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# LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP)

2021/22 – 2023/24

*Board of Education Adoption:  
June 23, 2021*

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Carmel Unified School District

CDS Code: 27 65987

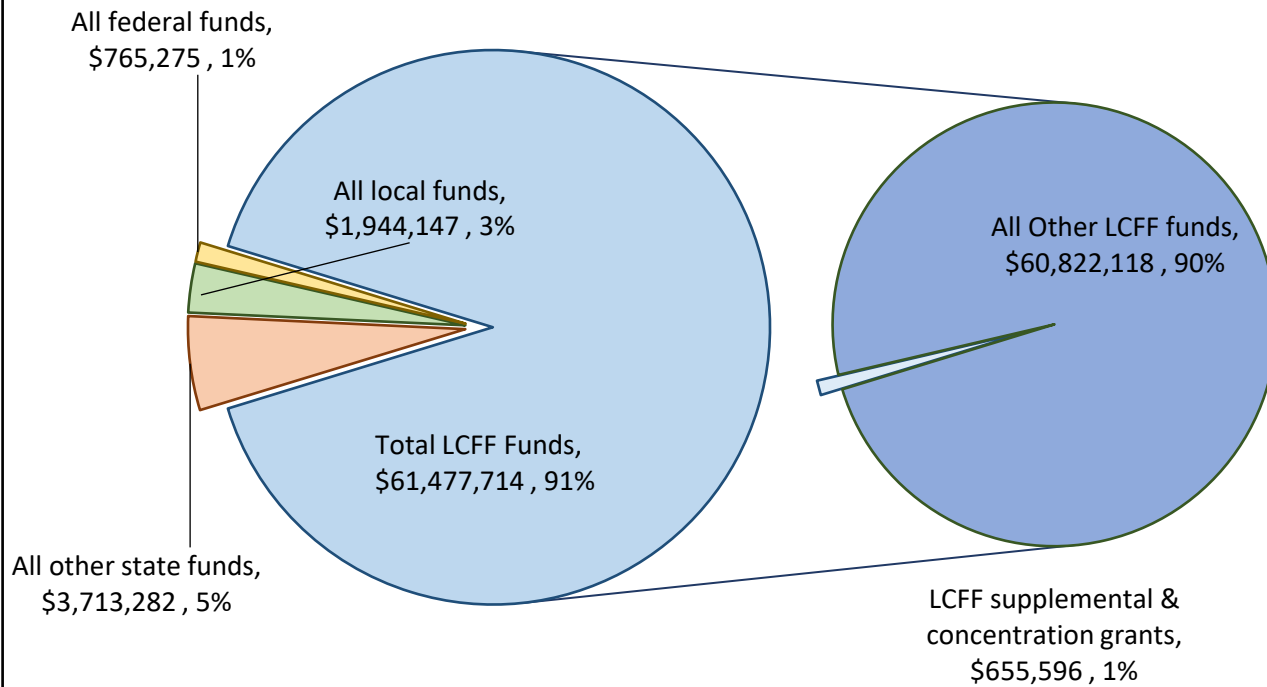
School Year: 2021 – 22

LEA contact information: Yvonne Perez, (831) 624-1546 x 2050, yperez@carmelunified.org

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

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Fund Source

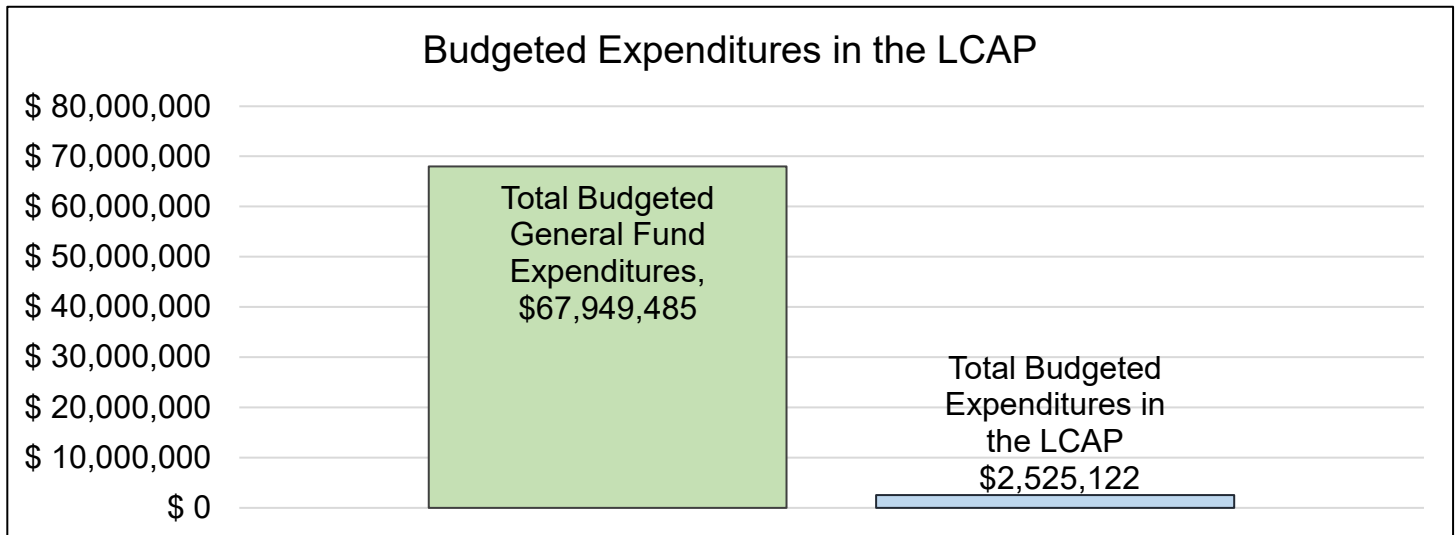


This chart shows the total general purpose revenue Carmel Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Carmel Unified School District is \$67,900,418.00, of which \$61,477,714.00 is Local Control Funding Formula (LCFF), \$3,713,282.00 is other state funds, \$1,944,147.00 is local funds, and \$765,275.00 is federal funds. Of the \$61,477,714.00 in LCFF Funds, \$655,596.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Carmel Unified School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Carmel Unified School District plans to spend \$67,949,485.00 for the 2021 – 22 school year. Of that amount, \$2,525,122.00 is tied to actions/services in the LCAP and \$65,424,363.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

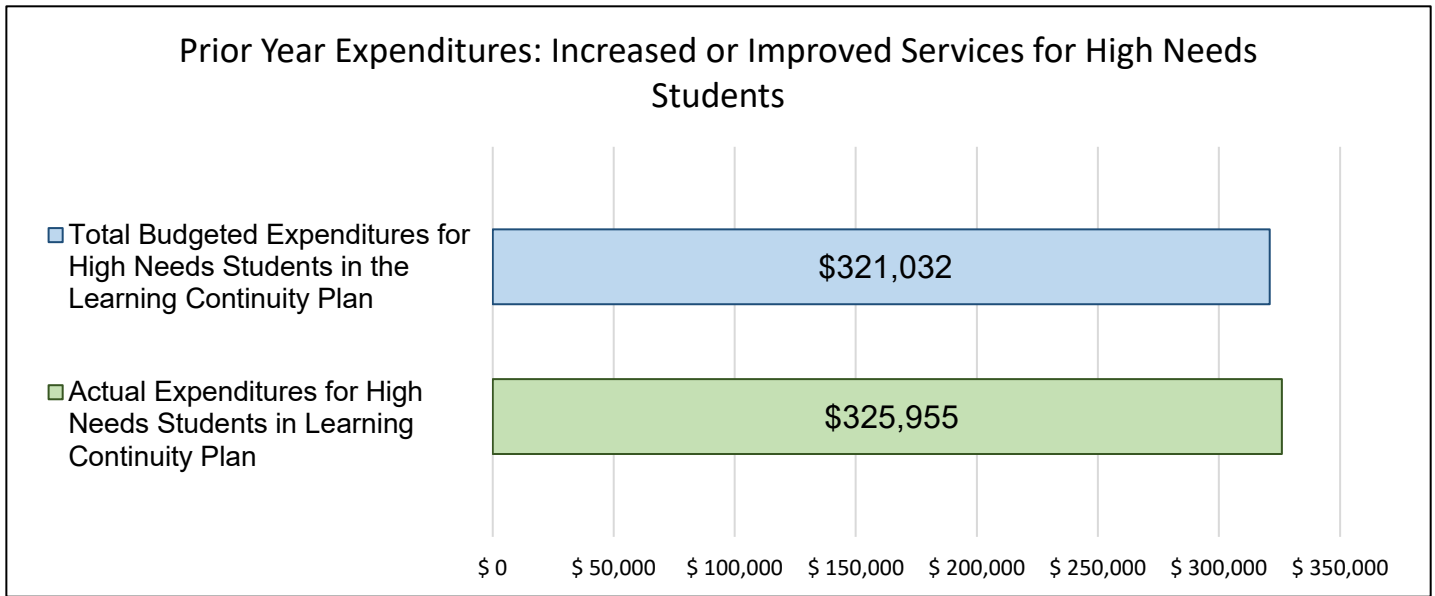
The District dedicates the majority of its General Fund Budget to educational services for its students. As a service related organization, salaries and benefits comprise more than 80% of General Fund Budget expenditures. The remainder goes to support the day-to-day operations of educating district students including transportation, maintenance of buildings and grounds, special education, business and human resources services.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Carmel Unified School District is projecting it will receive \$655,596.00 based on the enrollment of foster youth, English learner, and low-income students. Carmel Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Carmel Unified School District plans to spend \$879,014.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Carmel Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Carmel Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Carmel Unified School District's Learning Continuity Plan budgeted \$321,031.68 for planned actions to increase or improve services for high needs students. Carmel Unified School District actually spent \$325,955.12 for actions to increase or improve services for high needs students in 2020 – 21.



# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Carmel Unified School District	Blaise DiGirolamo Chief Academic Officer	bdigirolamo@carmelunified.org 831-624-1546 ext. 2031

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

All students will engage in challenging, innovative and relevant learning experiences to prepare them for college, career and global citizenship.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 3: Parental Involvement (Engagement)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)

Local Priorities:    District Goal 1

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> CUSD will increase the number of students performing at the “Met Standard” and “Exceeded Standard” levels on both the math and English language arts (ELA) portions of the California Assessment of Student Performance and Progress (CAASPP) at all grade levels tested.	The actual measurable outcome for the 2019-20 CAASPP ELA and Math statewide academic assessments were not available due the impact of COVID-19 and Executive Order N-30-20, issued on March 17, 2020, that suspended standardized assessments for 2019-20.

Expected	Actual
<p><b>19-20</b>            ELA: 85%            Math: 80%</p> <p>Subgroup Outcomes:</p> <p>ELA            Students with Disabilities: 42%            Socioeconomically Disadvantaged: 68%            English Learners: 48%</p> <p>MATH            Students with Disabilities: 35%            Socioeconomically Disadvantaged: 57%            English Learners: 40%</p> <p><b>Baseline</b>            2016 Data:            ELA: 82%(Meets &amp; Exceeds Standard)            Math: 72%(Meets &amp; Exceeds Standard)</p> <p>2016 CAASPP Subgroups:            ELA            Students with Disabilities: 30%            Socioeconomically Disadvantaged: 56%            English Learners: 36%</p> <p>MATH            Students with Disabilities: 21%            Socioeconomically Disadvantaged: 42%            English Learners: 18%</p>	
<b>Metric/Indicator</b>	Students Reclassified English Proficient (RFEP): Fall 2019 RFEP Data

Expected	Actual
<p>CUSD will increase the percentage of students Reclassified English Proficient (RFEP) by 1%.</p> <p><b>19-20</b> 10% or more Reclassified Fluent English Proficient (RFEP)</p> <p>English Language Proficiency Assessments for California Results</p> <p><b>Baseline</b> 2016 Data (CELDT*):</p> <p>Captain Cooper Elementary School: 2% (43 students tested) Tularcitos Elementary School: 8% (52 students tested) Carmel River Elementary School: 0% (18 students tested) Carmel Middle School: 13% (15 students tested) Carmel High School: 13% (8 students tested)</p>	<p>CUSD: 28% (19/67 students) CCS: 18% (3/17 students) Tular: 0% (0/13 students) CRS: 44% (4/9 students) CMS: 48% (12/25 students) CHS: 0% (0/3 students)</p>
<p><b>Metric/Indicator</b> English language learners (EL) students will either move one level, maintain their current level for only a second year, and/or meet reclassification criteria.</p> <p>*Note: New assessment in 2017-18 required the establishment of a new baseline.</p> <p><b>19-20</b> 65% percent of English language learners (EL) students will either move one level, maintain their current level for only a second year, and/or meet reclassification criteria.</p> <p><b>Baseline</b> Baseline from new ELPAC assessment 2017-18:</p> <p>Level 4 (Well-Developed) = 54.4%</p>	<p>Moved 1 Level or Maintained Level for Second Year only CUSD: 75% (48/64 students) CCS: 86% (12/14 students) Tular: 69% (9/13 students) CRS: 77% (4/9 students) CMS: 88% (22/25 students) CHS: 33% (1/3 students)</p>



