

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Plan Summary 2021-2022

### General Information

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

The Westside Union School District (WUSD) is in the Antelope Valley in northern Los Angeles County, approximately 60 miles northeast of Los Angeles. The urban-rural district serves the communities of West Lancaster, Quartz Hill, West Palmdale, and Leona Valley. Known for its robust aerospace industry, the Antelope Valley is home to Lockheed Martin, Boeing, Northrop Grumman, Scaled Composites, and BAE Systems who work closely with Edwards Air Force Base and NASA's Armstrong Flight Research Center.

The Westside community is quite diverse. Many area residents are upwardly mobile, employed in a wide variety of professions including aircraft construction and testing, space exploration and related skill areas, agriculture, transportation, and allied people services. Many residents commute to the greater Los Angeles area for employment. However, in many areas of the district, substantial numbers of residents are employed in minimum wage jobs.

Our 9000 students are served by six neighborhood elementary schools (Esperanza, Leona Valley, Quartz Hill, Rancho Vista, Sundown, and Valley View), serving students in Transitional Kindergarten (tK) through 6th grade; two middle schools (Hillview and Joe Walker) which serve students in 6th, 7th, and 8th grades; and two schools (Anaverde and Del Sur) which serve students from tK through 8th grade. The district is home to two elementary schools of choice (Gregg Anderson Academy with STEM curricular focus and the IDEA Academy at Cottonwood with STEAM focus). Sixth-grade students at Hillview and Joe Walker are members of 6th academies, also programs of choice.

Approximately 50.8% of the district's students are Hispanic; 28.5% white, 10.2% African American; 2.4% Asian; and 6% identify as belonging to two or more racial groups. 50.8% of Westside students are eligible to participate in the National School Lunch program; 6.4 % are English Learners, and 1.3% are foster youth. 9.6% meet the criteria to be considered homeless. The district's Unduplicated Pupil Percentage is 52.05% 14.2% receive some form of special education support, while 2.4% meet the district's Gifted and Talented (GATE) criteria.

The district provides a strong curricular program. In addition to its core curricular content, AVID (elementary and secondary) is a key component of the district's academic program. Eleven of twelve school sites are AVID-certified. The IDEA Academy recently became the district's first AVID Showcase site. Project Lead the Way, a nationally recognized engineering program, has been implemented district-wide. Currently, middle school students at Del Sur, Hillview and Joe Walker can participate in a variety of elective courses including Art, Advanced Art, Band, Computer Lab, Home Economics, Culinary & Consumer Science, Tech Lab, Advanced Tech Lab, and Wood Shop. Career exploration is integrated into most core academic classes. Anaverde, the IDEA Academy at Cottonwood, Del Sur, Hillview, Joe Walker, Quartz Hill, and Rancho Vista are WASC-accredited.

Counselors, school psychologists, a behaviorist, school nurses, specialists in Speech/Language/Hearing and adaptive physical education teachers are available to provide a wide variety of support services for students. The district also partners with community mental health agencies to provide school-based mental health support services to eligible students.

## Reflections: Successes

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

### Academic Indicators

The 2019 California School Dashboard reflected academic gains in English Language Arts and Mathematics for the district as a whole with All Students increasing ELA achievement by 4.6 points and 3.2 points in Math. Ten out of eleven reported student groups demonstrated increased ELA scores with English Learners increasing by 3.4 points, Low Income students increasing by 6.8 points, Homeless students increasing by 4.2 points, and Students with Disabilities increasing by 14.8 points. In Math, nine out of eleven reported student groups either maintained or increased achievement levels with English Learners increasing by 6.7 points, Low Income students increasing by 3.4, and Students with Disabilities increasing by 11.3 points.

2019-2020 additionally marked baseline performance levels for the NWEA Measures of Academic Progress across Westside Union School District in grades grades 2-8. NWEA is normed with records sampled between 3.6 and 5.5 million test scores from 500,000 to 700,000 students attending over 24,500 public schools in 5,800 districts spread across all 50 states. Performance levels for the Winter 2019 Reading Assessment averaged All Students at approximately the 40th percentile with Economically Advantaged students at or near the 50th percentile. Math scores were slightly lower with All Students performing at approximately the 35th percentile with Economically Advantaged students at or near the 45th percentile. In spite of the COVID 19 pandemic and the remote administration of the Winter 2020 NWEA MAP

assessment, average RIT scores by grade level were maintained between December of 2019 and December of 2020 in both reading and math.

