</p>
<p>Pupil Achievement Percent of students demonstrate college preparedness according to EAP</p> <p>Priority 4H</p> <p>Source: EAP Data</p>	<p>2018-2019 School Year Results:</p> <p>Standard Exceeded (Ready):</p> <p>19% ELA</p> <p>4% Math</p> <p>Standard Met (Conditionally Ready)</p> <p>38% ELA</p> <p>16% Math</p>				<p>Exceeded (Ready):</p> <p>25% ELA</p> <p>10% Math</p> <p>Standard Met (Conditionally Ready)</p> <p>44% ELA</p> <p>22% Math</p>

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention/High Quality Instruction for English learners	<p>We will continue to provide relevant professional development for serving the diverse needs of English learners</p> <p>We will provide targeted intervention ( after school tutorial, companion classes) for at risk students.</p> <p>We will ensure that EL stdeutns are placed in an approved curriculum of EL in their ELA classes.</p>	\$19,231.00	Yes
2	BARR interdisciplinary approach / Progress monitoring	<p>Through Aeries and our Director of Student Guidance, students progress will be monitored multiple times a year (4).</p> <p>Through a partnership with the BARR organization, we will use an interdisciplinary approach for our freshman. progress will be monitored for grades, attendance, behavior, and credit acquisition. The metrics will be Aeries, teacher observations, and grades analysis.</p>	\$5,186.00	No
3	Progress Monitoring	<p>We continue to refine communications between departments regarding assessment data and monitoring shared student data with interdisciplinary instructor and student teams under the BARR model coupled with the CTE clustering of students.</p> <p>We will formalize a system of assessing students' school wide through benchmarks.</p> <p>Our Director of Student Guidance and Student Services will continue to identify and monitor students who need intervention classes and specifically track the intervention needs and progress of unduplicated students.</p>	\$124,899.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
3	3.0 Engagement ENHS will increase parent involvement and pupil engagement by ensuring that school climate identifies all areas of academics and student success. ENHS will foster positive relationships between staff, students, parents, and the community as part of a successful learning environment ( e.g. rigorous curriculum, robust and fully formed CTE pathways, and enrichment courses). Additionally, a clean, healthy, physically and emotionally safe learning environment will be provided. Access to academic center, intervention services, and extra-curricular activities both in and outside of school foster student engagement.

An explanation of why the LEA has developed this goal.

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## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parental Involvement and Family Engagement Parent, Staff, and Student Surveys Percent of parents that feel their input in decision making is valued Priority 3A  Source: CHKS	90%				Maintain 90%
School Climate Suspension Rate Indicator and Expulsion Data	2020-21 0% expulsion 0% Suspension				Maintain 0% Expulsion <2% Suspension

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 6A and Priority 6B</p> <p>Source: Local Data and CA Schools Dashboard</p>	<p>Fall 2019 Dashboard - Suspension Rate Indicator</p> <p>3.8% of students suspended</p>				<p>Dashboard &lt;2% suspension</p>
<p>Pupil Engagement Attendance Data and Chronic Absenteeism Rate Indicator</p> <p>Priority 5A and Priority 5B</p> <p>Source:P2 Data and Local SIS</p>	<p>Attendance - 95.6%</p> <p>Chronic Absenteeism Rate – 9.4%</p>				<p>Attendance - 98%</p> <p>Chronic Absenteeism - &lt;3%</p>
<p>Pupil Engagement High School Graduation Rate</p> <p>Priority 5E</p> <p>Source: CA Schools Dashboard</p>	<p>Fall 2019 Dashboard - Graduation Rate Indicator</p> <p>98.7% graduated</p>				<p>100%</p>
<p>Pupil Engagement High School Drop Out Rate</p> <p>Priority 5D</p> <p>Source: Local Data</p>	<p>2.6%</p>				<p>Maintain less than 2%</p>
<p>School Climate</p>	<p>School Safety Staff - Create Baseline</p>				<p>School Safety Staff - Create Baseline</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Surveys on School Safety and Connectedness Priority 6C  Source: Local Survey Data	Parents - 90% Students - 82%  School Connectedness Students - 80%				Parents - 100% Students - 100%  School Connectedness Students - 90%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	School Climate	<p>We continue to monitor school climate and identify areas of growth through parent, students, and staff surveys at least twice a year.</p> <p>We will continue to develop and refine our process to monitor school climate, chronic absenteeism, and discipline</p> <p>We will continually seek feedback and evaluate the effectiveness of parent participation promoted through the daily bulletin and web site communications.</p> <p>ENHS staff will reach out via phone to share with parents' progress and needs.</p> <p>All ENHS staff will use use restorative justice components and educate new staff on restorative justice practices.</p> <p>We will provide parents and students incentives to reinforce positive behavior and attendance</p>	\$7,000.00	No

## Goal Analysis [2021-22]

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

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

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
5.85%	174418

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.