Expected	Actual
<p>Level 3 (Moderately Developed) = 32%</p> <p>Level 2 (Somewhat Developed) = 10.4%</p> <p>Level 1 (Beginning Stage) = 3.2%</p>	
<p><b>Metric/Indicator</b>  CUSD targeted support students will meet their site defined growth target.</p> <p><b>19-20</b>  85% or more of K-12 students will meet their growth target in Math and/or English Language Arts.</p> <p><b>Baseline</b>  2016 Data:</p> <p>68% of K-12 students are meeting their growth target in Math and/or English Language Arts</p>	<p>As of February 2020</p> <p>Captain Cooper:</p> <ul style="list-style-type: none"> <li>o 36% reading goal</li> <li>o 95% met 60% math topic exam average score</li> <li>o 86% met 70% math topic exam average score</li> </ul> <p>River:</p> <ul style="list-style-type: none"> <li>o 64% met 60% math topic exam average score</li> <li>o 60% met 70% math topic exam average score</li> </ul> <p>Tularcitos:</p> <ul style="list-style-type: none"> <li>o 75% met 70% math topic exam average score</li> </ul> <p>CMS: Total = 67% met site defined growth targets</p> <ul style="list-style-type: none"> <li>o 48% met 6th Core growth target</li> <li>o 90% met 6th Math growth target</li> <li>o 62% met 7th LA growth target</li> <li>o 55% met 7th Math growth target</li> <li>o 77% met 8th LA growth target</li> </ul> <p>CHS: Total = 77% met site defined growth targets</p> <ul style="list-style-type: none"> <li>o 71% met math support goal</li> <li>o 88% met writing strategies goal</li> <li>o 71% met strategies for success goals on individualized learning plans (ILP)</li> </ul> <p>CVHS: 86.5%% of students met graduation progress targets on individualized learning plans (ILP).</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staff will analyze student mathematics results (California Assessment of Student Performance, CORE Data, and Local Measures) in order to develop short and longterm strategies addressing math instruction, including universal supports, and intervention.	Object 1000: \$97,049.86 Object 3000: \$32,585.04 Object 5000: \$31,600  General Fund & Low Performing Students Grant \$161,234.90	Object 1000: \$83,763.64 Object 3000: \$27,950.22 Object 5000: \$21,159.00  General Fund & Low Performing Students Grant \$132,872.86
All students identified for intervention (targeted support) will receive targeted strategies for support.	Object 1000: \$456,615 Object 2000: \$138,528 Object 3000: \$225,672  General Fund \$820,815	Object 1000: \$450,056.75 Object 2000: \$112,140.88 Object 3000: \$216,929.78  General Fund \$772,317.60
All students will receive instruction that is challenging for their assessed abilities.	Object 1000: \$42,087 Object 3000: \$14,288 Object 5000: \$6,000  General Fund \$62,375	Object 1000: \$41,230.97 Object 3000: \$13,216.48  General Fund \$54,447.45
Continue with the planned implementation of the data/assessment system (Illuminate) including identification of specific data and timelines related to monitoring of student progress as well as professional learning targeting site "Data Drivers".	Illuminate (license)  Object 5000: \$15,100  General Fund \$15,100  Release time/substitutes  Object 1000: \$4,000 Object 3000: \$900  General Fund \$4,900	Illuminate (license) & professional development  Object 5000: 16,190.55 General Fund \$16,190.55  Release time/substitutes  Object 1000: \$0 Object 3000: \$0  General Fund \$0
Identify a Task Force to research and recommend a summer academic enrichment model for K-8 students focusing on the District's low-income student population.	Object 1000: \$12,000 Object 3000: \$3,000 General Fund \$15,000	Object 1000: \$0 Object 3000: \$0 General Fund \$0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the impact of COVID-19 and the quick shift to 100% distance learning in March 2020, all of the budgeted Actions/Services were not fully implemented as planned in the 2019-2020 school year. The unused funds documented in this section were pooled in order to provide the best distance learning programs for all students particularly our low-income, English learner, and foster youth students. We implemented alternate actions and services to immediately respond to the quickly evolving needs of our learning community. The following Actions/Services were implemented to mitigate the impact of COVID-19, and were not originally part of the 2019-2020 LCAP:

1. Teacher training, support, and planning around distance learning and technology use
2. Purchased 50 hotspots for students as needed for Internet connectivity, as well as the monthly hotspot connectivity fees.
3. Purchased 355 Chromebooks for all TK-5 students who did not have a device at home. (Grades 5-12 already had 1:1 devices.)

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Even with the interruption of the 2019-2020 school year due to COVID 19, the district was successful in carrying out the majority of the actions and services detailed in Goal 1. Due to the suspension of the standardized testing, determining the ultimate effectiveness of our actions and services is challenging. However, we do ultimately feel that our efforts have been effective. We continue to see students making progress related to provided targeted interventions, and our English Learners are continuing to progress relative to ELPAC results and reclassification data. We will continue to focus on these areas moving forward. The COVID related shelter in place did affect our ability to implement all of our planned actions and services.

The actions/services that were not implemented due to the impact of COVID-10 were the Data Driver meetings and the implementation of the Summer Enrichment Program for the district's low income population. The Data Driver meetings were scheduled for the spring and could not be held due to the shelter in place. The planning work related to the action on Summer Enrichment was completed, however the program could not be implemented due to COVID situation during the summer. The reason that other action areas had expenditures less than budgeted amounts had to do with cost reductions resulting from staffing changes. The actual costs of salaries and benefits were lower than anticipated, however there was no reduction in services to students.

## Goal 2

All students will achieve personal wellness through district, school and classroom environments that foster health and happiness.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)  
                              Priority 7: Course Access (Conditions of Learning)

Local Priorities:     CUSD Goal 2

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            CUSD student reports of caring relationships and school connectedness will exceed 95% on the California Healthy Kids Survey.</p> <p><b>19-20</b>            Maintain</p> <p><b>Baseline</b>            2016-17 Data:</p> <p>96% of students indicate they have caring relationships and feel connected to their school.</p>	<p>The 2018-19 administration of the Healthy Kids Survey showed several positive trends in key areas.</p> <p>Results from December 2018 California Healthy Kids Survey (CHKS):</p> <p>Caring adults in school (High/Moderate);            Gr 5 - 98% (met)            Gr 7 - 89% (not met)            Gr 9 - 93% (nearly met)            Gr 11 - 95% (met)            School connectedness (High/Moderate);            Gr. 5 - 98% (met)            Gr 7 - 94% (nearly met)            Gr 9 - 96% (met)            Gr 11 - 91% (not met)</p>
<p><b>Metric/Indicator</b>            Student reports of drug and alcohol abuse, feelings of sadness or hopelessness, and harassment or bullying will be 10% below state averages on the California Healthy Kids Survey (CHKS).</p>	<p>Results from December 2018 California Healthy Kids Survey (CHKS):</p> <p>Drug and Alcohol Usage:</p>

Expected	Actual
<b>19-20</b> Maintain <b>Baseline</b> 2016-17 Data:  CUSD is 11% below the state average	CUSD Average/State Average Gr 7 - Alcohol: 4%/5% (met); Other Drug (Marijuana): 4%/2% (not met) Gr 9 - Alcohol: 8%/15% (met); Other Drug (Marijuana): 7%/10% (met) Gr 11 - Alcohol: 16%/23% (met); Other Drug (Marijuana): 19%/17% (not met) Binge Drinking: Gr 11 – 5%/12% (met)  Chronic feelings of sadness or hopelessness, past 12 months: CUSD Average/State Average Gr 7 - 25/24.2% (not met) Gr 9 - 30/29.6% (not met) Gr 11 - 35/32.3% (not met)  Harassed or bullied on school property, past 12 months: CUSD Average/State Average Gr 7 - 36/33.6% (not met) Gr 9 - 30/31% (not met) Gr 11 - 24/27.7% (nearly met)

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide programs/activities and behavioral support services focused on social-emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.	Social-Emotional Counselor, Behavior Specialist, & Behavior Intervention Aides  Object 2000: \$210,593 Object 3000: \$98,206 General Fund \$308,799  Second Step Curriculum	Social-Emotional Counselor, Behavior Specialist, & Behavior Intervention Aides  Object 2000: \$323,856.07 Object 3000: \$163,248.28 General Fund \$487,104.35  Second Step Curriculum

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Object 4000: \$14,000 Title IV \$14,000	Object 4000: \$12,350.74 Title IV \$12,350.74
CHS staff in partnership with student leadership will create a task force to promote healthy decision-making, including social norms and identify supplemental resources to be used for this purpose.	Supplemental Materials/Resources:  Object 4000: \$5,000 General Fund \$5,000	Supplemental Materials/Resources:  Object 4000: \$5,000 General Fund \$0
Sites will establish a school MTSS (Multi-Tiered System of Supports) leadership team to continue the work on developing and aligning academic, behavioral and social-emotional support systems. This will include acknowledgement systems and identification criteria that is databased and formalized (tiered-intervention matrices).	Release time & professional learning:  Object 1000: \$5,000 Object 3000: \$900 Object 5000: \$10,000 SUMS grant / General Fund \$15,900	Release time & professional learning:  Object 1000: \$825.00 Object 3000: \$169.15 Object 5000: \$891.67 SUMS grant / General Fund \$1,885.82

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the impact of COVID-19 and the quick shift to 100% distance learning in March 2020, all of the budgeted Actions/Services were not fully implemented as planned in the 2019-2020 school year. The unused funds documented in this section minus the SUMS grant balance were pooled in order to provide the best distance learning programs for all students particularly our low-income, English learner, and foster youth students. We implemented alternate actions and services to immediately respond to the quickly evolving needs of our learning community. The area where these unused funds were allocated was to teacher training, support, and planning for implementation of improved distance learning for all.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Despite the non-traditional year caused by COVID-19 the district believes that positive progress was made toward meeting Goal 2. The California Healthy Kids Survey showed positive trends in key areas including “school connectedness” and “caring adults in school”. The survey also showed that student alcohol use was below the state averages. We believe that these outcomes are linked to the successful implementation of the actions and services called out in Goal 2. The implementation of the Second Step program at elementary schools is making a positive impact on students’ social emotional learning. We were also able to increase the number of Behavioral Intervention Aides in the district to provide more support for students in need. The increase in services is represented

above in that the actual expenditures far exceed what was budgeted. Based on the survey data showing that students' feelings of "sadness" and "hopelessness" are hovering around state averages we feel we still have work to do in the area of supporting students moving forward.

One area where we did not expend what we had budgeted was for providing release time and professional learning for our MTSS site teams. The reasons behind this are multiple. In the previous year, expenditures were higher than budgeted as much training and release time occurred in 2018-19. The district effectively over budgeted in this area for 2019, and the impact of COVID-19 in the spring severely limited any opportunities to continue implementation of the action. Another area where we did not expend resources budgeted was the CHS Healthy Decision Making poster campaign. Work was done by the administration early in the school year in collaboration with the graphic design teacher/class to mock up draft templates for production, but the COVID-19 shelter in place ended continued work on the project.

## Goal 3

All staff will engage in professional learning to meet the district and site academic and social-emotional goals.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                            Priority 2: State Standards (Conditions of Learning)  
                            Priority 4: Pupil Achievement (Pupil Outcomes)  
                            Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    District Goal 3

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 80% of CUSD teachers will report that professional learning supports their work  <b>19-20</b> Maintain  <b>Baseline</b> 2016-17 Data:  96% of teachers report professional learning supports their work	2019-20 = 94.22% Strongly Agreed or Agreed
<b>Metric/Indicator</b> 90% of CUSD teachers participating in instructional coaching will report the support was valuable  <b>19-20</b> Maintain  <b>Baseline</b> 100% of teachers reported participating in instructional	This measurable outcome is not available due to the impact of COVID-19 and our rapid shift to distance learning. The coaches shifted all of their focus to supporting teachers in the transformation of our instructional model to distance learning and did not push out spring surveys to their clients. There is much anecdotal evidence that teachers felt coaching support was extremely valuable, especially during this transition.



## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide teachers & site leaders access to professional learning focused on instructional strategies supporting all students, including UDL (Universal Design for Learning), with particular attention to English learners, special needs, disadvantaged and advanced learner students.	Object 1000: \$35,000 Object 3000: \$7,525 Object 5000: \$9,000 General Fund & Title II \$51,525	Object 1000: \$25,048.83 Object 2000: \$950.00 Object 3000: \$5,672.87 Object 5000: \$18,842.28 General Fund & Title II \$50,513.98
Provide all teachers with time, protocols, and resources for vertical articulation related to their content areas, with increased emphasis on the upper elementary to middle school and middle school to high school articulations focused on narrowing achievement gaps.	Object 1000: \$12,500 Object 3000: \$2,500 General Fund & Title II \$15,000	Object 1000: \$5,400.00 Object 3000: \$1,161.00 General Fund & Title II \$6,561.00

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the impact of COVID-19 starting in March of 2020 a small portion of the budget actions and services under Goal 3 were not implemented. The unused funds documented in this section were pooled in order to provide the best distance learning programs for all students particularly our low-income, English learner, and foster youth students. We implemented alternate actions and services in the area of teacher training, support, and planning for implementation of improved distance learning for all, and allocated unused funds accordingly.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Even with the interruption of the 2019-2020 school year due to COVID-19, the district was successful in carrying out the majority of the actions and services detailed in Goal 3. Teachers, staff, instructional coaches, and administrators participated in a wide range of professional learning opportunities aligned to our LCAP student growth and support goals. Teams and individuals participated in professional learning and training in, but not limited to, the following areas: supporting students' social emotional learning and character development, supporting English learners, teaching literacy, supporting all learners using a Universal Design for Learning (UDL) lens, supporting students with disabilities in mathematics, and training coaches to support teachers around these focus areas. We were also able to implement some of our vertical articulation work during the year. The district is confident that the work we did under this goal was effective in supporting our intended outcomes for students and teachers.

Our challenges centered around the continuation of professional learning and vertical articulation work once we were physically shut down. Many planned conferences and trainings were cancelled due to COVID-19 restrictions, so opportunities diminished to continue

work in this area. Much vertical articulation work was scheduled to take place in the spring of 2020; COVID restrictions impacted our ability to carry out much of the intended work, although some site specific vertical articulation work took place during the early summer.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Re-opening public health recommended personal protective safety equipment and supplies were purchased including signage to promote physical distancing.	\$53,544.00	\$215,824.35	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There are substantive differences between the planned actions for In-Person Instruction, as well as the budgeted expenditures associated with the actions, due to the continued expansion of in-person instructional offerings throughout the year. The continued expansion of offering required a significant increase expenditures on equipment and supplies related to ensuring a safe environment.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

CUSD had both challenges and successes relating to in-person instructional offerings during the 2020-21 school year. The greatest challenge in this area was that Monterey County remained in the purple tier for a long period of time, thereby not allowing in-person instruction without a waiver from the Health Department. So for much of the school year all students remained in distance learning. The next challenge was that when we finally received an elementary waiver and were preparing to reopen, the state of California changed its guidance for reopening in the purple tier with case rates above 25 per 100,000 residents. Since we had not reopened under the waiver prior to January 14th, we now were not allowed to reopen under this new guidance based on the high rates in Monterey County.

The first success in this area was once the case rates came down we were able to reopen our elementary schools in the hybrid model on February 8th, 2021. We did this following the desire of all of our stakeholders to maintain a safe and healthy environment as well as their strong desire to have students learning in-person.

We faced quite a few challenges providing in-person instruction with very specific safety guidelines which required us to make a variety of changes including having to change students' classroom teachers, having to reassign specialist and intervention teachers into regular classroom assignments, not being able to push in support services into the regular classroom as we traditionally do, only being able to provide busing to the outer reaches of the district, and having to hire additional staff to be able to meet all of the new and varied needs encountered from these changes. The challenge of the physical distancing requirement of six feet between students still limited our ability to open to a greater extent. This changed when the CDC changed its guidance around physical distancing between students to three feet, and the state of California quickly updated their guidance accordingly. This development allowed for any student, whose families desired them to do so, to return for in person instruction on April 19, 2021 across all grade levels in the district.

We also found success at the high school in that we were able to offer our full slate of course, but that brought a challenge of quickly pivoting to a simultaneous (live and distance) instructional model to serve the needs of both the students on campus and those who chose to remain remote. An extremely important success to call out in this section is the fact that both of our employee bargaining groups were supportive of ramping up in-person instructional opportunities throughout the year, and worked collaboratively with the district to make it happen.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased HotSpot devices and subscriptions and distributed to provide greater connectivity for families without internet access including low-income, homeless and foster youth to access distance learning from various vendors including AT&T, Verizon, and Kajeet.	\$109,203	\$100,439.72	Yes
Purchased Zoom Video Conference Platform to support synchronous instruction and live connection between staff, students, and families.	\$16,400	\$16,400	No
Purchased Explore Learning's Reflex Math. The program helps students develop math fluency through math games. The program allows for teachers to monitor student progress. This program assists all of our unduplicated student groups to develop and progress in their math fluency.	\$6,981	\$6,981	Yes
Purchased Gizmos software to facilitate Science instruction in an online environment.	\$5,513	\$5,512.50	No
Purchased additional licenses for Smart Music. Smart Music is a software solution used to assist music instruction and student development in an online environment.	\$6,740	\$6,740	No
Purchased Pearson Assessments to provide virtual and digital special education psychoeducational assessments.	\$3,900	\$6,900	Yes
Purchased Assessment Technologies/Measure that provides a Computer-Optimized Multimedia-Integrated Test (C.O.M.I.T.) which is a standardized Psychoeducational Assessment Battery for students requiring a special education assessment.	\$1,998	\$1,998	Yes
Purchased Seesaw Learning Elementary software license to assist with online communication at the primary grade levels.	\$2,475	\$2,475	No
Purchased additional Screencastify Licenses for district wide use for teachers to create asynchronous instructional video content.	\$3,000	\$3,000	No
Purchased Edpuzzle for district wide use for teachers to create interactive video lessons.	\$5,800	\$5,800	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased additional Raz Kids Licenses for K-5th grade district wide for access to an online leveled reading program that gives students access to ebooks and quizzes in English and Spanish to help build and track reading comprehension and student progress. This product helps to support language development for English Learners.	\$6,297	\$6,297	Yes
Elementary teacher teams participated in virtual Teacher training related to instructional best practices for distance learning put on by the Bureau of Educational Research.	\$11,439	\$11,439	No
Purchased additional chromebooks so all students Transitional Kindergarten through 12th grade would have a device for distance learning.	\$295,525	\$215,499	No
Purchased additional computer monitors, web cameras, document cameras, microphones, headphones, and connection cables for teachers and instructional staff to provide distance learning.	\$16,847	\$147,017	No
Professional Development Stipends for teachers to participate in a Summer Institute in July and for July and August planning and collaboration time for staff. The district Instructional Coaching Team put on a one day version of the June institute for staff training around distance learning for those who could not attend in June. Staff were engaged in developing an understanding of online learning pedagogy, the use of Google classroom as a platform for communication and learning, synchronous (live) learning using Zoom, and asynchronous (not live) learning through the use of instructional videos using products like Screencastify. Teachers were also provided planning and collaboration time, as well as an asynchronous version of the July Institute to help them prepare for launching in a hybrid or distance environment.	\$60,450	\$60,450	No
Professional Development Stipends for teachers to participate in a Summer Institute in June and planning and collaboration time for staff. The district Instructional Coaching Team put on a two day institute for staff training around distance learning. Staff were engaged in developing an understanding of online learning pedagogy, the use of Google Classroom as a platform for communication and	\$93,940	\$93,940	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
learning, synchronous (live) learning using Zoom, and asynchronous (not live) learning through the use of instructional videos using products like Screencastify. Teachers were also provided planning and collaboration time in June to prepare for launching in a hybrid or distance environment.			
Professional Development stipends for instructional coaches to develop the Summer Institute program as well as to work with individuals and groups of teachers to help them develop their distance learning practices and resources.	\$22,851	\$22,851	No
Purchased Mystery Science software license to assist with science online in instruction by providing video content for teachers to use at the primary grade levels.	\$2,997	\$2,997	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There are some substantive differences between the planned actions for the Distance Learning Program, and what was implemented or expended on the actions, based on our estimated actuals.

1. We budgeted \$109,203 for HotSpot devices and subscriptions to provide access to families in need. The cost came \$8,700 lower than anticipated.
2. We budgeted \$3,900 for Pearson Special Education Assessments. Due to COVID-19, special education assessment practices required the district to conduct both virtual assessment and in-person assessments (under appropriate safety guidelines). The fluid practices mandated the district to purchase additional protocols and digital assessment tools for both assessment practices which increased our funding needs to \$6,900.
3. We budgeted \$295,525 in order to purchase enough chromebooks to ensure all students in the district had a device. The district was fortunate and received 330 Chromebooks from the Monterey County Office of Education free of charge. We ended up spending \$80,000 less than we originally planned.
4. We originally budgeted \$16,847 to purchase additional computer monitors, web cameras, document cameras, etc. for teachers and instructional staff to provide distance learning. In addition to the peripherals listed in our original LC Plan, the need for staff computers was significant. For example, we found that many teachers needed more powerful and updated laptops, and most Instructional Aides

needed new high-quality laptops to assist teachers with Zoom meetings as well. This necessitated an increased expenditure of \$130,000 in this area to retool the technology set up of those delivering remote instruction and support.

## **Analysis of the Distance Learning Program**

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

After analyzing state/local data and feedback from stakeholders, parents, students, teachers and staff, we have found the following successes and challenges for each of following elements of distance learning in the 2020-21 school year:

### **Continuity of instruction:**

We found successes at all levels of the district in the area of continuity of instruction during distance learning. On the educational technology side, the use of Google Classroom as the common platform for teacher communication throughout the district was deemed helpful and successful by all stakeholder groups. The use of Zoom for live student interaction, and the expansion and editions of software license to to supplement and/or deliver the core curriculum and assess student progress in a digital environment were other successful components.

At the elementary level, we found that through creative use of our specialist teachers in conjunction with our classroom teachers we were successful in providing instruction five days a week in the distance learning format.

At the middle school level we found success in this area through flexibility and choice. Not only did we offer all academic classes and most electives online, students and families were offered choice on what would best work for them. Students had a choice of a four period all academic day, and they could add additional periods for electives. P.E. was offered in a live Zoom synchronous model, or through an independent study program with digital components. Teachers also offered a study hall period daily in order to help students stay up with their schoolwork.

At the high school level we found success by employing a consistent Block Schedule Monday through Thursday, four days a week. The Friday schedule consisted of CHS Connect, a school connectedness program, along with office hours to support students meet the demands of the comprehensive course offerings while in a remote environment.

There were also challenges across the system in the area of continuity of instruction during distance learning. In the fall, wildfires in the area displaced many families and caused schools to be closed for over a week at some sites, even in a distance learning mode. This put everyone in catch-up mode from the start, and was definitely a challenge. Another challenge we identified was the fact that work needed to be done by teachers to prioritize which standards were essential to be covered knowing that in the distance learning



model it would be difficult to cover all of the regularly planned curriculum. Teachers did a nice job overcoming this challenge. When elementary schools went back in the hybrid model, some students had to change teachers or even school of attendance in order to be accommodated in distance learning. This was challenging for all involved.

#### Access to Devices and Connectivity:

There were definite successes in the area of Access to Devices and Connectivity. A key success to point out was that we were able to provide a device to every student in the district. We were also able to provide HotSpots to any family in need, and in some cases multiple HotSpots per family as needed. The tech department also did outreach and coupled deliveries of HotSpots and replacement devices with our meal delivery services in order to make it easier on families to access the hardware. Another important success to call out in this area was that we were able to ascertain which students/families did not have internet access and due to their rural location HotSpots would not work. We brought these students on to sites in cohorts daily starting on the first day of school in the fall to access their distance learning programs. They remained in their cohorts until we were allowed to reopen for instruction five days a week in April.

There were also many challenges in this area as well. At all levels students and staff had differing levels of internet connectivity, for some the level was good while others it was weak or intermittent. This kept consistent delivery or consumption of distance learning in flux for certain individuals. Providing tech support was also difficult when connectivity issues arose. With such a reliance on technology, challenges became apparent when there were service outages, whether it was from a provider like Zoom, or our internal network. Another challenge we faced was from increased demand in the marketplace for technology coupled with delays in the supply chain due to COVID-19, resulting in delays in getting newer more powerful and appropriate devices to our teachers and staff. At the secondary level we also had a problem with older Chromebook models having difficulty using Zoom from an audio and/or video perspective. Teachers had to modify the way they would have students engage as a result.

