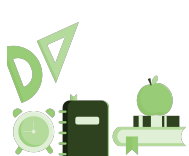




Calistoga **Joint Unified** **School District** LCAP 2023



LCAP Overview

Descripción general del LCAP

Purpose Objetivo

The LCAP is a **3-year plan** that describes the **goals, actions, services, and expenditures** to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for **CJUSD to share stories** of how, what, and why programs and services are selected to meet our local needs.

El LCAP es un plan de 3 años que describe las metas, acciones, servicios y gastos para apoyar los resultados positivos de los estudiantes que abordan las prioridades estatales y locales. El LCAP brinda una oportunidad para que CJUSD comparta historias sobre cómo, qué y por qué se seleccionan programas y servicios para satisfacer nuestras necesidades locales.

Goals Metas

A goal is a broad statement that describes the **desired result to which all actions/services are directed**. A goal answers the question: **What is CJUSD seeking to achieve?**

Una meta es una declaración amplia que describe el resultado deseado al que se dirigen todas las acciones/servicios. Una meta responde a la pregunta: ¿Qué busca lograr CJUSD?

Metrics Metrica

CJUSD established metrics and/or state indicators for each goal that will be used as a means of **evaluating progress** toward measurable outcomes and accomplishing the goal.

- **METRIC** - identified data point
- **BASELINE** - initial data point, used to measure growth overtime
- **YEARLY OUTCOME** - data point for current reporting year
- **3-YEAR GOAL** - intended outcome for specific metric over 3 years

CJUSD estableció métricas y/o indicadores estatales para cada meta que se usarán como un medio para evaluar el progreso hacia resultados medibles y lograr la meta.

- **MÉTRICO**: punto de datos identificado
- **LÍNEA DE BASE**: punto de datos inicial, utilizado para medir el crecimiento a lo largo del tiempo
- **RESULTADO ANUAL** - punto de datos para el año de informe actual
- **OBJETIVO DE 3 AÑOS**: resultado previsto para una métrica específica durante 3 años

Actions Comportamiento

CJUSD established **actions and strategies for each goal** to specifically address needs and/or the performance data consistent with state priorities and resource inequities. Actions specifically **target continuous improvement efforts**.

CJUSD estableció acciones y estrategias para cada objetivo para abordar específicamente las necesidades y/o los datos de rendimiento de acuerdo con las prioridades estatales y las desigualdades de recursos. Las acciones apuntan específicamente a los esfuerzos de mejora continua.

Analysis Análisis

The Analysis section of the plan **examines both outcome data and effectiveness** of practice for each goal. It provides the opportunity to **evaluate needs and growth** and should be closely related to the identified goal. CJUSD describes the overall **implementation and effectiveness** of the actions or strategies to achieve the goal along with any **differences** between planned and actual expenditures and any changes made to the goal moving forward.

La sección de Análisis del plan examina tanto los datos de los resultados como la eficacia de la práctica para cada objetivo. Brinda la oportunidad de evaluar las necesidades y el crecimiento y debe estar estrechamente relacionado con la meta identificada. CJUSD describe la implementación general y la eficacia de las acciones o estrategias para lograr la meta junto con cualquier diferencia entre los gastos planificados y reales y cualquier cambio realizado en la meta en el futuro.



LCAP Goals

Metas LCAP

We are a collaborative, culturally rich educational community, where a rigorous and innovative curriculum prepares our students to be successful contributors to our global society.

Somos una comunidad educativa colaborativa y culturalmente rica, donde un plan de estudios riguroso e innovador prepara a nuestros estudiantes para ser contribuyentes exitosos a nuestra sociedad global.