Historically, Westside Union boasts of a robust offering of professional development services particularly for teachers. In spite of school closures from March of 2020 to March of 2021, educational services and site administration were able to successfully pivot to hosting these offerings via Google Meets, Zoom, and other distance learning platforms. Over the summer, 35 teachers and 9 administrators participated in 3 days of Advancement Via Individual Determination (AVID) DigitalXP training focusing on high-leverage engagement strategies to implement through technology and interactive applications while teaching remotely. Between August 3 and August 7, the district provided five full days of professional development for teachers prior to the return of students on August 10, 2020. As an additional resource for all teachers and administrators, the district purchased copies of *The Distance Learning Playbook: Teaching for Engagement and Impact in Any Setting* by Doug Fischer, Nancy Frey, and John Hattie. Site administrators used this resource as a framework to guide professional learning throughout the course of the year. At the district level, three full-time curriculum resource teachers were dedicated to supporting district wide technology integration, curriculum, assessment, learning management systems, and ongoing professional learning on a daily basis. They provided independent support as well as group workshops for teachers, parents, and students. They collaborated with peers, publishers, vendors, local agencies, and the Los Angeles County Office of Education to ensure all district professional learning is current and relevant.

Another service that pivoted supports during the pandemic was continuing services in mathematics instruction.

During the summer of 2019, the District contracted services with DNA Mathematics to host a Making Sense of Mathematics foundations training for teachers and Instructional Assistants. Teachers attended three full days of training and instructional assistants attended two half days of training. Cohorts of teachers received ongoing training throughout the school year and a second summer institute was planned for July of 2020. Due to the pandemic the summer institute was canceled and DNA mathematics shifted to providing support throughout the year in grade level teams and administrative teams via ZOOM. Each session was tailored for teachers and administrators to work together in grade level peer groups to design high level tasks, implement best practices, and improve teacher content knowledge using CA Common Core State Standards and the CA Standards for Mathematical Practices. Teachers found this model of professional support timely, relevant, and impactful. Westside will continue this instructional focus, Making Sense of Mathematics Instruction, and will reinstate foundations training in July 2021.

An area of particular strength was the Districts response to ensuring all students had access to devices and connectivity during distance learning. Within the first week of instruction, every student who did not own a personal device was issued a Chromebook to access all digital curriculum. Approximately 7,800 devices were issued. The Technology Department maintained a dedicated phone line to support and troubleshoot devices, web-based applications, and access for teachers, parents, and students. Arrangements for devices that needed repair were coordinated by appointment at the school site and students were issued a temporary device while the district issued device was being serviced. Between March 2020 and June 2021 XXXX number of chrome book service tickets were filled. During the summer of 2020, the district applied for and received funds from the 1Milion Project for approximately 200 hotspots for families in need. A additional hotspots were purchased and XX total hotspots have been deployed to date.

An analysis of data collected from the counseling department throughout the 2020-2021 school year noted the following strengths:

- \* The tiered re-engagement system of support used to support unduplicated student groups not fully engaged or disengaged in learning showed a total of over 38,000 family contacts. Two-way contact was made to families through personal phone calls and emails. The system of engagement was a proactive support to address barriers and needs for families before the challenges impacted learning. This action was supported by both the counselors and Campus Climate Assistants, and the impact was significant in dealing with issues at the front-end of the transition to distance learning. Additionally, this service provide a system for personal connections with families, which led to an increase awareness of support available in the community and increased parent engagement.
- \* Increased contact with social workers and the Department of Child and Family Services assisted in more students receiving social-emotional supports, specifically for foster youth. Additionally, when students moved home placements, the counselors assisted with the process for students to remain at their School of Origin (SOO) as well as retrieve the resources they needed to be successful. This would include items like hotspots, Chromebooks, and supplies.
- \* The counseling department completed over 2,000 lessons for students, which included targeted lessons in coping skills, organization of learning during distance learning, college and career exposure, goal setting, and the importance of attendance. These lessons were above and beyond the core program supported in the classroom and directed at supporting the needs of low-income students struggling to engage in learning. Lessons included a pre and post assessment to determine learning gaps and strengths in the lessons.
- \* Counselors were able to continue the completion of risk-assessments through distance learning to support the needs of students struggling during the period of school closures. The majority of the referrals came from alerts that were flagged when the student was using district supported devices. When a student uses words in their work or searches that include topics of self-harm, suicide, bullying, and/or weapons, the alert is routed to district staff. Then, the site administrators and counselors proceed with a risk assessments. While the majority of risk assessments are moderate to low, there were students that required a more intensive support from outside agencies. These supports include School-Based Mental Health referrals and/or hospitalization.