#### Pupil Participation and Progress:

This area relates to how the district would assess student attendance through participation with live contacts and synchronous learning, as well as how the district would measure the time value of student work. We were successful in creating a system to document and verify attendance, participation, assignment completion, and performance monitoring using our student information system, Aeries. We were successful at the secondary level in exceeding our goal of at least 33% of total instructional time per period being carried out synchronously to ensure live contact, participation, and to address student progress monitoring. The middle school reported the highest attendance rate in recent years. The elementary level was successful in ensuring as much synchronous learning as possible due to its unique blending of classroom teachers and specialist programs. Another success to call out is that many of our most needy students had very high participation rates due to the fact they were on campus daily under the supervision of staff to access distance learning.

There were also challenges that emerged in this area as well. One area that was challenging were the COVID scares that took place with staff and families of students engaged in the cohorts. These situations caused closing of cohorts for short periods of time

meaning students with no internet access had to miss some instruction. Other challenges to participation and progress came about when technology issues arose making accessing distance learning difficult. The amount of support at home also became a challenge for some. Where there was enough support students did well, where there was less support for whatever reason the schools had to work very hard to keep the students engaged in distance learning. In general, maintaining engagement over the year for students in distance learning was challenging.

#### Distance Learning Professional Development:

We found successes in the area of Distance Learning Professional Development. Something to call out was making a rapid shift from the emergency distance learning model from Spring 2020 into the model we rolled out for the 20-21 school year. Another successful endeavor was the Summer institute training around distance learning in June and repeat in July, as well as the creation of an asynchronous form of the training for staff who could not attend. We were also able to get all of our staff trained, including classified who managed small cohorts. Our district instructional coaches did an excellent job of creating professional development around distance learning and developing and curating distance learning resources in one place for staff to access.

The challenges that emerged in this area were for the most part overcome. We had to quickly decide on specific platforms and practices to implement. Our leaders and instructional coaches worked to make these important decisions and create resources and supports for staff. We also faced a challenge when we realized that staff working as child care providers in support of small internet cohorts needed to receive training on the platforms and software that teachers were using so they could support the students they were supervising. We also were able to adjust and meet that challenge. A challenge we encountered is that it was difficult to continue to provide ongoing professional development during distance learning because staff was so busy planning and adjusting to their new reality. Another challenge that emerged late in the year was to quickly prepare high school teachers for a rapid shift to a concurrent/simultaneous model of instruction as opportunities for a greater reopening occurred.

#### Staff Roles and Responsibilities:

We feel like we were very successful in this area. Staff and teachers shifted assignments in order to provide what was needed to ensure an effective distance learning program with appropriate supports. Classified staff took on roles in the on-site cohorts for students without internet access, English Learners, Students with disabilities, and students struggling in distance learning. At the high school classified staff (campus supervisors, attendance clerks and secretarial staff) were divided into three teams; Attendance, Student School Connectedness and 504/IEP Support. Everyone was open to help and make things work. We were also successful at adding staff at various sites in order to more fully support students and our expanding needs during this fluid year. Various teachers in specialized roles throughout the district were placed back into regular classroom assignments in order to help with keeping class sizes down in order to effectively transition into the different phases of reopening for in-person instruction following health and safety guidance when the time would arise. We are pleased with the outcomes in this area and are thankful for the flexibility and team mentality of our employees.

We faced some challenges as well in this area. The fact that we had to pull some specialist teachers from their existing roles to go back into the classroom translated into reduction of some programs and elective offering for students. Accommodations and quarantines required many staff to work off campus. In some cases, such as in the technology department, this resulted in challenges to providing in-person service, even when school was back in session in person. The medical risk factors for staff at all levels and the legal requirement to provide accommodations to enough staff to provide in-person services has been an ongoing challenge as well.

Support for Pupils with Unique Needs, including English learners, pupils with exceptional needs, pupils in foster care and, and pupils experiencing homelessness:

The district found success in this area of supporting pupils with unique needs. Stakeholders called out their satisfaction of support that was provided. The district's focus on our English learners was positive. Our EL staff was able to conduct a combination of remote and in-person ELPAC testing to assess our English learners' progress and needs. English Language Development instruction was provided remotely and in-person where small cohorts existed. On-campus small cohorts for English learners were brought on elementary campuses. At Captain Cooper School support was provided by bilingual instructional assistants. Carmel Middle also brought ELs on campus in the cohort model for support. The middle school also hired two additional EL instructional assistants to help support the students remotely and on-campus. All of our students with disabilities received IEP services remotely and some received services in-person in the cohort model. Parents specifically acknowledged the SPED department staff for their ability to meet the needs of the students. At the secondary level, many successful efforts were made to address student needs. CMS created two mandatory study halls for struggling students, and also created a mandatory math support class for students struggling in math. CHS created the Early Alert team. Its sole focus was to provide and make links to additional support for struggling students. CHS also created a Friday schedule set up for both academic and social emotional support. Students were provided with opportunities to get extra support on those days.

Of course there were challenges supporting students with unique needs in distance learning. At the elementary level, due to the impact of COVID in terms of a workable schedule and reduced instructional day, some of the normal support structures in place during a normal year were not able to be provided. Another challenge faced was by our English Language Development Team, they had to do extra training for the Initial and Summative ELPAC to be able to assess remotely and in-person. At the high school level there were struggles getting some of the students who needed extra support to take advantage of what the school was offering in terms of academic and social emotional support opportunities. Those who did not receive extra support was not due to a lack of effort by the school staff to engage those students and their families.

The effectiveness of the distance learning program to date can be attributed to the monumental efforts put forth by all in the CUSD organization to quickly transform our traditional learning model into one that was effective in a remote format with appropriate supports for students. Our families should also be called out for their extraordinary efforts partnering with the schools to help ensure a successful learning experience for their children. While we recognize that all that students learn in a normal school year would be difficult to duplicate in a distance model, we feel that our teachers and staff were successful at ensuring the most important learning was achieved. Our local measures, like STAR assessments at the elementary level show students are doing well and progressing. Student grades at the secondary level, while showing slight dips in some areas and grade levels, are fairly consistent with a normal

school year. Assessment results from our spring state testing will give us another indication and lens from which to evaluate our programs.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Contracted Services with Paper Education Inc to provide a 24/7 chat based individualized tutoring program called Paper Inc. to provide additional support to students in need including low-income, English Learners, Foster Youth, and Homeless students.	\$12,000	\$24,000	Yes
Purchased Learning Ally Software subscription to provide students (e.g., Students with disabilities and English Language Learners), who struggle to read due to a reading deficit with equitable access to all the books they need to and want to read, including curriculum-aligned text books and literature, popular fiction and more. With an extensive library of human-read audiobooks and a suite of educator tools and resources, will help struggling readers become engaged, independent learners.	\$5,876	\$10,271.40	Yes
Increased Captain Cooper Elementary intervention teacher's assignment by .2 to make position full time. This teacher will provide support to predominantly low-income students and English Learners.	\$20,623.68	\$22,834.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There are some substantive differences between the planned actions for the Learning Loss, and what was implemented or expended on the actions, based on our estimated actuals.

1. We budgeted \$12,000 for Paper, a chat based tutoring service to be provided to our English learners and newly reclassified Fluent English Proficient students from 6th-12th grade. Due to other students' demonstrated struggles during distance learning, we doubled the licenses so we could provide targeted students at the secondary level with this support increasing our actual expenditure by \$12,000.

2. We budgeted \$5,876 to purchase Learning Ally Software to support our English Language Learners and students with disabilities (SWD). The Learning Ally estimated actual expenditures did not originally include the professional development fee in the first invoice. This amount captures the first invoice with the PD fee of \$4,400 included. Moving forward in future years we will only pay the service fee annually.

3. We budgeted \$20,623 to bring the intervention teacher's assignment at Captain Cooper School up to full time. The actual cost of this increase was \$2,211 more than budgeted.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

As stated in the Learning Continuity Plan, a key component of addressing learning loss and accelerating learning is having a solid foundation of curriculum, instruction, engagement, support and intervention. Students continued to receive grade-level instruction following the core curriculum at all levels with the prioritization of essential standards. Students attendance was extremely high for the school year relative to traditional years. In addition, additional supports were provided via synchronous lesson support for EL, and SWD via our specialized staff in these areas. Local data collected shows that our elementary students, even though they performed very well with 80% at or above standard, had a very slight decline in performance on the STAR reading assessment in relation to the previous year (82%). The STAR Math assessment was added this year so we have no historical comparisons, although the scores were very high across the board with 76% at or above standard. At the secondary level there was also an increase in first semester non-passing grades for ELA and Mathematics compared to previous years. State testing in the spring will give us more needed data to assess the situation. Considering the circumstances created by COVID, we feel that we were fairly successful in mitigating gaps in learning for our students, although we know gaps do exist for some students. Our early intervention efforts and outreach helped to ensure students stayed engaged, on-track, and received additional supports required. We will need to do more moving forward to bridge the gaps created as an outcome of this COVID influenced school year.

We were effective in addressing learning loss for English learners by increasing supports in the form of continued focus and support by English Language Development (ELD) staff, adding additional ELD staff for increased supports, bringing EL students in to the schools in small cohorts to address their needs, and adding an online tutoring service for our ELs grade 6-12 to provide greater access to support. For our Special Education students we continued to provide support from specialized staff both remotely and in-person. Our most needy students were brought on to school sites in the small cohort model to access additional services and support. Many of our low-income students including any homeless students were brought onto campuses in the small cohort model from the start of the school year to access the internet, receive support from instructional assistants, and access healthy meals. We feel our small cohort model was an effective tool for student engagement and fending off learning loss for students.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

After analyzing state/local data and feedback from stakeholders, parents, students, teachers and staff, we have found the following successes and challenges for each of following elements of distance learning in the 2020-21 school year:

### Successes:

The district implements multi-layers of social emotional and behavioral supports to address the well-being of students and staff. Each elementary school and the secondary schools have access to school counselors who act as the point of contact to social emotional resources for many of our students. Our elementary teachers, with the support of school counselors, also implement tier one, SEL programs at the elementary level (Second Step).

At the high school level, the school counselors implemented a new online CHS Student Wellness Center website, proactively provided Friday check-ins, and the high school social worker continued to meet with students and families in the distance learning model. The middle school also implemented regular check-ins with the counselors and facilitated virtual activities to allow students to stay engaged and connected.

To support students staying connected with peers and the school community, we were able to offer small cohorts starting on October 26, 2020. The middle and high school were also able to safely offer sports for students Spring, 2021.

The district continued to link students, staff and families to mental health resources through a new web-based platform, Care Solace, that links individuals to mental health support. This was the first year of implementation with 346 inquiries in the community of CUSD. In addition, we continued to partner with MCBH to provide individual, virtual therapy to students with social-emotional needs.

### Challenges:

Although the district was able to offer support to students in a variety of ways as was mentioned above. The lack of in-person counseling services was a challenge, given the fact that much of the support provided had to be done through video conferencing due to COVID restrictions.

Based on focus groups, surveys and data, it was clear that the social-emotional and behavioral well-being of students, staff and families was a concern. Our 2020-2021 data from Care Solace noted that out of 346 inquiries to access mental health support, the primary concerns were anxiety and depression. The use of alcohol also stood out as a substance of use.

Our data from the 2020-2021 California Healthy Kids Survey (CHKS) showed the students expressed having feelings of sadness and hopelessness. Some secondary students also expressed having thoughts about suicide. We also saw secondary students reporting



alcohol and marijuana use. The data from the CHKS supports the anecdotal and concrete feedback the district has received related to concerns for students' social, emotional and behavioral well-being. This all points to the need to continue to focus our work in the area of wellness and social emotional well being for students.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Pupil engagement and outreach during the 2020-21 school year had both success and challenges due to the fluid nature of the COVID pandemic. Regular communication was sent out by the schools and the district in the form of emails, web postings, robocalls and texts, and personal phone calls in an attempt to keep families informed and engaged. For students who were absent during distance learning, we continued to reach out to parents and students when they were not meeting compulsory education requirements. Parents and students appreciated the outreach and called specific attention to their appreciation of outreach in Spanish. The Early Alert Teams at the secondary level and site leadership teams at the elementary level closely monitored student attendance data and identified students in need of support. Supports ranged from social emotional counselling to being placed in an on campus cohort for additional academic guidance. All sites were successful in bringing in students for additional supports and services.

A real challenge as mentioned above was the struggle at the secondary level getting some of the students who needed extra support to take advantage of what the school was offering in terms of academic and social emotional support opportunities. There was not a lack of effort by the school staff to reach out and engage those students and their families.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Nutritious meals were provided for all pupils during the 2020-21 school year, whether they participated in in-person instruction or distance learning. The biggest challenge in providing meals was in maintaining ample staffing, and procuring the sanitation items and foods needed for COVID-19 CDPH safety regulations. Transitioning from on-campus service to off campus deliveries to remote areas of our large geographically remote district was also challenging. Developing plans to reach students in need of food required a two hour delivery time to two different locations. Sourcing food that could be kept at proper temperatures, and purchasing and packaging equipment for this type of service were added challenges.