Goal 1

Ensure academic excellence for all students

Meta 1

Garantizar la excelencia académica para todos los estudiantes

Goal 2

Provide a safe, healthy, & positive school environment

Meta 2

Proporcionar un ambiente escolar seguro, saludable y positivo

Goal 3

Increase parent engagement & enhance communication

Meta 3

Aumentar la participación de los padres y mejorar la comunicación



METRIC	BASELINE	YEAR 1	YEAR 2	4-YEAR GOAL
Williams Act Requirements	Data Year: 2020-21 100% of teachers are appropriately credentialed and assigned	Data Year: 2021-22 One teacher did not have an appropriate credential	Data Year: 2022-23 One teacher did not have an appropriate credential	100% of teachers will be appropriately assigned and credentialed
Williams Act Requirements	Data Year: 2020-21 100% of students have access to standards-aligned materials	Data Year: 2021-22 100% of students had access to standards-aligned materials	Data Year: 2022-23 100% of students had access to standards-aligned materials	100% of students will have access to standards-aligned materials
MAP (ELA)	Data Year: 2020-21 This is a new metric so no data is available. It will be included in the 2021-22 year.	Data Year: Winter 2022-23 Baseline established in 2021-22 47.0% of students met/exceeded growth projections in ELA, having a winter-to-winter CGI (conditional growth index) of 0 or higher	Data Year: Winter 2022-23 42.3% of students met/exceeded growth projections in ELA, having a winter-to-winter CGI (conditional growth index) of 0 or higher	% of students meeting/exceeding growth projections in ELA, having a winter-to-winter CGI (growth index) of 0 or higher, will increase 3% each year
MAP (Math)	Data Year: 2020-21 This is a new metric so no data is available. It will be included in the 2021-22 year.	Data Year: Winter 2022-23 Baseline established in 2021-22 61.9% of students met/exceeded growth projections in Math, having a winter-to-winter CGI (conditional growth index) of 0 or higher	Data Year: Winter 2022-23 52.5% of students met/exceeded growth projections in Math, having a winter-to-winter CGI (conditional growth index) of 0 or higher	% of students meeting/exceeding growth projections in Math, having a winter-to-winter CGI (growth index) of 0 or higher, will increase 3% each year
MAP (Science)	Data Year: 2020-21 This is a new metric so no data is available. It will be included in the 2021-22 year.	Data Year: Winter 2022-23 Baseline established in 2022-23	Data Year: Winter 2022-23 57.2% of students met/exceeded growth projections in Science, having a winter-to-winter CGI (conditional growth index) of 0 or higher	% of students meeting/exceeding growth projections in ELA, having a winter-to-winter CGI (growth index) of 0 or higher, will increase 3% each year



Metrics

LCAP Goal 1

Ensure academic excellence for all students

METRIC	BASELINE	YEAR 1	YEAR 2	4-YEAR GOAL
CAASPP (ELA)	Data Year: 2018-19 Distance from Level 3 (DF3) -12.6 All students +69.1 White -11.8 Hispanic -26.6 EL -12.1 SED -55 SWD	No new data is available as CAASPP was suspended in 2020-21	Data Year: 2021-22 Distance from Level 3 (DF3) -20.0 All students +21.8 White -26.3 Hispanic -41.4 EL -28.2 SED -95.8 SWD	All student groups will increase 5 points closer to "Distance from Level 3" (DF3) or Proficiency
CAASPP (Math)	Data Year: 2018-19 Distance from Level 3 (DF3) -100.8 All students 21.5 White -60.8 Hispanic -67.1 EL -58.8 SED -92 SWD	No new data is available as CAASPP was suspended in 2020-21	Data Year: 2021-22 Distance from Level 3 (DF3) -55.0 All students -5.0 White -62.9 Hispanic -58.8 EL -91.3 SED -64.9 SWD	All student groups will increase 5 points closer to "Distance from Level 3" (DF3) or Proficiency
California Science Test (CAST)	Data Year: 2018-19 Distance from Level 3 (DF3) -58 All students -67.6 White -64.5 Hispanic -137.7 EL -47.8 SED -133.1 SWD	No new data is available as CAST was suspended in 2020-21	Data Year: 2021-22 Distance from Level 3 (DF3) All students -14.8 White -0.8 Hispanic -15.9 EL -23.6 SED -16.4 SWD -29.8	All student groups will increase 5 points closer to "Distance from Level 3" (DF3) or Proficiency
English Learner Progress Indicator (ELPI)	Data Year: 2018-19 48.5% of students making progress towards English language proficiency	Data Year: 2020-21 % of students performing at each level on ELPAC: Level 1: 9.4% Level 2: 33.1% Level 3: 41.8% Level 4: 15.7% (State 14%)	Data Year: 2021-22 % of students performing at each level on ELPAC: Level 1: 11.0% Level 2: 31.3% Level 3: 44.3% Level 4: 13.4% (State 15.6%)	Updated metric: Students performing at Level 4 on the ELPAC will exceed the state average by at least 2%.
English Learner Reclassification Rate	Data Year: 2019-20 9.2% of ELs are LTEL	Data Year: 2020-21 34.0% of ELs are LTEL	Data Year: 2021-22 25.3% of ELs are LTEL	Students classified as Long Term English Learner (LTEL) will decrease to 22%