Students with Disabilities encountered challenges presented by the pandemic and distance learning during the 2019-2020 school year. The district provided IEP related supports and services through distance learning. Special Education teachers as well as Students with Disabilities benefitted from a number of supports similar to those

of their general education peers. The District's Special Education Plan (SEP) identifies the following supports as benefiting students with disabilities: Multi-Tiered Systems of Support (MTSS) development across the district; Data Teams/PLCs implemented with teacher teams across the district; Professional development related to ELA instruction & UDL: Corwin: Rigorous Reading 3 days, Thinking Maps 2 days; Use of Northwest Evaluation Association (NWEA) MAP Growth assessments to provide standards based curriculum based data.

## Reflections: Identified Need

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

## Academic Achievement

While the 2019 CA Dashboard reflects academic gains for our student population as a whole, there is still significant disparity amongst student groups for ELA and math. With all students performing slightly below standard IN ELA by 3.6 points, our homeless students are 18.4 points below standard, low income are 25.5 points below standard, English learners are 37.7 points below standard, and students with disabilities are 88.6 points below standard. Our foster youth not only demonstrated a decline in academic performance levels for ELA but is additionally 70.8 points below standard. Another group of students who are performing disproportionately below standard in ELA are African American students who are 47.4 points below standard. In math, the overall district achievement levels are much further from standard at 36.8 points below standard. The disparity amongst some students groups appears to be equally compounded with homeless students 47.9 points below standard, low income 60.2 points below standard, English learners 66.5 points below standard, and students with disabilities are 115.3 points below standard. Again, with math, foster youth students are not making any academic gains in math and are over 95 points from standard. As reflected in ELA, African American students remain disproportionately behind from all students as they are over 85 points from standard.

The Winter 2019 NWEA MAP Assessment results paralleled this disparity amongst student groups with approximate performance levels as follows: low income 30th percentile ELA , 26th percentile in math; foster youth 25th percentile in ELA, 15th percentile in math; students with disabilities 15th percentile in ELA, 15th percentile math; and English Learners at the 10th percentile for ELA and 13th percentile math.

A lead metric for the District is the NWEA MAP Conditional Growth Index. These growth norms indicate median growth levels for students or schools based on their grade, starting RIT score, the subject in which they tested, and the amount of instructional time between two test events. While our students across the district are making academic gains in Reading, they are not making the gains at the same rate as their like peers. On average, the district student median conditional growth percentile rests at the 30th percentile.

A particular area of concern for the District is students in the primary grades do not continue to meet growth expectation in reading foundational skills and therefore are not on target to demonstrate proficiency in reading by 3rd grade. According to NWEA linking studies, incoming 3rd grade students need a RIT score of 202 to be considered "on target" to meet proficiency on the 3rd grade spring CAASPP assessment. In the Fall of 2019, the average district RIT score for all students was 186 with our unduplicated student groups averaging as follows: low income, 181; foster, 180; students with disabilities, 180; English learners, 173. Entering 3rd grade, our most at-promise youth are significantly lacking essential foundational reading skills and this gap continues to widen and is magnified as students matriculate through 8th grade.

Chronic attendance rates based on the CA Dashboard across the district have stagnated and/or declined. Chronic attendance rates for the following groups indicates a need to address the needs, conditions, and circumstance of unduplicated student groups:

Homeless: 17.80% (Orange)  
Foster: 9.80% (Green)  
Low-Income: 14.50% (Orange)  
English Learners: 11.20% (Orange)

The colors next to the student groups are taken from the CA Dashboard. The orange indicator is an area of concern, and those student groups are above the overall chronic absenteeism rate for All Students in the District, 10.5%. With no changes made over the last few years as well as the increased need to re-engage students in full-time in-person learning in the fall, there is a need for a more comprehensive approach to decrease the chronic absenteeism rates.

Social emotional learning curriculum across the district includes both Leadership Development Through Physical Education as well as Boys Town. The District understands the need to address the impact of trauma as a result of the health crisis, specifically student groups that are more vulnerable to insecurities and challenges, which include low-income students, foster youth, and English learners. The counseling department completed well over 100 risk assessments this year. However, as a result of distance learning and students not on campus, the staff projects that some warning signs of mental health and wellbeing were unidentified by staff, which is a concern. Therefore there is a need to increase and improve the social emotional curriculum and sustainability of the programs across the district. The actions developed in the LCAP will address this need.