Even though we sometimes had a skeleton staff and erratic food supply we were able to successfully deliver nutritious meals to over 500 students, providing meal packages for 7 days a week (including all weekends and holidays). We increased our meal participation serving 6,000-7,000 meals per week to keep children nourished throughout the time students were learning in a distance model, and also simultaneously providing meals to our neediest cohort of students learning on campus.





## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Care Solace will allow the district to connect students (e.g., students at-risk/ELL, pupils with exceptional needs), families and staff to reliable, ethical and high quality mental healthcare services within 1 to 24 hours. A multilingual Care Concierge team of experts will be available 24/7 to help staff and families through the process of accessing community-based mental health programs and resources or virtual therapy options	\$5,173	\$5,173	Yes
Mental Health and Social and Emotional Well-Being	Monterey County Behavioral Health will assign county therapists, for the provision of onsite (and remote) mental health services for all students including those with exceptional needs, low-income students, and students who are homeless and in foster care. Services shall include, individual therapy, group therapy, family therapy, parent and/or teacher consultation, treatment planning, teacher training, parent education, and referrals for crisis intervention as needed due to COVID-19 and the recent fires.	\$129,161	\$129,161	Yes
N/A	Contract with TUCCL to provide intensive behavioral support, Board Certificated Behavior Analyst (BCBA), and Coordination from a Non-Public Agency (NPA) for pupils with exceptional needs.	\$300,000	\$228,309.59	No
Mental Health and Social and Emotional Well-Being	Funded 2 CUSD Instructional Coaches to attend the Rutgers University Social-Emotional Learning and Character Development Online Certificate Program	\$2,030	\$2,030	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	Purchased Kami Teacher Plan licenses for Math that creates an interactive learning experience.	\$280	\$99	No
Distance Learning Program	Purchased Presence Learning software to provide live, online special education related services such as, occupational therapist, speech pathologist and language therapist, behavior, and/or mental health.	\$10,000	\$0	No
Distance Learning Program	Purchased Languagenut Elementary Spanish software license to assist with elementary Spanish instruction and student development in an online environment.	\$1,785	\$1,785	No
Distance Learning Program	Purchased Edulastic Math Software licenses needed for online assessment tools with technology-enhanced items like SBAC, AIR and PARCC which provides a complete, instant view of student learning and growth.	\$600	\$600	No
Distance Learning Program	Purchased Vernier Software interactive virtual lab licenses for the science department for distance learning.	\$3,206	\$3,206	No
Distance Learning Program	Purchased various consumable supplies to support distance learning including headphones, bags to distribute materials, exercise bands, and science kits. These supplies help to support the needs of our low-income, Foster Youth, and Homeless students.	\$7,901	\$0	Yes
Distance Learning Program	Purchased Musicplay software to provide music instruction and support student development in an online environment.	\$162	\$149.95	No
Distance Learning Program	Purchased Soundtrap software as a solution to facilitate the digital music program.	\$3,078	\$3,078	No
Distance Learning Program	Purchased additional licenses for Nearpod which includes interactive lessons, videos, and formative assessments for K-12.	\$4,000	\$4,000	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	Purchased Enome Goalbook Toolkit which guides educators working with specialized student populations to vary the levels of instructional support.	\$11,900	\$11,900	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There are some substantive differences between the planned actions for the Additional Actions section, and what was implemented or expended on the actions, based on our estimated actuals.

1. We budgeted \$300,000 for intensive behavioral supports with TUCCL, the actual cost of the services provided was significantly less at \$228,309. The costs were lower than anticipated.
2. We budgeted \$10,000 for Presence Learning software to assist with online special education services. The district was able to effectively support the assessment needs through other means and did not use this service, thus we spent \$0 on this line item.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

During the 2020-21 school year, we have learned many lessons from implementing in-person and distance learning programs. As the district continues to respond to the COVID-19 pandemic, and gather data from the LCP, we are developing goals and actions for the 2021-24 LCAP and broader District Goals based on our experiences and lessons learned.

We are extremely aware of the need to continue to expand in the area of technology to support learners who may be in distance learning or hybrid learning depending on the future trajectory of the COVID-19 situation. As such, we will continue to provide connectivity for targeted groups of students, and continue to increase our device capacity to maintain 1:1 device to student ratios throughout the district.

We also are fully aware that many students have struggled academically throughout this pandemic. Those struggles and associated needs have prompted us to include actions and services in our 2021-2024 LCAP that address the varying academic needs of our student groups. We will work in the area identifying common assessments to inform instruction, monitor student progress, and to identify students needing further assessment and support. For students identified as needing additional support we will provide

targeted interventions. We plan on implementing an Intensive Math support program targeted for students with disabilities at the elementary level. We also plan on increasing support for English learner students at the elementary and middle school levels where the vast majority of our EL students reside. The district will begin to implement a summer academic support and enrichment program for K-8 students focusing on the District's low income student population, and provide a variety of extended learning programs to provide supplemental instruction and support to students and students with exceptional needs who have been identified as needing academic, social-emotional, or other supports.

The social-emotional challenges that students have endured during the pandemic have also influenced the development of our 2021-2024 LCAP. The district intends on establishing universal screener(s) to determine students' social-emotional needs, and providing programs/activities & behavioral support services focused on wellness and social-emotional learning. The district also plans on increasing counseling/ mental health, and behavioral supports.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

There is a focus in the upcoming LCAP around the continuation of addressing pupil learning loss for all student groups. As mentioned in the previous section, the district will work in the area identifying common assessments to inform instruction, monitor student progress, and to identify students needing further assessment and support. For students identified as needing additional support we will provide targeted interventions. We plan on implementing an Intensive Math support program targeted for students with disabilities at the elementary level. We also plan on increasing support for English learner students at the elementary and middle school levels. The district will also provide a variety of extended learning programs to provide supplemental instruction and support to students who have been identified as needing academic, social-emotional, or other supports.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All substantive differences between the identified actions and services intended to contribute to meeting the increased and improved services requirement and the actual implemented actions and services meeting the requirement have been addressed in previous sections of the report, specifically the Distance Learning and Learning Loss sections.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The past two school years have been very challenging due to the impact of COVID-19. The first of those years was the final year of our previous LCAP, and this year was guided by the Learning Continuity and Attendance Plan. The district has analyzed and reflected on the outcomes of the past two years through an examination of our state and local data and input from our stakeholder groups as reflected in the above reporting in order to inform our steps forward into a new three year LCAP process.

Our analysis and reflection prompted us to continue our work in improving academic outcomes for all through improved assessment and intervention systems/supports, and providing varying expanded learning opportunities with an increased focus on our English Learners, students with disabilities, and our low-income population.

In the area of support of student social emotional well-being we saw that students reports of positive well-being declined over the two year period. With that in mind the district will focus on developing and improving programs, activities, services, and supports with the goal of increasing student wellness.

Staff development, professional learning, and support have been illuminated during this time of great transition and transformation. The district will continue to focus on providing staff with the training, professional learning, and support needed to continue to improve academic, social-emotional, and behavioral outcomes for all students in the CUSD community.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*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).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,



- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year

## Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,489,648.90	1,534,244.35
General Fund	1,231,989.00	1,330,059.95
General Fund & Low Performing Students Grant	161,234.90	132,872.86
General Fund & Title II	66,525.00	57,074.98
SUMS grant / General Fund	15,900.00	1,885.82
Title IV	14,000.00	12,350.74

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,489,648.90	1,534,244.35
	1,489,648.90	1,534,244.35

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,489,648.90	1,534,244.35
	General Fund	1,231,989.00	1,330,059.95
	General Fund & Low Performing Students Grant	161,234.90	132,872.86
	General Fund & Title II	66,525.00	57,074.98
	SUMS grant / General Fund	15,900.00	1,885.82
	Title IV	14,000.00	12,350.74

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,079,424.90	975,828.46
Goal 2	343,699.00	501,340.91
Goal 3	66,525.00	57,074.98

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$53,544.00	\$215,824.35
Distance Learning Program	\$672,356.00	\$716,736.22
Pupil Learning Loss	\$38,499.68	\$57,105.40
Additional Actions and Plan Requirements	\$479,276.00	\$389,491.54
All Expenditures in Learning Continuity and Attendance Plan	\$1,243,675.68	\$1,379,157.51

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$53,544.00	\$215,824.35
Distance Learning Program	\$543,977.00	\$594,120.50
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$325,141.00	\$243,257.54
All Expenditures in Learning Continuity and Attendance Plan	\$922,662.00	\$1,053,202.39

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$128,379.00	\$122,615.72
Pupil Learning Loss	\$38,499.68	\$57,105.40
Additional Actions and Plan Requirements	\$154,135.00	\$146,234.00
All Expenditures in Learning Continuity and Attendance Plan	\$321,013.68	\$325,955.12





## 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
Carmel Unified School District	Blaise DiGirolamo Chief Academic Officer	bdigirolamo@carmelunified.org 831-624-1546 ext. 2031

## Plan Summary [2021-22]

### General Information

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

Carmel Unified School District (CUSD) is a small school district that services a very large geographic area spanning from Carmel-by-the-Sea to the outer reaches of Carmel Valley to the east, and south 47 miles to our district boundary in Big Sur. The district serves a diverse student population from across 464 square miles. CUSD has three elementary schools, Carmel River Elementary School in Carmel, Tularcitos Elementary School in Carmel Valley, and Captain Cooper Elementary School in Big Sur. The district has one middle school and one comprehensive high school, Carmel Middle School and Carmel high school respectively. Additionally, CUSD has a continuation high school named Carmel Valley High School; and the Carmelo Child Development Center which provides preschool, before/after school programs, and a Transitional Kindergarten program. Based on our most recent state reporting Carmel Unified has a current overall student enrollment of 2,335 students.

Like all communities in the state of California we have faced challenges related to the impact of the COVID-19 pandemic. Due to its

predominantly rural nature, our community has also been affected by wildfires and other natural events. Our students have endured unprecedented change and many difficulties during this past year. Our community has shown resilience dealing with all of the challenges faced during this time period. We are committed to continue to work in support of the academic, behavioral, and social-emotional well being of all of our students.

Each year, all California school districts are required to develop a Local Control Accountability Plan (LCAP). Our LCAP identifies targeted strategies to support student success both inside and outside of the classroom as well as related metrics, including our current status, aligned to the state's eight priorities areas. The eight priorities are 1) Basic Services, 2) Implementation of State Standards, 3) Parent Involvement, 4) Pupil Achievement, 5) Pupil Engagement, 6) School Climate, 7) Course Access, and 8) Other Pupil Outcomes. These priority areas are further organized into three broad categories: conditions for learning, pupil (student) outcomes, and engagement.

California uses a Local Control Funding Formula (LCFF) to allocate money to its school districts, and the LCAP is a requirement to both gather stakeholder input and to articulate a district's plan to use the allotted money. Since Carmel Unified School District (CUSD) is a Basic Aid District, the largest portion of our revenue is generated through local property taxes. Consequently, the Minimum Proportionality Percentage, which identifies LCFF for our identified groups – English Learners, students from low-income families and Foster Youth – is 2.90%. The percentage of our district population of these identified groups is:

- Students from low-income families: 12.5%
- Students with Disabilities: 10.5%
- English Learners: 2.8%
- Homeless Youth: 0.3%
- Foster Youth: 0.1%

The Mission Statement for Carmel Unified:

The Carmel Unified School District community produces lifelong learners who are prepared for the challenges of higher education, the workplace, and their role as citizens of an ever-changing global community.

## Reflections: Successes

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

Due to the impact of COVID-19, the state of California decided to eliminate state testing, accountability measures, and comprehensive data reporting into the California School Dashboard for 2020. This has influenced how our district is viewing success. Some data was collected and made available from the previous year, some data is still deemed relevant from the 2019 dashboard, and local information as well as stakeholder input gives us another lens from which to view our successes.

CUSD is proud to maintain excellent basic services for our community. We continue to ensure that students are taught by highly qualified teachers, using standards-aligned instructional materials accessible to all students, and our facilities are consistently in good repair.

CUSD continued to maintain a very high graduation rate at 96.5% in 2020. The rate improved slightly from the previous year. Our low income students graduated at an even higher rate of 98.1% in 2020, which was over a 7% increase from the previous year and is an important success to call out. Another area where we had current data available and showed positive results was in the area of College and Career. The percentage of our students who were deemed prepared increased by 1.4% from the previous year to 73.3% for 2020. Once again we saw excellent growth from our low income students. They rose 14% from the previous year to 61.5% prepared for 2020. We will continue to build on these successes going forward.