Metrics

LCAP Goal 1

Ensure academic excellence for all students

METRIC	BASELINE	YEAR 1	YEAR 2	4-YEAR GOAL
Advanced Placement (AP) Exam	Data Year: 2019-20 62.7% of students enrolled in AP courses scored 3 or better on AP exam	Data Year: 2020-21 New Baseline: - Average Pass Rate: 58.4% - English Lit: 8.9% - Spanish: 100% - Calculus: 66.7% - US History: 0% - World History: 33.3% - Drawing: 100% - French: 100%	Data Year: 2021-22 Average Pass Rate: 48.5% English Lit: 15.9% Spanish: 100% Statistics: 0% US History: 15.4% World History: 60% Drawing: 100%	Updated metric: % of students successfully completing an Advanced Placement course (score 3+) will meet or exceed the state average
CTE Pathway Completion Rate	Data Year: 2019-20 72.4% of high school seniors successfully completed CTE Pathway	Data Year: 2020-21 80.6% of high school seniors successfully completed one or more CTE pathways	Data Year: 2021-22 65.6% of high school seniors successfully completed one or more CTE pathways	Updated metric: 90% of students will successfully complete 1 CTE pathway in high school based on Alternative School enrollment
College and Career Preparedness	Data Year: 2019-20 48.3% of high school seniors met "Prepared" on CCI	Data Year: 2020-21 44.8% of high school seniors met "Prepared" on CCI	Data Year: 2021-22 47.5% of high school seniors met "Prepared" on CCI	Updated metric: 50% of high school seniors will meet "Prepared" on CCI based on state average
High School Graduation Rate	Data Year: 2019-20 93.4% of cohort successfully graduated high school in 4 years	Data Year: 2020-21 95.5% of cohort students graduated high school in 4 years	Data Year: 2021-22 88.5% of cohort students graduated high school in 4 years	Updated metric: 95% of cohort will graduate in 4 years based on newcomers and SWD
A-G Completion Rate	Data Year: 2019-20 32% of students in graduating cohort met A-G requirements for graduation	Data Year: 2020-21 44% of students in graduating cohort met A-G requirements for graduation	Data Year: 2021-22 36.1% of students in graduating cohort met A-G requirements for graduation	Updated metric: 50% of students in graduating cohort will meet A-G requirements for graduation based on goal met in 2021-22
Early Assessment Program (EAP)	Data Year: 2018-2019 % of students ready or conditionally ready for college: 55.6% ELA 6.7% Math	No new data as EAP (CAASPP) was suspended in 2020-21	Data Year: 2021-22 % of students ready or conditionally ready for college: 35.9% ELA 10.3% Math	60% of students in ELA and 10% of students in mathematics will be ready or conditionally ready for college