Suspension: Chris

# LCAP Highlights

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

The three broad goals of Westside's 2021-2022 Local Control and Accountability Plan are designed to underscore the district's commitment to providing a strong core instructional program for all students along with the academic, social-emotional, and behavioral supports needed for all students to access and engage fully in that program. Throughout the LCAP development process, three expectations were communicated to stakeholders outlining the expectations for all students, which include the following:

- \* All students reading by 3rd grade
- \* All elementary students ready for middle school when they transition from 6th grade
- \* All 8th grade students at a 9th grade readiness when leaving middle school and entering 9th grade

The results of the District's needs assessment has identified that all students have not met the core expectations that have grounded the work in the development of the LCAP. This analysis has lead to the identification of barriers and needs that impact the academic, behavior, and social-emotional growth for some students. Therefore, this plan will outline core services for all students as well as identified actions and services that are above and beyond the core program that are increased and improved services for English learners, low-income students, and foster youth. The District believes that the developed increased and improved actions/services meet the unique needs, conditions, and circumstances of unduplicated student groups and are the most efficient and principally directed services in place to meet the goals within the LCAP.

The three broad goals of the LCAP include:

Goal 1: Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.

State Priorities Addressed: Implementation of State Standards, Course Access, Pupil Achievement, Other Pupil Outcomes, Pupil Engagement, School Climate

Goal 2: Access for All: Provide all students access to a high-quality instructional program and the research-based supports necessary for them to engage fully and meaningfully with the program.

State Priorities Addressed: Basic, Implementation of State Standards, Course Access, Pupil Achievement, Other Pupil Outcomes, Pupil Engagement, School Climate, Parent Involvement

Goal 3: Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.

State Priorities Addressed: Pupil Achievement, Other Pupil Outcomes, Pupil Engagement, School Climate, Parent Involvement

The key actions in the plan are listed. If the action is contributing to increased and improved services for unduplicated student groups (English learner, foster youth, and/or low-income students) that is indicated with an \*.

Key Activities

Goal 1: Education for Life and Work

1. Extended Learning at Kinder Camp\*
2. Reading Intervention in transitional kindergarten through 2nd grade\*
3. Extended Learning Time Beyond the School Day
4. Qualified Teachers and Administrators
5. Standards-Aligned Instructional Materials
6. Professional Development of Research-Based Practices
7. Parent Workshops Supporting Standards-Aligned Curriculum
8. Curriculum and Instruction Staff
9. Clean and Safe School Facilities
10. Collaboration to Support District Initiatives
11. Identification of System Gaps as a Barrier to Student Learning
12. Parent Training for Advisory Committees

13. Implementing Systems of Support Schoolwide
14. Site-Based Office Staff and Librarians

Goal 2: Access for All

1. English Learner Paraprofessional Support\*
2. ELD for English Learners\*
3. English Learner District Support Staff \*
4. Parent Literacy Program\*
5. Monitoring RFEP Student Progress\*
6. Maintaining School of Origin\*
7. Tutoring Services for Homeless
8. Equitable Access to Technology\*
9. Management, Distribution, and Repair of Student Technology\*
10. Technology Department
11. Connecting Resources to Families\*
12. Community Engagement Workshops\*
13. (AVID) Student Engagement in a Challenging and Relevant Program\*
14. (AVID in Middle School) Student Engagement in Structured Collaborative Learning\*
15. Access to College and Career Assessment\*
16. Equitable Access to the Programs\*
17. Increased Arts Program\*
18. Parent Teacher Collaboration with English Learners, Foster Youth, and Low-Income Students Families\*

Goal 3: Active and Responsible Citizenship

1. Diagnostic Assessments
2. School Climate and Safety Survey
3. Anonymous Reporting System
4. Professional Development to Address Inequitable Barriers\*
5. Implementing Systems for Academic, Behavior, and Social Emotional Support\*
6. Targeted and Intensive Supports for Foster Youth\*
7. Intensive Behavior Support\*
9. Promoting Positive Social and Emotional Competency\*
10. Access to a Co-located Social Worker\*
11. School-Based Mental Health Services\*
12. Health Services
13. Addressing Barriers to Student Attendance\*
14. Building Social Emotional Competency\*
15. Building Self-Efficacy Through Experiences\*
16. Parent Engagement with Social Emotional Learning Curriculum\*
17. Application of Professional Development for Certificated Staff\*
18. Application of Professional Development for Classified Staff\*
19. (Paraprofessionals) Access to the Curriculum for Students with Special Needs
20. Tier III Crisis Paraprofessionals
21. Elementary Physical Education and Paraprofessionals
22. Playground and Crossing Guards

## 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.

No schools in the Westside Union School District have been identified as CSI schools.