Our students continue to have broad access to AP classes and score well on the exams. Our students took 922 AP exams in 2020 with 78% of students scoring a 3 or better. These are numbers to feel good about as they reflect positive outcomes for our students and our commitment to open access to challenging courses for all students.

The district traditionally performs very well on the state's annual assessments. The spring of 2019 was the last time these assessments were given. The district performed in the "Very High" levels for both English Language Arts and Mathematics. We attribute the high performance levels to our commitment to provide grade level appropriate standards-based instruction to all of our students. The district will continue to focus on improving our instructional programs for all students.

Our English Language Learners continue to make progress towards fluency. In the last administration of the Summative English Language Proficiency Assessment for California (ELPAC) 54.2% of our English Learners showed they were making progress. Our rate for students being Reclassified as Fluent English Proficient was 38.8%. We are pleased with the results, but we will continue to focus on improving outcomes for this student group.

Another area of success to call out is the districts' response to the COVID-19 pandemic with the transformation of our programs to address the reality that in-person school was not possible for a long period of time. The district, its schools, and its staff maintained a focus on standards based instruction, created flexible and responsive schedules to support student learning, provided access to technology and connectivity for all in the district, supported professional learning for staff to adapt to the new situation, adapted professional roles and responsibilities to meet the needs of students, and supported students with exceptional needs throughout the pandemic. New systems of monitoring student engagement with outreach were implemented across the district to ensure positive attendance and academic engagement, as a result attendance rates were very high. The district also implemented multiple layers of social emotional and behavioral supports to address the well-being of students and staff throughout this difficult situation. We were very successful in continuing to provide free nutritious meals to all students in need across the district since the pandemic began as well.

An important success and point of pride for CUSD was our selection for the 2020 California Green Ribbon Schools awards. We were among 8 districts and 25 schools to receive the award across the state. We were also one of five "Green Achievers" nominated by the State Superintendent to receive U.S. Department of Education Green Ribbon Schools (ED-GRS) recognition and received that status from the federal government. We were recognized for conserving resources while promoting health and environmental literacy. We were among 39 schools, 11 districts, and five postsecondary institutions to be honored nationally.

Another important success is Carmel High School's selection as a California Distinguished School for 2021. After a review of the data, CDE recognized CHS for this distinction because of its exceptional record of providing for all students and its commitment to data-driven efforts that prepare students for college and career.

CUSD will continue to build on our success by focusing on the goals, actions, and services developed in this LCAP to ensure positive and equitable outcomes for our students.

## 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.

Similar to the above Successes section, this section is addressing relevant data from the 2019 Dashboard, local data, and stakeholder input.

Based on the 2019 Dashboard, chronic absenteeism was the only overall indicator that was identified in the "Orange" category, with 9.7% of students absent 10% of the time. In response to this data the district will include actions and services in the LCAP around analyzing the patterns and causes of absenteeism, establishing common practices and procedures, researching and designing effective attendance practices, and communicating with families the importance of attendance for the success of their children.

While our overall performance of all students on state assessments has been very high (Blue), we do have groups underperforming relative to those assessments. On the 2019 Dashboard in the Academic Performance category the English Language Arts Indicator showed that: Students with Disabilities (Orange), and English Language Learners (Orange) were performing more than two performance levels lower than the all student group. While these groups are outperforming their peers statewide, their performance gap is still an area of focus and need. Similarly, the same two groups performed in the "Orange" category for Mathematics as well. Our Hispanic subgroup and low-income students also showed a gap performing in the "Yellow" category as compared to our very high (Blue) all student performance. Once again these groups are outperforming their like groups statewide, but their performance gap requires work on our part. The district will address the needs represented here with a variety of actions and services in the LCAP.

A review of secondary student report card/progress ELA and Math grades shows that significantly more students had letter grades below C compared to the previous year. When broken down by grade level, the increases ranged from 4% to nearly 20% more students in 2020-21 earning Ds or Fs as compared with 2019-20. We also know that the reduced class time during distance and in-person learning meant that students in all grades experienced less content instruction than in a typical school year.

The district will address performance gaps and academic performance through a variety of actions and services contained in the LCAP. Some of these actions are related to improved assessment and targeted interventions for students. Other actions are related to increased staffing support and increased training for teachers in instructional strategies to more effectively work with English learners, students with disabilities, and struggling learners. Still other actions are related to training teachers to implement improved literacy programs at the elementary level focusing on students with disabilities, English language learners, as well as all learners. There are also actions around improving Mathematics Instruction, including one is specifically around providing an intensive math intervention program for students with

disabilities. The Carmel Special Education Planning team (SEP) identified a root cause of lack of foundational reading skills in some students with disabilities and the need for consistent assessment measures to identify the needs of struggling readers that allow for alignment to interventions. This analysis was based on the dashboard data, CAASPP scores by school site, teacher observations, progress reports for students with disabilities, and intervention numbers per site were reviewed. In Math for students with disabilities, the SEP Team identified the lack of foundational skills in math and the pace of the math instruction/curriculum to be a potential root cause for why there is a gap between students with disabilities and their typical peers.

An area of concern that has distinctly emerged this year related to School Climate is the social emotional well-being and mental health of our students. All of our stakeholder groups loudly and clearly called out a need for improved and increased support for student wellness, especially related to the impact that the COVID-19 pandemic has had on the lives of our students and school community. The 2020-21 data from Care Solace, our web-based mental health referral and support program, noted that out of 346 inquiries to access mental health support, the primary concerns were anxiety and depression. We also saw data emerge from the 2020 California Healthy Kids Survey administration that supports the idea that students are in need. The survey showed that students expressed having increased feelings of sadness and hopelessness compared to previous years. Some secondary students also expressed having thoughts about suicide. Secondary students reported alcohol and marijuana use higher than in years past as well. Our response to this information can be found in actions and services called out in this LCAP. We will focus in the area of wellness and social emotional support for students, by screening students, implementing programs and services, and increasing student access to counselling and mental health services on our campuses.

## LCAP Highlights

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

CUSD will continue to focus on three areas identified as overarching, driving priorities of the district as the main goals in this LCAP:

1. Instructional Excellence and Innovation
2. Student Support and Engagement
3. Continuous Professional Learning

The district's LCAP establishes goals, measurable outcomes, actions and services, and aligns expenditures in the support of positive outcomes for all students. The plan addresses our identified needs in a systematic manner, striving to close achievement gaps for specified student groups, supporting the social-emotional well being of all students, and preparing our staff to meet the academic, social-emotional and behavioral needs of our students.

# 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.

For the engagement of stakeholders as required in the LCAP process, CUSD used a multi-faceted approach. The district consulted with all stakeholder groups as required, including teachers, principals, administrators, other site personnel, local bargaining units, parents, and students in the development of this plan.

As in the past, the district sent out an LCAP Stakeholder Engagement Survey to parents, teachers, staff, and students with the intent to gather feedback and suggestions relating to the development of this LCAP. The survey was open for the month of March. We received 300 responses to the survey from our stakeholders.

As a change to past practice, this year the district sites established Stakeholder LCAP Development Committees made up of administrators, teachers, classified staff, and parents. The intent of these committees was to review site and district data, identify what was working, identify new areas in need or areas needing improvement or refinement, and to provide input on actions and services that would address the identified needs. These groups met between February and late March with their work culminating at a district wide combined meeting of all the site groups on April 1, 2021. At this meeting each group shared the summary of their work and engaged in discussion around common themes and needs seen across the district, identifying priority actions and services that would be beneficial to meet the needs of our students.

Site administrators engaged their staff with data presentation and discussions around current realities and areas of need. At multiple sites, administrators also engaged students, seeking their input related to actions and services to be developed in the LCAP.

Throughout the year, site and district administrators reviewed student data and circumstances related to the pandemic establishing a perspective from which to view our strategic planning. From the early winter through late spring this group met weekly to engage in our strategic planning processes in support of the LCAP development. They reviewed the LCAP survey results, identifying common trends and suggested actions and services. They also helped to establish the priorities of focus based on existing data, student need, stakeholder input.

Over twenty meetings were held, not including the weekly Administrative Council meetings, to engage stakeholders throughout this process.

As required, the plan draft was presented to the District English Learner Advisory Committee (DELAC), the District Parent Advisory Committee, and Special Education Local Area Plan (SELPA) administrator prior to the board hearing and adoption.

A summary of the feedback provided by specific stakeholder groups.

During our stakeholder engagement process we asked for input related to evaluating both our 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan, as well as input to help guide our future planning.



#### Summary of survey feedback related to distance learning:

Parents mentioned challenges with connectivity and access to technology support, teachers working hard to make connections and support students, positive reviews around the use of Google Classroom, mixed reviews on the quality of distance learning sometimes relating to connectivity, and an appreciation of the Special Education (SpEd) department's ability to meet the needs of their students. Parents also made suggestions for improvement through additional support provided to all student groups, and expanding our technology services to provide even greater internet connectivity.

Staff gave positive feedback around distance learning professional development. They suggested flexibility in scheduling of Individualized Education Programs (IEPs), 504s and Student Study Teams (SSTs) to provide parents greater access, using consistent assessments to be able to track student progress, and the need to ensure adequate tech support and hardware to meet future needs.

Students mentioned that distance learning can be a struggle, but that block days were helpful. They also mentioned that Google Classroom was a helpful tool. Students also suggested the need for improved connectivity.

The common trend that emerged in this overall section was the need for support with technology and connectivity.

#### Summary of survey feedback related to academic, social-emotional and mental health student supports:

Parents expressed a general concern about long term mental health impact the pandemic has had on students. They pointed to a need for increased social interaction opportunities for students. They also expressed appreciation for the support that was provided by staff both academically and emotionally, and that their experiences with bilingual support staff was helpful. In general parents expressed a need to expand services and promote more proactive approaches by counseling staff and support personnel throughout the district to meet the varying needs of students.

Staff pointed to focusing on strengthening services, resources to mitigate learning loss, and a need to focus on socio-emotional health/wellness upon return to school.

Students felt they have received good support from their teachers, instructional aides, and counselors.

The common theme that emerged was a need to focus on social-emotional health and wellness through increased services.

#### Summary of survey feedback related to pupil and family outreach:

Parents expressed the value of Google Classroom as a communication tool, they appreciated regular check-ins with teachers and support staff, they called out the value of bilingual counselling support at Captain Cooper, and they found communications in Spanish to be helpful.



Parents want to see a continued effort to ensure communications are sent in multiple languages, as well as services, resources, and staff to assist with greater outreach.

Staff also mentioned Google Classroom as an effective communication platform. They also expressed their appreciation for staff focused on outreach, and bilingual counselling support. Staff recommended that we better our connections with families in our outlying communities, improve internet access, and increase our bilingual supports.

Students generally expressed that outreach has been good in their opinion.

The common themes that emerged in this section centered around improved communication and outreach in multiple languages.

Summary of survey feedback related to critical programs and services:

Parents expressed the need for students to be back in school in-person resources and services. They mentioned the need to continue the focus on College and Career Readiness with a balance between academics and opportunities for those who wish to enter the workforce post high school. Specialist programs (electives) at the elementary level are well received and parents want to see them continue. Parents also praised our support services (counseling, intervention, SpEd and English Language Development or ELD) focusing on underperforming students. Parents expressed the district needed to continue to focus on student wellness and mental health issues through expanded support services. They also called for increased academic support, tutoring, office hours, and afterschool programs to meet the needs of specific student groups.

Staff feedback centered around students wellness supports, and making sure we have adequate intervention staff as well as special education staff to support all students.

Students expressed their satisfaction with clubs and activities, and also desire more afterschool programs.

The common themes that emerged here related to academic intervention and mental health support.

Summary of survey feedback related suggested programs and services:

Parents suggested increased support via social workers or therapists to assist students and families as well as increasing after school programs for more academic support.

Staff also expressed the desire for increased expanded learning programs ranging from after school programs to summer opportunities.

Students want more opportunities for social interaction, access to wellness support, and more after school programming.

The common themes that emerged related to increased student support and expanded learning opportunities.

As mentioned in the section above, our site LCAP Stakeholder Committees met jointly on April 1, 2021. The following common themes for focus emerged from their work and discussion:

Mental Health/Social Emotional Learning (SEL)

After School Programs + Additional Support

Supports for English Learners (ELs)

Improving Communication - i.e., Community Liaison, Outreach in Multiple Languages

Bilingual Counseling Support

Professional Development for Staff

Support with Technology & Connectivity

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

Our stakeholder feedback was critical in the development of this LCAP. Stakeholders resoundingly called for an increase in mental health services for our students. Based on this feedback and other pertinent data, the district is including specific action to provide more mental health personnel to support the needs of our students. Stakeholders called out the need for interventions and expanded learning opportunities to meet the needs of our students coming out of the pandemic. This LCAP includes several specific actions targeted in these areas as a result of that feedback. Stakeholders also expressed the need for increased support for our English Learners (ELs). This feedback in conjunction with other data has led to actions in this LCAP including increasing paraprofessionals supporting ELs at the middle school and increased bilingual counselling support for Captain Cooper.