ACTION	TITLE	DESCRIPTION
1.1	Provide all students access to qualified teachers, state standards-aligned materials, and a broad course of study.	<p>1.1. All students will receive rigorous academic instruction using standards-aligned materials in conjunction with English Language Development (ELD) standards.</p> <p>1.2. All teachers will be appropriately credentialed and assigned.</p> <p>1.3. A broad course of study will be offered to all students as per Education Code 51210.</p> <p>1.4. All students will have access to A-G courses, Advanced Placement (AP), AVID courses, and Career Technical Education (CTE) pathways.</p> <p>1.5. Dual enrollment and college articulated course opportunities will be increased at the high school.</p> <p>1.6. The counselor will provide additional outreach and oversight to English learners, low-income, foster youth, and students with disabilities to ensure access to school programs.</p> <p>1.7. Spanish language instruction will be provided to elementary students</p>
1.2	Prepare all students for college and career	<p>2.1. AVID elective classes will be offered for students in grades 7-12.</p> <p>2.2. Student internships will be increased for juniors and seniors.</p> <p>2.3. The 10,000 Degrees program will provide on-campus mentoring to students beginning in their senior year of high school and continue that support through their college graduation. This will supplement the Wildcat Mentor Program.</p> <p>2.4. College visits and job industry tours will continue to be provided for students.</p> <p>2.5. College and career readiness programs will be expanded at the elementary level.</p> <p>2.6. The AVID Coordinator will provide additional outreach to students with disabilities, English learners, low-income, and foster youth to support academics and promote college and career readiness.</p>
1.3	Provide supplemental instruction to improve academic achievement for underperforming students	<p>3.1. The Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) models will continue to be implemented and refined.</p> <p>3.2. At the elementary school, two academic intervention specialists will provide support services to high needs students during the school day (English learners, low-income, and foster youth).</p> <p>3.3. At the junior/senior high school, students identified for academic intervention will be enrolled in English support and math support classes (English learners, low-income, and foster youth).</p> <p>3.4. English learners in grades TK-12 will be provided with English Language Development (ELD) instruction.</p> <p>3.5. Paraprofessionals will provide individual and small group assistance to high needs students during the school day.</p> <p>3.6. After school tutoring will be provided by teachers for high needs students (English learners, low-income, and foster youth) in grades TK-12.</p> <p>3.7. In grades 9-12, credit recovery opportunities will be available to students at flexible times (i.e., within the school day, before/after school, or during the summer program).</p> <p>3.8. A summer program for grades TK-9 will focus on reading, math, and social emotional learning, with supplemental art instruction.</p> <p>3.9. Online instruction will be provided to personalize learning within the classroom.</p> <p>3.10. Supplemental curriculum and materials will be purchased for extended learning programs (i.e., tutoring, credit recovery, and summer programs).</p>



ACTION	TITLE	DESCRIPTION
1.4	Use technology in teaching and learning to develop students as digital citizens	<p>4.1. All classrooms will be equipped with the technology necessary to facilitate digital learning.</p> <p>4.2. All students in grades TK-12 will be issued an iPad or Chromebook (1:1). In addition, primary age students will be provided devices for both home and school (2:1) when it is determined to be instructionally appropriate.</p> <p>4.3. All district technology will be kept in good repair and serviced in a timely manner.</p> <p>4.4. Technology infrastructure and connections to ensure efficient business operations and effective educational programs will be maintained.</p> <p>4.5. Mobile hotspots will be distributed to those families who do not have sufficient internet service to ensure all students have equal access.</p> <p>4.6. The CJSHS daily library hours will be extended to allow students access to the internet after the school day.</p> <p>4.7. New digital literacy and citizenship curriculum will be adopted and implemented.</p>
1.5	Utilize assessments to measure student academic growth and guide classroom instruction	<p>5.1. Measures of Academic Progress (MAP) will be administered three times per year in ELA, math and science.</p> <p>5.2. Teachers will be provided release days after each MAP test administration for the purpose of analyzing data to guide classroom instruction and to identify students for academic support services.</p> <p>5.3. The data and assessment support specialist position will provide assistance to schools in the analysis of student data.</p>
1.6	Implement a professional development plan to support student learning	<p>6.1. All administrators, teachers, and paraprofessionals will receive multi-year training on English Language Development and Culturally Responsive Instruction to specifically address the needs of English learners and Hispanic/Latino students.</p> <p>6.2. A districtwide math team will be established to implement the WestEd recommendations for improving our TK-12 mathematics program.</p> <p>6.3. Teachers will be provided professional development on the Next Generation Science Standards (NGSS).</p> <p>6.4. AVID training for staff will continue to be provided each year.</p> <p>6.5. Teachers will utilize early release days as grade levels and departments for collaboration and planning time.</p> <p>6.6. Paraprofessionals at both schools will be provided monthly professional development during early release days, and a paraprofessional handbook will be developed to ensure consistency in services to students at all grade levels.</p>