### ENHS 2021-2022

The East Nicolaus Joint Union High School District received in supplemental and concentration funds of the LCFF Supporting our 32% unduplicated pupils.

The demographics of ENHS indicate that 32% of our students qualify for free and reduced meals. The district also has .064% of the student population as English learners (2 total). These demographics indicate the need for an appropriate measured district goal to be targeted to closing the achievement gap and address learning loss for these targeted populations. By implementing the goals and action steps listed above which are effective and principally directed, we will attempt to close the achievement gap. Our district is committed to personalize learning and high achievement through excellent teaching and learning as well as strong accountability systems. (1.2a and b, 1.4) We also recognize that the social emotional health of our students is of the utmost importance especially in these unprecedented times with some students not attending school in person for over 18 months. Each student is closely monitored for success throughout the school year.

(2.4) By providing these services district wide, we are able to reach and serve the populations that generate the funds. (1.1, 1.5). ENHS believes that the services provided in the LCAP, provided on a districtwide basis, are the most effective use of funds to meet the district's Annual Measurable Outcomes for all pupils, including all unduplicated pupils. The above activities and funds will be used to implement districtwide services that are principally directed towards all unduplicated students and targeted towards specific student groups.

The majority of these funds will continue to be spent on personnel hired to support student achievement, address learning loss and accelerate learning. The largest amount of funding is principally directed to hire two teachers to provide instruction to all students, keep class sizes small to address learning loss and accelerate learning in a manner that provides more one-on-one instructional opportunities. (1.1, 1.2, 1.4, 1.6) Purchasing new Science curriculum will ensure that our students receive instruction using curriculum aligned materials. (3.3) Additionally, because ENHS has a relatively low chronic absence rate of 9.6.% for all student groups and the rate for our socioeconomically disadvantaged is actually lower at 7.6%, funds are being used to ensure free transportation is provided to students (1.6).

(3.1, 3.3) Absence monitoring, communication with families, technology and assessment data collection occurs to address the needs of all our students with an emphasis on our foster youth, English learners, and low-income students( 2.2). (2.1) Our Paraeducator, staff and RSAI staff plus our Directors of Student Guidance and Student Services are exceptionally well trained to provide intensive interventions to all students with an emphasis on our English learners, low socio economically disadvantaged, foster youth, homeless youth and students with exceptional needs.

The implementation of services will be measured annually both qualitatively and quantitatively.

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

ENHS has a relatively low number of Foster, Homeless, and EL population. In fact at current enrollment there are 2 EL students, and no homeless and or foster youth at this time; however we will utilize assessment data ( CAASPP, Benchmark, prior yar grades, PSAT ) will be analyzed to identify students for interventions during school, after school tutoring and summer school, unduplicated students will be targeted specifically and we will track their growth using assessment results both formally and informally, attendance and participation rates. The services for foster youth, low income and English learners will be increased in quality by ensuring that curriculum and materials used in instruction are standards based and appropriately rigorous. The services will be improved in quantity through the Director of Student Services and Director of Student Guidance and Instruction providing pull out and push in English Language Development (ELD) instruction, RSAI support, and support and additionally increase professional development for at-risk youth. .

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,500,634.00	\$555,225.00		\$7,295.00	\$2,063,154.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,562,186.00	\$500,968.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Credentialed and appropriately assigned Teachers	\$755,126.00	\$412,456.00			\$1,167,582.00
1	3	English Learners Foster Youth Low Income	Instructional Materials		\$48,977.00			\$48,977.00
1	5	All	Facilities	\$423,024.00				\$423,024.00
1	6	All	Professional Development	\$5,800.00	\$12,106.00		\$7,295.00	\$25,201.00
1	7	All	CTE Pathways	\$33,000.00	\$80,000.00			\$113,000.00
1	8	English Learners Foster Youth Low Income	Transportation	\$66,954.00				\$66,954.00
1	9	English Learners Foster Youth Low Income	Nutrition	\$62,100.00				\$62,100.00
2	1	English Learners Foster Youth Low Income	Intervention/High Quality Instruction for English learners	\$19,231.00				\$19,231.00
2	2	All	BARR interdisciplinary approach / Progress monitoring	\$3,500.00	\$1,686.00			\$5,186.00
2	3	English Learners Foster Youth Low Income	Progress Monitoring	\$124,899.00				\$124,899.00
3	1	All	School Climate	\$7,000.00				\$7,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$273,184.00	\$322,161.00
<b>LEA-wide Total:</b>	\$273,184.00	\$322,161.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Instructional Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$48,977.00
1	8	Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$66,954.00	\$66,954.00
1	9	Nutrition	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$62,100.00	\$62,100.00
2	1	Intervention/High Quality Instruction for English learners	LEA-wide	English Learners Foster Youth Low Income		\$19,231.00	\$19,231.00
2	3	Progress Monitoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$124,899.00	\$124,899.00

**Annual Update Table Year 1 [2021-22]**

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

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

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

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

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