# Goals and Actions

## Goal

Goal #	Description
1	All students engage in challenging, innovative and relevant learning experiences to prepare them for college, career and global citizenship.

An explanation of why the LEA has developed this goal.

CUSD has developed this goal because it represents the core values of our district in terms of what we believe we should provide all students. Parents and staff have indicated they want to see a continuation of rigorous, high quality, and supportive academic programs. We have high expectations that our students can learn and be successful. And we also feel that we can help students who are not finding academic success with the support necessary to achieve it. The actions below relating to academic focus, student assessment and monitoring, interventions and supports, and expanded learning opportunities will help to move the needle for all students. The related metrics reflecting high expectations will help to illuminate our successes and progress towards the goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with scores of “Meets” or “Exceeds” on the ELA portion of the California Assessment of Student Performance and Progress (CAASPP).  Priority 4	No current baseline available due to suspension of the CAASPP for the 2019-20 school year. The baseline will be established on the Year 1 outcome line after the results for the 2020-21 CAASPP administration.				ELA: 85%
% of students with scores of “Meets” or “Exceeds” on the Mathematics portion of the California Assessment of	No current baseline available due to suspension of the CAASPP for the 2019-20 school year. The baseline will be				Math: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Student Performance and Progress (CAASPP).</p> <p>Priority 4</p>	<p>established on the Year 1 outcome line after the results for the 2020-21 CAASPP administration.</p>				
<p>Renaissance STAR - Elementary</p> <p>% of 3rd through 5th grade students performing as meeting or exceeding grade level standards for ELA and Math on the March administration of the STAR assessments for reading and math.</p> <p>Priority 8</p>	<p>March 2020-21 STAR Results:</p> <p>ELA: 80.00% Math: 76.00%</p>				<p>ELA: 85% Math: 85%</p>
<p>Grades - Secondary</p> <p>% of students in grades 6-8 and 11, earning a passing grade of C or better in both English/Language Arts and Math on their first semester report card.</p> <p>Priority 8</p>	<p>2020-21 First Semester Grades:</p> <p>ELA: 87.79% Math: 85.54%</p>				<p>ELA: 90% Math: 90%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of EL students either moving one level, maintaining their current level for only a second year, and/or meeting reclassification criteria based on the Summative ELPAC.  Priority 4	No current baseline available due to suspension of the Summative ELPAC for the 2019-20 school year. The baseline will be established on the Year 1 outcome line after the results for the 2020-21 Summative ELPAC administration.				65% of EL students will either move one level, maintain their current level for only a second year, and/or meet reclassification criteria on the Summative ELPAC.
% of English Learners Reclassified as English Proficient. (RFEP)  Priority 4	2019-20 Data Results:  District Overall: 38.8%				The % of English Learners Reclassified (RFEP) = 40%
% of targeted support students meeting their site defined growth target.  K-5: Reading- making progress to “Benchmark” as measured by site reading assessments Math - More than 70% on Topic Tests	Due to the impact of COVID-19 on our school schedules and structures in order to provide for distance learning, hybrid learning, and ultimately full time instruction; interventions were not structured or tracked as in a traditional year. Therefore baseline data will be set in year one.				85% of targeted support students will meet their site defined growth targets

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6-8: ELA - “C” or better Math - “C” or better  9-12: Strategies - Meet Individual Learning Plan (ILP) targets Writing Strategies - “C” or better in connected English class Math Support - “C” or better in connected math class CVHS: All students & parents Meet Individualized Learning Plan (ILP) targets  Priority 8					
% of students successfully completing A-G courses  Priority 4	2019-20 A-G Completion Results:  75%				Maintain or improve
% of students passing Advanced Placement (AP) exams (3+)  Priority 4	2019-20 AP Results:  78% (471 AP students taking 922 tests)				Maintain or improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students demonstrating college preparedness (College/Career Readiness Indicator from the CA Dashboard)  Priority 4	2019-20 CCRI Data Results:  73.3% of graduates demonstrate college preparedness on the CCRI				Maintain or improve
Implementation of the academic content and performance standards adopted by the state board  Priority 2	The district fully implements all California state adopted standards: Common Core ELA and Math, English Language Development, Next Generation Science Standards, History Social Science, as well as World Language, Visual and Performing Arts, Physical Education, Health Education, and Career Technical Education.				Maintain
How the programs and services will enable English learners to access the CCSS and the ELD standards for	The district provides both integrated and designated ELD instruction as well as additional supports as needed to assist				Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>purposes of gaining academic content knowledge and English language proficiency</p> <p>Priority 2</p>	English Learners gain academic knowledge and English language proficiency.				
<p>Student access and enrollment in all required areas of study</p> <p>Priority 7</p>	Students have access and are enrolled in all required areas of study as monitored through CalPads & Aeries (SIS).				Maintain
<p>A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable</p> <p>Priority 7</p>	Students have access and are enrolled in a broad course of study including Health, PE, VAPA, World Languages, CTE, AP, Dual Enrollment, Computers, and other elective offerings as monitored through CalPads and Aeries (SIS).				Maintain
<p>Programs and services developed and provided to unduplicated pupils</p> <p>Priority 7</p>	The district provides open access to Advanced Placement, Dual Enrollment, and CTE pathways, as well as a robust set of elective offerings across the district.				Maintain



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	The district also provides English Language Development instruction and operates an inclusion model (Co-teaching) for Students with Disabilities as monitored through CalPads and Aeries (SIS).				
% of students in CTE pathways marked as completers  Priority 4	2019-20 CTE Results:  100% (121 students completed)				Maintain
% Teachers are appropriately assigned and credentials in subject areas  Priority 1	2020-21 Rates:  94.8%				Maintain or improve
% Students have sufficient access to standards-aligned instructional materials  Priority 1	2020-21 Rates:  100%				Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School facilities are maintained in good repair  Priority 1	2020-21 FIT Report Data:  MET Standard (few “Deficiencies” – mostly ceiling tiles; 0 “Extreme Deficiencies”)				Maintain or improve

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1</b>	Common Assessments for Instruction and Intervention	Identify common assessments across the district to analyze using our data system (Illuminate) in order to inform instruction, monitor student progress, and to identify students needing further assessment or interventions.	\$13,633.00	Yes
<b>2</b>	Response to Intervention Staffing	Provide all students identified for intervention with targeted strategies for support.	\$879,014.00	Yes
<b>3</b>	Math Instructional Leadership Team	Develop a Math Instructional Leadership Team made up of instructional coaches, teachers, and administrators to review current district practices, analyze student and district data, select instructional materials, and develop strategies to meet the needs of all students.	\$131,572.00	Yes
<b>4</b>	K-8 Summer Program for Low-Income Students	Implement a summer academic support and enrichment program for K-8 students focusing on the District’s low-income student population.	\$16,000.00	Yes
<b>5</b>	Extended Learning Programming	The district will provide a variety of extended learning programs to provide supplemental instruction and support to students and students	\$187,572.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with exceptional needs who have been identified as needing academic, social emotional, or other support.		
6	SpEd Math Intervention	The district will implement an Intensive Math support program (Do the Math) targeted for elementary students with disabilities.	\$8,000.00	No
7	EL Supports	Increase personnel directly supporting English learner students at the elementary and middle school levels.	\$137,129.00	Yes
8	Bilingual Counselor	Increase the FTE of our bilingual counselor at Captain Cooper to full time in support of student needs.	\$25,770.00	Yes
9	PIO/Bilingual Outreach	Create a communication position in which part of the duties are specific to outreach to our Spanish speaking families in support of student success.	\$27,467.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	All students will achieve personal wellness through supportive and engaging school environments that fosters health, happiness, and collaboration between our schools and families.

An explanation of why the LEA has developed this goal.

CUSD developed this goal because it aligns to our district focus on student support and engagement. The metrics below reflect solid benchmarks around the achievement of, or progress towards the goal. We believe the actions focused on providing social-emotional and mental health support, along with improving engagement through improved attendance will help us achieve the goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CUSD Chronic Absenteeism %  Priority 5	2018-19 Chronic Absenteeism Rates:  Chronically Absent: 9.69% Socio-economically Disadvantaged 15.1% Hispanic 11.1% Student with disabilities 13.1% English Learners 9.7%				By 2024, CUSD will keep Chronic Absenteeism to 7% or less.
% of Student reports of caring relationships and school connectedness on the California Healthy Kids Survey.	2020-21 California Healthy Kids Survey Results:  Caring adults in school				Student reports of caring relationships and school connectedness will exceed 95% on the California Healthy Kids Survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6	<p>(High/Moderate); CUSD/State Avg. Gr. 5 - 82%/73% Gr. 7 - 67%/60.9% Gr. 9 - 51%/56% Gr. 11 - 65%/60.1%</p> <p>School connectedness (High/Moderate); CUSD/State Avg. Gr. 5 - *N/A%/74% Gr. 7 - *N/A%/61.8% Gr. 9 - *N/A%/56.9% Gr. 11 - *N/A%/53.4% *CUSD data above is not available because schools were not in- person and the questions were not asked.</p>				
<p>% of student reports of drug or alcohol abuse, feelings of sadness or hopelessness, and harassment or bullying on the California Healthy Kids Survey and local measures.</p> <p>Priority 6</p>	<p>2020-21 California Healthy Kids Survey Results:</p> <p>*State averages indicated below are not from the 2020-21 school year like our data. They are compiled from the pre- pandemic 2017-2019 administrations of the CHKS across the state.</p>				<p>Student reports of drug or alcohol abuse, feelings of sadness or hopelessness, and harassment or bullying on the California Healthy Kids Survey and local measures will be below the state average.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Drug and Alcohol Usage: CUSD Average/State Average - Gr. 7 - Alcohol: 2%/6.9%; Other Drug (Marijuana): 0%/3.6% - met Gr. 9 - Alcohol: 13%/14.6%; Other Drug (Marijuana): 9%/9.7% - met Gr. 11 - Alcohol: 31%/23.4%; Other Drug (Marijuana): 23%/16.1%- not met</p> <p>Binge Drinking: CUSD Average/State Average - Gr. 11 – 18%/8.5% - not met</p> <p>Chronic feelings of sadness or hopelessness, past 12 months: CUSD Average/State Average - Gr. 7 - 34%/30.4% - not met Gr. 9 - 46%/32.6% - not met Gr. 11 - 51%/36.5% - not met</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Harassed or bullied on school property, past 12 months:</p> <p>CUSD Average/State Average -</p> <p>Gr. 7 - *N/A%/36.6%</p> <p>Gr. 9 - *N/A%/30.4%</p> <p>Gr. 11 - *N/A%/26.9%</p> <p>*CUSD data above is not available because schools were not in-person and the questions were not asked.</p>				
<p>CUSD Secondary Dropout %</p> <p>Priority 5</p>	<p>2019-20 Dropout Rates:</p> <p>Middle School: 0.0%</p> <p>High School: 0.3%</p>				Maintain or improve
<p>CUSD Graduation %</p> <p>Priority 5</p>	<p>2019-20 Graduation Rates:</p> <p>96.5%</p>				Maintain or improve
<p>CUSD School Attendance %</p> <p>Priority 5</p>	<p>2020-21 Attendance Rates:</p> <p>98.32%</p>				Maintain



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent opinions around school safety and connectedness.  Priority 6	Feb. 2020 Survey Results:  97% of parents agree “Their child’s school is a safe place for their child”  98% of parents agree “Their child’s school is a supportive/inviting place for students to learn.”  96% of parents agree “Teachers and other adult staff go out of their way to help students.”				Maintain
CUSD Suspension %  Priority 6	2019-20 Suspension Rates:  1.8%				Maintain or improve
CUSD Expulsion %  Priority 6	2019-20 Expulsion Rates:  0.0%				Maintain or keep below 1%
Efforts the school district makes to seek parent input in making decisions for the	Parent meetings were held to gather input ELAC/DELAC/SSC/PTO/PTA/CAC.				Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>school district and each individual school site.</p> <p>Priority 3</p>	<p>CUSD Administers a bi-annual parent survey.</p> <p>Feb. 2020 Survey Results:</p> <p>94% of parents agree “The school seeks input and welcomes parents’ contributions.”</p>				
<p>How the school district will promote parental participation in programs for unduplicated pupils</p> <p>Priority 3</p>	<p>Parent meetings were held to gather input ELAC/DELAC/SSC/PTO/PTA/CAC.</p> <p>Feb. 2020 Survey Results:</p> <p>94% of parents agree “The school encourages me to be an active partner..”</p>				Maintain
<p>How the school district will promote parental participation in programs for individuals with exceptional needs</p> <p>Priority 3</p>	<p>All parents, including parents of students with exceptional needs, are annually informed of school and district practices, and are invited to participate in various</p>				Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>stakeholder committees including the following: School Site Councils, English Learner Advisory Committee, and Parent Teacher Associations/Organizations.</p> <p>The district seeks communication, input, and parental participation in programs for individuals with exceptional needs through its IEP and 504 processes.</p>				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Chronic Absenteeism Response	District and site leadership teams will analyze the causes and patterns of chronic absenteeism to establish consistent policy and practice; research and design strategies to reduce frequency; and communicate to families the importance of school attendance and its relationship to student success.	\$1,000.00	No
2	Wellness and Social Emotional Programs and Supports	The district will focus on counselling services, behavioral support services, and providing programs/activities, focused on wellness and social-emotional learning including self-awareness, self-management, social awareness, relationship skills, and responsible decision making.	\$699,074.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	SEL - Screeners	Establish universal screener(s) to determine students' social-emotional needs (e.g., Covitality, Obviate, SAEBRS).	\$12,000.00	No
4	Mental Health Services	Increase mental health support services for students through the addition of clinicians.	\$350,812.00	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	All staff will engage in valuable, high quality professional learning that assist them in meeting the district's academic and social-emotional goals.