SUBSTANTIVE DIFFERENCES

Planned actions & implementation

During the 2021-22 school year, there were the following substantive differences in planned actions and actual implementation in Goal #1 (Ensure academic excellence for all students):

Action 1.2: The original action was written that, "All teachers will be appropriately credentialed and assigned." The CTE culinary class did not have an appropriately credentialed teacher assigned to the program for one period during the school day.

Action 1.5: The original action was written that, "Dual enrollment and college articulated course opportunities will be increased at the high school." Dual enrollment courses were not offered to high school students due to the lack of district teachers that meet specific college credentialing requirements.

Action 2.2: The original action was written that, "Student internships will be increased for juniors and seniors." Student internships decreased during the COVID-19 pandemic due to health and safety concerns from local employers.

Action 2.4: The original action was written that, "College visits and job industry tours will continue to be offered." There was only one industry visit conducted for Career Technical Education (CTE) students because businesses were reluctant to host classes during the COVID-19 pandemic.

Action 2.5: The original action was written that, "College and career readiness programs will be expanded at the elementary level." Due to the increased mental health needs caused by the pandemic, priority was placed on implementing new social/emotional learning curriculum in grades TK-6. As a result, college and career readiness has not yet been expanded at CES.

Action 3.6: The original action was written that, "In grades 9-12, credit recovery opportunities will be available during the school day, the summer program, and the winter intersession." Students were provided credit recovery opportunities after school and during the summer program. The master schedule, however, could not accommodate an APEX class during the school day, and the winter intersession was not an option due to the lack of available teachers.

Action 4.2: The original action was written that, "All students will be issued an iPad or Chromebook (1:1) and elementary students will be provided devices for both home and school (2:1). Teachers determined that there was not an instructional need to keep a device at home for all students in grades K-6.

Action 6.3: The original action was written that, "Teachers will be provided professional development on the Next Generation Science Standards (NGSS)." The priority for PD was placed on the new social/emotional learning curriculum in all grades and continued training/coaching for 7-12th grade math teachers.

Action 6.6: The original action was written that, "Paraprofessionals will be provided monthly professional development during early release days." Although elementary school paraprofessionals did receive consistent training, paraprofessionals at the junior/senior high school did not receive professional development every month.



MATERIAL DIFFERENCES**Budgeted Expenditures/Planned Percentages & Estimated Actual for improved services**

Goal 1 expenditures increased by \$1,165,901. This is primarily due to a 5.25% salary increase given in 2021-22 that was not negotiated with the certificated and classified unions until April 2022. Staff also received a one-time stipend of \$2,000 and a \$200 per month increase to health and welfare costs. Other changes to the budget included an increase in technology expenditures. One-time funding allowed the district to purchase 2:1 devices for the primary grades at the elementary school. In addition, the district was able to replace extremely old devices being used by students. There was not as much money spent in 2021-22 on professional development as originally planned.

Effective actions for progress

The District made progress toward ensuring academic excellence for all students by implementing all six (6) of the general actions identified in Goal #1. Of the thirty-eight (38) specific actions in this goal area, only seven (7) of the planned actions were not fully implemented in the 2021-22 school year. This was, in part, due to the effects of the COVID-19 pandemic.

Challenges & Changes to goal, metrics, outcomes, or actions based on reflections

After reflecting on the practices of the 2021-22 school year, we are making the following modifications in the 2022-23 Goal #1 Actions:

Action 2.3: The 10,000 Degrees program will provide an on-campus mentor to students beginning in the senior year of high school and continue through their college graduation. This program will supplement the existing Wildcat Mentor Program.