## Support for Identified Schools

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

No schools in the Westside Union School District have been identified as CSI schools.

## Monitoring and Evaluating Effectiveness

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

No schools in the Westside Union School District have been identified as CSI schools.

## Stakeholder Engagement

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

The Westside Union School District recognizes the importance of continual stakeholder engagement as a part of the comprehensive strategic planning process to improve learning outcomes for all of the students. The district continues to work with a variety of stakeholder groups to assist in forming decisions as well as building partnerships and trust. The data from many forms of feedback result in a greater understanding of the unique community needs and increases the opportunities for ongoing partnerships. New knowledge of barriers and inequities from multiple perspectives inform goals, actions, and services within the LCAP. Feedback includes collaborative consultation, surveys, one-on-one conversations, emails, two-way contact using the Let's Talk feature, and phone calls. Translation services for Spanish speaking parents are available at meetings.

The LCAP Public Hearing was held on June 8, 2021 and the LCAP was adopted on June 29, 2021. The Public Hearing was advertised in the local newspaper and the draft LCAP was posted to the district website homepage for review on June 4 through June 28. Public comments were addressed through the Let's Talk feature on the website.

Stakeholder feedback contributing to the development of the Local Control and Accountability Plan included the following:

Management Team Member Collaboration:

All management team members, principals, vice principals, counselors, and psychologists, met on March 22, 2021 with the intent of strategically planning actions and services for the LCAP. This session included collaboration on the leveraging of funds to best meet the needs of students; analyzing current actions within the LCAP; reviewing the needs, conditions, and circumstances of the unduplicated student groups; discussion on progress towards existing actions; and data collection analysis. On March 23, 2021 the conversations continued with site administrators. The objectives of the meeting included formulating strategies regarding how to increase or revise the effectiveness of the current actions; developing metrics that would monitor progress towards services implemented; and creating possible additions of different actions.



## District English Advisory Committee (DELAC):

The DELAC meetings are held throughout the school year, and agenda items include discussions of collaborative conversations on state and local assessment measures such as the English Language Proficiency Assessment for California (ELPAC), reclassification data, and NWEA Map Growth. On April 9, 2021 the DELAC reflected on the English learner achievement data in English Language Arts and Math as well as on the student group outcomes on the NWEA, which included a discussion on the discrepancies between English Learners (EL) and English Only (EO) students. On May 14, 2021 consultation of the proposed LCAP goals, actions, and services were presented and discussed with the Superintendent.

## Superintendent's Advisory

The Superintendent's Advisory is held throughout the school year. Members of the advisory include parents from PTA/PTSA, school site council committees, school safety committees, the District English Language Advisory Committee (DELAC), the site English Language Advisory Committee (ELAC) members, and any other parent that would like to attend. Staff that attend include the Cabinet, site administrators, directors, teachers, and classified employees. Meetings are held at different times, which have included times both during the school day and after school. With the changes from a hybrid educational program this year to in-person learning, the District worked to accommodate parent schedules and meeting times were adjusted. This advisory committee reviews data and student learning and collaborates on barriers impacting full participation to learning throughout the year. The Needs Assessment data was reviewed and discussed on April 27, 2021 and the proposed LCAP goals, actions, and services were presented and reviewed through consultation with the Superintendent on May 25, 2021.

## Student Feedback

Student stakeholder feedback was gathered through the California Healthy Kids Survey (CHKS), provided to 5th through 8th grade. The survey was administered online at the end of February and beginning of March. A total of 537 students, 5th and 6th graders, took the elementary CHKS and a total of 1,484 students, 7th and 8th graders, took the secondary CHKS. Due to restrictions on visiting school campuses because of the health crisis, students were also asked about potential ideas for interventions in the 2021-2022 school year through an informal Google response survey provided by either a counselor or teacher. Students surveyed included a wide variety of student groups (foster, low-income, and English learners) between 5th and 8th grade.

## Collaboration with SELPA

Consultation with the local SELPA occurred on May 4, 2021. Acknowledgement of services for all students as well as special education services were reviewed. The consultation reflected the supported goals and services in the Special Education Plan (SEP) and the Comprehensive Coordinated Early Intervention Services plan (CCEIS), which is a subset of the SEP.