An explanation of why the LEA has developed this goal.

Continuous professional learning has consistently been a district priority. This goal was developed in conjunction with the academic achievement and support goals as well as the district priority. Staff need to access training and professional development in support of our efforts on the behalf of our different student groups. The actions below focus on professional learning designed to improve our academic programs for all students, with a focus on students with disabilities and English Learners. The related metrics will help us evaluate the effectiveness and implementation status of our efforts.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of certificated and classified employees will “Agree” or “Strongly Agree” that professional learning is useful in their work as measured through the CUSD Professional Learning Feedback Survey.	2020-21 Data:  90.48% Strongly Agreed or Agreed				95% of certificated and classified employees will “Agree” or “Strongly Agree” that professional learning is useful in their work as measured through the CUSD Professional Learning Feedback Survey.
% of teachers participating in instructional coaching reporting the support was valuable.	Baseline data will be established in year one.				90% of teachers participating in instructional coaching will report the support was valuable.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of relevant TK-5th grade staff trained on an evidence-based, multisensory, structured literacy approach and model	NEW METRIC - UPDATE BASELINE DATA 2020-21 Data:				By 2024, 100% of relevant TK-5th grade staff will engage in extensive professional learning on an evidence-based, multisensory, structured literacy approach and model in order to support the reading development of all elementary Special Education, English Learner, and General Education students

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning - Instructional Strategies	Provide teachers & site leaders access to professional learning focused on instructional strategies supporting all students, including Universal Design for Learning (UDL), with particular attention to English Learners, Special Education, disadvantaged and advanced learner students.	\$17,056.00	Yes
2	Vertical Articulation	Provide all teachers with time, protocols, and resources for vertical articulation related to their content areas and standards, with increased emphasis on the upper elementary to middle school and middle school to high school articulations focused on closing achievement gaps.	\$9,645.00	No

Action #	Title	Description	Total Funds	Contributing
3	Multisensory Structured Literacy Training	The district in collaboration with outside experts will facilitate multisensory structured literacy training to elementary staff in cohorts to include Special Education teachers, speech therapists, instructional coaches, intervention teachers, English Learner Specialists, TK-5th grade teachers, and Special Education instructional aides through a multi-year scaling up process.	\$9,378.00	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.**

## 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
3.00%	\$655,596

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.

CUSD makes it a priority to first consider and respond to the needs and conditions of English Learners, low-income students, foster youth, and students experiencing homelessness, as well as students with disabilities in the development of our LCAP. The actions of Goal 1 focus on continued improvement of our assessment and intervention programs, opportunities for extended learning, and direct targeted supports to unduplicated student groups in order to help close the achievement gaps for these student groups. The actions in Goal 2 focus on creating healthy and engaging school environments by focusing on providing students with social-emotional/mental health supports provided by trained staff, and promoting positive attendance to bolster both student achievement and student access to social-emotional support services. The actions in Goal 3 focus on professional learning designed to improve instructional practices particularly focused on students with disabilities and English Learners in order to better support their needs and to narrow achievement gaps for these lower performing student groups. Each action below is contributing to increasing and/or improving services for these students, and is expected to demonstrate effectiveness through positive measurable outcomes in related metrics associated with the goals.

#### Goal 1

Action 1 - Common Assessments for Instruction and Intervention, Action 2 - Response to Intervention Staffing, and Action 3 Math Instructional Leadership Team: Due to the continuing achievement gaps present between our English Learners, low-income students, and students with disabilities compared to that of all other students, the district developed these actions. It is clear that quality assessment practices that inform instruction as well as intervention needs and targeted interventions are linked to improved student outcomes. Instructional coaching in the area of mathematics supports high quality teaching using tier 1 intervention strategies which has been shown to improve student outcomes as well. We have seen our subgroup performance outpace comparable subgroups across the state with the implementation of targeted intervention strategies as well as instructional coaching. These actions are being provided on a district wide



basis and we expect that all students will benefit from them. However, we expect that these actions will be most effective at increasing student achievement for our unduplicated student groups.

**Action 4- K-8 Summer Program for Low-Income Students, Action 5 - Extended Learning Programming:** Due to the continuing achievement gaps present between our low-income students, English Learners, and students with disabilities compared to that of all other students, and the lack of access to opportunities that our low-income families face in providing extended educational opportunities to their children, the district developed this action and its related services. Providing extended learning programs to targeted students identified as having academic and social-emotional needs is a key component to addressing the needs of the whole child. This action and its related services are being implemented on a district wide basis to targeted students. We expect these actions will be effective in meeting the needs of our unduplicated student groups and result in an increase in student proficiency metrics..

**Action 7 - English Learner Supports:** Based on our data it is apparent that our English Learner students underperform as compared to all students in general. Because of this, the district has developed this action and related services specific to addressing the needs of our English Learners. This action is specific to increasing the assignment of the ELD/Intervention teacher at Captain Cooper School and adding EL instructional aides at Carmel Middle School to support the success of the large number of ELs on the site. Increasing the position at Cooper will be an effective means in providing more support to its EL students and will be reflected in improved performance. The additions at the middle school level are intended to provide more support to our EL students as well. The increases are modeled after the existing paraprofessional support structure for students with disabilities currently implemented at the site. That structure has been beneficial to our SpEd students there, and the intention is to replicate those successes with our English Learners at CMS.

**Action 8 - Bilingual Counselor:** This action is specific to Captain Cooper School, our only Title I school in the district. Based on the performance gaps of the predominantly unduplicated student group population of Captain Cooper relative to other schools in the district, the predominance of Spanish speaking families at the site, and stakeholder input, increasing support services for these students and families is vital to improving academic outcomes.

## Goal 2

**Action 2 - Wellness and Social Emotional Programs and Supports and Action 4 - Mental health services:** During the past two COVID-19 pandemic related school years we have seen need related to the social-emotional well-being and mental health of our students. Students have faced many challenges and stressors relating to coping with the impact of the pandemic. Underperforming student groups, particularly low-income students, are facing exceedingly difficult circumstances and traditionally have limited access to mental health support in the community. Our data from both Care Solace and the California Healthy Kids Survey (CHKS) suggest that students are feeling sadness and loneliness, and experiencing anxiety and depression often turning to substances for relief. In the school years prior to the pandemic as we began implementing social-emotional support programs and curriculum, we saw reports of loneliness decrease and school connectedness improve. The pandemic has created a setback that we will address based on these actions and services developed. Social-emotional support and mental health counselling help students improve peer and adult relationships, and provide coping skills to help students persevere and find success. While we are providing programs and services for all students, our low-income students, English Learners, foster youth, and students experiencing homelessness, as well as students with disabilities were first considered when developing this goal. We expect to see our CHKS data and Care Solace referral data turn for the better as a result of these actions and services.

### Goal 3

**Action 1 - Professional Learning - Instructional Strategies:** Due to the continuing achievement gaps present between our English Learners, low-income students, and students with disabilities compared to that of all other students, the district developed this action. It is supported in research that highly trained, effective teachers using instructional strategies designed to create access and meet the needs of all learners leads to improved outcomes for students. The district was focused on the implementation of providing teachers with continued professional learning opportunities focused on instructional strategies to meet the needs of our diverse student groups when the pandemic hit. Consequently, many of the scheduled training opportunities for teachers were cancelled. Focusing on research based instructional strategies to meet the needs of students with unique learning needs is essential to continue for the district in order to narrow the achievement gaps that exist. We are providing this action on a district wide basis. However, we believe that our unduplicated student groups will benefit most from this action.

**Action 3 - Multisensory Structured Literacy Training:** This action was developed due to the fact that our statewide English Language Arts assessment data consistently shows our English Learners and students with disabilities underperforming relative to all students, and the fact that research supports improved student proficiency through the use of multisensory structured literacy approaches for students struggling with reading. By providing this action district wide at the elementary level, we expect to see improvements in literacy development for all students, but especially for students with disabilities and English Learners.

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

The actions and services provided above are the most effective use of these funds to meet our district's goals for our English learners, low-income students, Foster Youth, and students experiencing homelessness, as well as students with disabilities. The planned actions and services, and their related budgeted expenditures clearly show that the district is meeting the required proportional increase in spending for unduplicated students relative to that of all students for the LCAP year.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,171,938.00	\$1,160,605.00		\$192,579.00	\$2,525,122.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,452,941.00	\$72,181.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Common Assessments for Instruction and Intervention	\$13,633.00				\$13,633.00
1	2	English Learners Foster Youth Low Income	Response to Intervention Staffing	\$507,668.00	\$178,767.00		\$192,579.00	\$879,014.00
1	3	English Learners Foster Youth Low Income	Math Instructional Leadership Team	\$131,572.00				\$131,572.00
1	4	English Learners Foster Youth Low Income	K-8 Summer Program for Low-Income Students		\$16,000.00			\$16,000.00
1	5	English Learners Foster Youth Low Income	Extended Learning Programming	\$66,376.00	\$121,196.00			\$187,572.00
1	6	Students with Disabilities	SpEd Math Intervention	\$8,000.00				\$8,000.00
1	7	English Learners	EL Supports		\$137,129.00			\$137,129.00
1	8	English Learners Low Income	Bilingual Counselor		\$25,770.00			\$25,770.00
1	9	All	PIO/Bilingual Outreach	\$27,467.00				\$27,467.00
2	1	All	Chronic Absenteeism Response	\$1,000.00				\$1,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	Wellness and Social Emotional Programs and Supports	\$368,143.00	\$330,931.00			\$699,074.00
2	3	All	SEL - Screeners	\$12,000.00				\$12,000.00
2	4	English Learners Foster Youth Low Income	Mental Health Services		\$350,812.00			\$350,812.00
3	1	English Learners Foster Youth Low Income	Professional Learning - Instructional Strategies	\$17,056.00				\$17,056.00
3	2	All	Vertical Articulation	\$9,645.00				\$9,645.00
3	3	English Learners Foster Youth Low Income	Multisensory Structured Literacy Training	\$9,378.00				\$9,378.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,113,826.00	\$2,467,010.00
<b>LEA-wide Total:</b>	\$1,113,826.00	\$2,304,111.00
<b>Limited Total:</b>	\$0.00	\$137,129.00
<b>Schoolwide Total:</b>	\$0.00	\$25,770.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Common Assessments for Instruction and Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,633.00	\$13,633.00
1	2	Response to Intervention Staffing	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$507,668.00	\$879,014.00
1	3	Math Instructional Leadership Team	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$131,572.00	\$131,572.00
1	4	K-8 Summer Program for Low-Income Students	LEA-wide	English Learners Foster Youth Low Income	K-8		\$16,000.00
1	5	Extended Learning Programming	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$66,376.00	\$187,572.00
1	7	EL Supports	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Captain Cooper & Carmel Middle School		\$137,129.00
1	8	Bilingual Counselor	Schoolwide	English Learners Low Income	Specific Schools: Captain Cooper		\$25,770.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Wellness and Social Emotional Programs and Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$368,143.00	\$699,074.00
2	4	Mental Health Services	LEA-wide	English Learners Foster Youth Low Income	6-12		\$350,812.00
3	1	Professional Learning - Instructional Strategies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,056.00	\$17,056.00
3	3	Multisensory Structured Literacy Training	LEA-wide	English Learners Foster Youth Low Income	K-5	\$9,378.00	\$9,378.00

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.