Action 4.2. All students in grades TK-12 will be issued an iPad or Chromebook (1:1). In addition, primary age students may be provided devices for both home and school (2:1) when it is deemed by teachers to be instructionally appropriate.

Action 6.6: Paraprofessionals at both schools will be provided monthly professional development during early release days, and a paraprofessional handbook will be developed to ensure consistent services to students at all grade levels.



Metrics

LCAP Goal 2

Provide a safe, healthy, & positive school environment

METRIC	BASELINE	YEAR 1	YEAR 2	3-YEAR GOAL
California Healthy Kids Survey	Data Year: 2020-21 66% of students feel safe and connected at school	Data Year: 2021-22 District LCAP Survey Data Source for Year 1 Outcome. CHKS data unavailable. 76.9% of students feel safe and connected at school.	Data Year: 2022-23 District LCAP Survey Data Source for Year 1 Outcome. CHKS data unavailable. 75% of students feel safe and connected at school.	Updated metric: 80% of students will feel safe and connected at school based on meeting goal in 2021-22.
Chronic Absentee Rate	Data Year: 2018-19 5.5% All students 8.2% White 5.1% Hispanic 5.7% EL 5.6% SED 8.6% SWD	Data Year: 2020-21 5.4% All Students 0.3% White 4.9% Hispanic 2.5% EL 5.1% SED 1.6% SWD	Data Year: 2021-22 23.1% All Students 29.2% White 21.6% Hispanic 24.0% EL 23.1% SED 32.6% SWD	Chronic absentee rate for each subgroup will decrease by 2%
Suspension Rate	Data Year: 2018-19 4.6% All students 2.0% White 4.6% Hispanic 5.4% EL 5.1% SED 14% SWD	Data Year: 2020-21 0.2% All Students 0.1% White 0.1% Hispanic 0.1% EL 0.1% SED 0% SwD	Data Year: 2021-22 4.3% All Students 5.6% White 4.1% Hispanic 3.9% EL 4.5% SED 8.6% SwD	Suspension rate for each subgroup will decrease by at least 1%, with no subgroup exceeding state average
Facilities Inspection Tool	Data Year: 2020-21 Overall rating of "good" or above at each school	Data Year: 2021-22 Overall rating of "good" was maintained at each school	Data Year: 2022-23 Overall rating of "good" maintained at high school Overall rating of "exemplary" at all other sites	Maintain overall rating of "good" or above at each school
Expulsion Rate	Data Year: 2018-19 0% of students	Data Year: 2020-21 0% of students	Data Year 2021-22 0% of students	Maintain a rate of 0%
Middle School Dropout Rate	Data Year: 2019-20 0% of students	Data Year: 2021-22 0% of students	Data Year: 2021-22 0% of students	Maintain a rate of 0%
High School Dropout Rate	Data Year: 2019-20 4.9% of students	Data Year: 2020-21 4.5% of students	Data Year: 2021-22 4.9% of students	High school dropout rate will be below 2%
SEL Survey Data	To be determined upon adoption: Baseline year 2021-22	Data Year: 2021-22 45.7% of students reported low to very low Self-Awareness Learning skills. 39.5% of students reported low to very low Self-Management skills.	Data Year: 2021-22 52.7% of students reported low to very low Self-Awareness Learning skills. 45.4% of students reported low to very low Self-Management skills.	% of students reporting low to very low self-awareness and self-management skills will decrease by 2% each year
Attendance Rate	Data Year: 2019-20 96.5%	Data Year: 2020-21 97.0%	Data Year: 2021-22 92.8%	Attendance rate will be above 97.5%