## Staff Stakeholder Engagement

An optional LCAP staff stakeholder meeting was held on April 29, 2021. This meeting included both classified and certificated staff members, the Superintendent, directors, site administrators, counselors, psychologists, teachers, and classified staff. Student outcome data was reviewed and the presentation included collaboration on possible LCAP actions and services.

The California Healthy Kids Survey was available for school site staff, both classified and certificated, to complete. A total of 758 staff members completed the survey between February and March.

## Teachers Union (WUTA) Stakeholder Meeting

The Superintendent and the Educational Services Department met with members of the Westside Union Teachers Association on May 15, 2021 in which proposed goals, actions, and services were reviewed.

## Classified Union (CSEA) Stakeholder Meeting

The Superintendent and the Educational Services Department met with members of the California State Employees Association on May 19, 2021. The discussion included the proposed LCAP goals, actions, and services as well as the needs, conditions, and circumstances of the unduplicated student groups.

## Parent Feedback

A total of 1,008 parents participated in the California Healthy Kids Survey (CHKS) this school year. Additionally, parents participated in multiple surveys in the development of the hybrid program and the distance learning program as well as a survey requesting input on an additional full-time distance learning program for the 2021-2022 school year. The District website features the Let's Talk platform, a two way question and answer system, to communicate with parents through an online referral process. This system is regularly used for questions and comments with district departments and school sites.

### Los Angeles County Office of Education (LACOE)

Throughout the development process, from March through June, the District Educational Services Department consulted with the State and Federal Programs Department at Los Angeles County Office of Education.

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

A summary of feedback on the LCAP is broken down by stakeholder group.

### District English Language Advisory Committee Feedback

The District English Language Advisory Committee reviewed data sets by student groups; programs offered; assessments and proposed goals, actions, and services for the 2021-2022 LCAP. The advisory team provided the following input:

- The identification of some students feeling apathy in the middle school with a low motivation to complete assessments, which includes the English Language Proficiency Assessment for California (ELPAC) and NWEA Map Growth
- The need for intervention programs during the summer
- An increased need for training for parents and students on the importance of assessments and strategies to use to prepare students to take the assessments
- An appreciation for the parent literacy classes offered across the district for parents that speak a primary language other than English
- An appreciation for the resources and materials for newcomers sent to the school sites, which included flashcards, dual language books, and dual language picture dictionaries in a variety of languages
- Questions were answered on how parents can communicate and opt-in to participation in summer school programs

### Superintendent's Advisory

The Superintendent's Advisory group reviewed data sets by student groups; programs offered; and proposed goals, actions, and services for the 2021-2022 LCAP. Meetings in which input was gathered in regards to input on the LCAP was on both April 27 and May 25. When addressing the needs, conditions, and circumstances of the unduplicated student groups as well as the discrepancies in data, the advisory team commented the following services and or issues:

- The need for additional food services for families that are struggling with food insecurities
- The addition of homework intervention time beyond the school day, which may include transportation
- Increasing additional classroom assistants for on-the-spot and timely feedback
- Lowering the student to teacher ratio to address targeted instruction opportunities
- Increasing time at school for students to socialize with their peers
- The addition of a homework hotline, either online or by phone
- Increasing training for volunteers at various levels to assist with actions/services
- Adding buddy/peer tutoring programs at sites
- Increasing intervention opportunities on Saturdays
- Increasing parent workshops to assist with technology literacy, academic support for students, and other services/resources needed for families
- Safety taken into consideration in regards to the COVID health crisis when students return to school in the fall of 2021
- Total funds allocated by the state to the district
- Actions supported that increase services on developing skills for students that have been impacted by trauma

### Students

A sample group of 5th through 8th graders from different student groups were asked a brief set of questions in regards to interventions that would be helpful in the 2021-

2022 school year as well as the challenges and successes of distance learning during the 2020-2021 school year. The intention of this poll was to determine what options for interventions would be received as meeting the needs of the students. Additionally, gathering feedback on distance learning informed sites of potential challenges when students return as well as informed the committee creating a full-time distance learning program for 2021-2022 on issues of concern from a student's perspective. Overall, a large portion of the interventions included flexible options before and after school as well as in-person options. While distance learning provided students with more independence and the ability to manage their time, evidence noted as challenges included an increase in computer time, limited socialization, connectivity issues, learning environments at home causing distractions, limited academic support, and lower grades.

The elementary data, 5th and 6th grade, reviewed in the California Healthy Kids Survey data showed 38% of students noting participation as meaningful, 36% of students showing interest in schoolwork done from home, and 12% of students frequently feeling sad. While there were indicators showing evidence of positive connections and routines of health and wellness, these percentages demonstrate a need for positive engagement in school and the need for social/emotional wellness supports.