ACTION	TITLE	DESCRIPTION
2.1	Provide systems of support for the social emotional and physical well-being of students	1.1. A universal screener will be used to determine student social emotional health and well-being. 1.2. A social emotional curriculum will be selected and implemented. 1.3. The school CORE teams will identify at-risk students and provide referrals for services. 1.4. The school CORE team, psychologist, and counselor will provide additional outreach and monitoring for English learners, low-income, foster youth, and students with disabilities. 1.5. The District will partner with the UpValley Family Centers to provide mental health counseling services. 1.6. A behavior specialist will provide behavior analysis and management support/plans for students with behavioral and social development needs. 1.7. Nursing services will be available to all students. 1.8. Students will be provided nutritious meals two times per day.
2.2	Increase student engagement	2.1. The use of classroom circles will be expanded in all grades. 2.2. Restorative and BEST Practices will be utilized as alternatives to suspension. 2.3. Training on Restorative Conferences will be provided for administrators and other identified staff. 2.4. The School Attendance and Review Board (SARB) process will be followed for students identified as chronic absentees. 2.5. The countywide plan for expelled youth will continue to be implemented. 2.6. Athletics, extra-curricular activities, and clubs that engage students in school will be provided. 2.7. Field trips will be provided to enrich student learning at all grade levels. 2.8. The Clara/Claro youth mentorship programs will be offered in partnership with the UpValley Family Centers. 2.9. The district will provide home to school transportation.
2.3	Ensure clean, safe and modern school facilities	3.1. The district's Facilities Master Plan will be implemented. 3.2. Annual district maintenance projects will be completed as identified. 3.3. Landscape equipment (blowers, mowers) will be transitioned from gas-powered to battery powered. 3.4. COVID-19 prevention supplies will be maintained (until otherwise directed by California Department of Public Health).



SUBSTANTIVE DIFFERENCES

Planned actions & implementation

During the 2021-22 school year, there was one (1) substantive difference in a planned action and actual implementation in Goal #2 (Provide a safe, healthy, and positive school environment):

Action 2.9: The original action was that, "The district will provide home to school transportation." Due to our inability to find a licensed school bus driver, the district was able to continue offering home to school transportation to only identified students with disabilities who require transportation as specified in their Individual Education Plan (IEP).

MATERIAL DIFFERENCES

Budgeted Expenditures/Planned Percentages & Estimated Actual for improved services

A total of \$196,415 less was spent in Goal #2 due mostly to the decrease in transportation expenditures. There were also many athletic games, field trips and other student engagement activities cancelled due to the effects of COVID-19. Transportation costs for students with disabilities on an individual education plan were not as high as originally budgeted.

Effective actions for progress

The District made significant progress in our goal to provide a safe, healthy and positive school environment by implementing all three (3) of the general actions identified in Goal #2. Of the twenty-one (21) specific actions in this goal area, only one (1) of the planned actions was not fully implemented in the 2021-22 school year.

To support the mental health needs of our TK-12th grade students, a new universal screener was administered two times during the 2021-22 year to assess social/emotional health and wellbeing of each student. Both schools selected and implemented social/emotional learning curriculum at all grade levels, and we expanded counseling services at the elementary and junior/senior high school. A behavior specialist position was also added so that behavior analysis and support plans could be utilized to support the needs of individual students.

In moving forward, it was determined that additional staff training may be necessary to ensure the efficacy of the social/emotional learning curriculum. An increase in CORE team referrals this year and a continued wait list for students to receive counseling also indicates the need for additional mental health services at all grade levels and more behavioral specialist support at the junior/senior high school.

Challenges & Changes to goal, metrics, outcomes, or actions based on reflections

Action 2.9 will be eliminated for the 2022-23 school year because repeated attempts to hire a licensed bus driver or to contract with an outside transportation service have failed. The District will continue to offer home to school transportation only to identified students with disabilities who require transportation as specified in their Individual Education Plan (IEP). We will also work with other families on a case-by-case basis if it is determined to be a significant hardship to transport their child to school each day.



Metrics

LCAP Goal 3

Increase parent engagement & enhance communication

METRIC	BASELINE	YEAR 1	YEAR 2	3-YEAR GOAL
Participation in Parent Institute for Quality Education (PIQE) Parent Engagement and Leadership Programs	Data year: 2020-21 28 PIQE parent graduates	Data year: 2021-22 56 PIQE parent graduates	Data year: 2022-23 80 PIQE parent graduates	Minimum of 40 parents graduate from PIQE
Parent participation in adult education courses	Data year: 2020-21 NVAE Tech Class: 15 participants UVFC ESL Class: 10 participants UVFC Spanish Literacy Class: 10 participants	Data year: 2021-22 NVAE Tech Support (CES): 31 NVAE Tech Support (CJSHS): 24 UVFC ESL Class: 2	Data year: 2022-23 NVAE Tech Support (CJUSD): 32 UVFC ESL Class: 80	Increase parent participation in adult ed courses every year
Parent Program Participation	Data year: 2020-21 49 events (virtual only)	Data year: 2021-22 56 events (virtual and in-person)	Data year: 2022-23 98 events	Increase the number of opportunities offered for parents to engage with student learning information and provided input/feedback
Parent participation in IEPs for students with exceptional needs	Data year: 2020-21 100% parent participation in IEP process	Data year: 2021-22 99.2% of parents participated in the IEP process	Data year: 2022-23 98.4% of parents participated in the IEP process	Maintain 100% parent participation in IEP process



ACTION	TITLE	DESCRIPTION
3.1	Improve communication with families	<p>1.1. The bilingual administrative assistant will help Spanish speaking parents access district programs for their child.</p> <p>1.2. A family and community liaison position will be added to further engage families in the school programs, enhance communication between the home and school, assist with access to technology, and provide parent education opportunities.</p> <p>1.3. Additional oral and written translation services will be provided for families.</p> <p>1.4. The ParentSquare communication system will be implemented districtwide.</p>
3.2	Provide programs to help parents support their child in school	<p>2.1. Parent outreach will be promoted for parents of English learners, low-income, and students with disabilities through family engagement workshops, trainings and information coordinated by district staff, principals, and teachers at each school.</p> <p>2.2. The Parent Institute for Quality Education (PIQE) Parent Engagement and Parent Leadership seminars will be offered annually.</p> <p>2.3. Parent representatives from the District English Language Advisory Committee (DELAC) will be selected to attend the California Association for Bilingual Education (CABE) annual conference.</p> <p>2.4. Through partnership with Napa Valley Adult Education and UpValley Family Center, the District will offer adult education programs for parents of second language learners focusing on English language acquisition, Spanish literacy, and basic technology skills to better support their dual language children in school.</p>
3.3	Offer a variety of family engagement activities	<p>3.1. Family nights will include activities related to core areas of instruction.</p> <p>3.2. The elementary school library will be accessible to families during the summer program.</p>



LCAP Goal 3

Increase parent engagement & enhance communication

SUBSTANTIVE DIFFERENCES

Planned actions & implementation

During the 2021-22 school year, there was one (1) substantive difference in a planned action and actual implementation in Goal #3 (Increase parent engagement and enhance communication):

Action 3.1: The original action was that, "Family nights will include activities related to core areas of instruction." Due to restrictions caused by the COVID-19 pandemic, we limited the number of in-person activities for families in the 2021-22 school year.

MATERIAL DIFFERENCES

Budgeted Expenditures/Planned Percentages & Estimated Actual for improved services

Goal 3 expenditures increased by \$27,649. This was due to an increase in salary for the family and community liaison position as a result of the negotiated agreement with the classified union. There was also an increase in software costs related to parent communication systems.

Effective actions for progress

The District made significant progress with increasing parent engagement and enhancing communication. We fully implemented all three (3) of the general actions we had planned in Goal #3. Of the ten (10) specific actions in this goal area, only one (1) of those actions was not fully implemented in the 2021-22 school year. As a result, parent engagement and communication increased with our Spanish speaking families. That included greater participation in the Parent Institute for Quality Education (PIQE) seminar series, first-time parent attendance at the California Association for Bilingual Education (CABE) conference, and new parent enrollment in Napa Valley Adult Education (NVAE) courses which were offered specifically for Spanish speakers.

Challenges & Changes to goal, metrics, outcomes, or actions based on reflections

Due to the successful implementation of the Goal #3 planned actions, and because we met all of our desired outcomes, we will continue following our original plan with no change in practices for the 2022-23 year.