The middle school student California Healthy Kids Survey data indicated approximately 39% of students finding meaningful participation in learning, 36% of students interested in schoolwork at home, and 25% of respondents indicating social emotional distress. This data parallels some of the responses in the elementary grades. However, the need for social/emotional supports and coping strategies in the middle school grade level is greater.

#### Classified Union Stakeholder Feedback

The CSEA members discussed the purpose of Supplemental Grant funding and the needs, conditions, and circumstances of unduplicated students. The group provided ideas for services that included:

- The addition of technology assistants to help with distribution of technology, repair of items, assistance for the technology helpline for parents, and trouble-shooting connectivity issues
- The increase in classroom supports such as instructional aides helping lower grade levels through interventions to address reading by 3rd grade as well as teaching technology literacy
- The need to increase the bandwidth at school campuses to address slow or lagging internet
- Increasing professional development for aides, which includes online learning platforms and the use of technology
- Increasing parent workshops, in both English and Spanish, to support the curriculum, intervention learning platforms, and the use of technology
- The need for library clerks to have extra hours to address distribution of technology
- Expanding library times beyond the school day for students and families
- Continuing lunch distribution for all students to address food insecurities in the 2021-2022 school year
- Additional time for librarians to interact with students to develop a love of reading

#### Westside Union Teachers Association Feedback

After reviewing proposed goals, actions, and services for unduplicated student groups, possible suggestions to assist with remediation included:

- Expansion of the Where Everyone Belongs (WEB) program used at Joe Walker to build a positive school culture within the middle school
- Adding targeted interventions for middle school students to accelerate learning and prepare students for high school
- Increasing the range of intervention services for kindergarten through 8th grade
- The need to develop a learning continuum of expectations and interventions for students in 3rd through 8th grade

#### Staff

An optional staff feedback session was scheduled, which included district staff, both classified and certificated. The stakeholders reviewed the purpose of the LCAP; the need to support unduplicated student groups; and proposed actions, goals, and services. The feedback included the following suggestions:

- The need for resources, workshops, and access to services for community members to support academics, technology, and health and wellness
- An increase in distribution of school supplies
- An increase in academic tutoring after school, which may include transportation
- A possible addition of virtual tutoring after school
- Reading intervention programs which allow parents and students to learn together
- A need to continue with the implementation of Professional Learning Communities to target gaps in learning
- The need for providing additional teachers at grade levels so common grade levels have opportunities to work collaboratively in Professional Learning Communities

- Professional development in the impact of trauma, strategies to implement so students feel safe at school, strategies to create a positive rapport between staff and students
- Added childcare for parents during parent workshops

The California Healthy Kids Survey is offered each school year to all staff. The survey is a comprehensive survey, which provides feedback on school climate and safety. In the area of School Supports for Students 43% of staff noted students had meaningful participation and 44% indicated that students had support for social emotional learning. In the area of School Safety, 36% of the staff noted that there are sufficient resources to create a safe climate. Additionally, 10% of staff noted students were coping well with remote learning with 29% of students motivated to complete schoolwork. Overall, the results of the survey indicate a strong need for proactive academic interventions, increased social-emotional learning, and the need for positive peer/staff connections.

#### Collaboration on the 2021-2022 Full-Time Distance Learning

Some families indicated the desire to continue with a full-time distancing learning program in the 2021-2022 school year. Parent surveys indicated a desire based on the uncertainty of the health crisis and/or the possibility of a flexible option that met their families needs. A group of teachers collaborated on the possible 2021-2022 full-time distance learning program. Ideas formulated included:

- The need to design multiple programs to meet the various needs of the families.
- Ideas on how daily live instruction would be constituted
- Options to consider to meet the flexibility needs of families
- Communication of clear expectations to families
- The need for frequent communication with families
- Possible plans and schedules given in advance to families
- Ideas to provide structure for learners
- Options for teachers to work from home or a classroom
- Teachers monitoring student online activity during lessons
- Providing synchronous and asynchronous assignments
- Holding students accountable for learning and the importance of an increase in rigor
- Practicing good teaching strategies even when in a distance setting
- Understanding that students may need flexible schedule on various days, but expect students to attend meetings

#### Parents

Parents had additional opportunities to provide feedback during the collaborative workshops discussing the possibility of a full-time distance learning program for the 2021-2022 school year. Topics considered flexibility options for families, the reasons parents want a full-time distance learning program option, and the frequency and duration of direct instruction for students.

Parents had an opportunity to complete the annual California Healthy Kids Survey. A summary of findings demonstrates the need to increase parental involvement and create active partnerships, a need to increase opportunities for student connection, and 59% of parents feeling that their child is falling behind academically.

#### Consultation to Address the Needs of Students in Special Education

Consultation throughout the year included the development of the Special Education Plan (SEP) and the Comprehensive Coordinated Early Intervention Services (CCEIS), which is a component of the SEP. The SEP reports accountability on ten compliance indicators. The CCEIS focuses on intensive interventions to address significant disproportionality on any of the SEP indicators. The current CCEIS addresses identification of African American students with eligibility in Emotional Disturbance (ED) and Other Health Impairments (OHI).

An analysis of the feedback received from stakeholders demonstrates the following trends:

1. The need for increasing parent workshop opportunities to build technology fluency; increasing academic strategies using technology that support student intervention; providing access to resources in the community; promoting strategies for social/emotional wellness; and building positive partnerships with families
2. Addressing barriers to learning, which include lack of connectivity, lack of school supplies, increased reading materials, flexibility of intervention schedules and

platforms for tutoring such as in-person and online services

3. Increasing student interventions beyond the school day
4. Increasing opportunities for teachers to provide targeted instruction within the classroom, which includes a reduced student to teacher ratio
5. Increasing professional development in the areas of trauma informed practices, developing connections between students and staff, and promoting social emotional learning
6. Targeting interventions to address learning gaps, which may include adjustments in schedules and staff to provide additional collaboration in Professional Learning Communities
7. Increasing support staff to assist with technology repair, distribution, connectivity, and the technology support line for parents
8. Increasing support for social emotional learning and health and wellness

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

A full description of the trends in stakeholder input are listed in the second prompt of the stakeholder feedback section. Aspects that influenced the goals, actions, and services are listed by theme below. The aspects of input include the goal in which the input supports.

##### 1. Increased Social Emotional Support:

- An increase in one school counselor (Goal 3)
- An improvement in the rollout of the social emotional curriculum, which includes the vice principals supporting the social emotional curriculum for sustainability (Goal 3)
- Continuation of the counseling program in the development of supports for Tier II and Tier III supports for students impacted by trauma (Goal 3)

##### 2. Supporting Families with Resources:

- The development of the Community Engagement Center, which will provide a location to offer increased parent workshops and support (Goal 3)
- The Attendance Team, which includes the social worker, four full-time attendance workers, and the vice principals to connect parents with resources and to address the root causes of chronic absenteeism (Goal 3)
- The increase of parent workshops to support technology use, curriculum supports, strategies to assist with learning, and strategies to support social emotional development (Goal 2 and Goal 3)

##### 3. Addressing Barriers of Technology and Connectivity

- Increased technology assistants to work with parents on connectivity of devices at home, provide support on the technology support line, and distribution of technology (Goal 2)

##### 4. Increased Need for Students to Be Reading at Grade Level by 3rd Grade

- Development of a comprehensive reading intervention program between transitional kindergarten and 2nd grade, which includes additional certificated support (Goal 1)
- Professional development in reading for teachers and administrators to support reading by 3rd grade (Goal 1)

##### 5. Increased Need for Tutoring Interventions

- Extended learning blocks after the school day to support core content instruction determined by represented learning gaps in the NWEA data system (Goal 1)

# Goals and Actions

## Goal

Goal #	Description
1	Education for Life and Work: Ensure that all students are equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills to be successful in a global society.

### An explanation of why the LEA has developed this goal.

Throughout the conversations with stakeholders, three student expectations were communicated, which included the following: 1. All students are reading at proficiency by 3rd grade. 2. All students are at grade level when they enter middle school. 3. All 8th graders are at a 9th grade level of readiness when they begin highschool.

These discussions grounded the focus for this broad goal. The actions and services in Goal 1 include components of the following state priorities: 1. Conditions of Learning; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8: Other pupil outcomes.

Services and actions support the broad and rich base program for all students and encompass the student expectations listed above.

Three supplemental actions in goal 1 emphasize the expectation that all students are reading at proficiency by 3rd grade (Actions 1, 2, and 3), which are actions contributing to the increased and improved services of unduplicated student groups. The services in these actions are increased supports within the classroom for low-income students not meeting grade level standards.

The measurable outcomes used to support this goal include fully credentialed teachers and administrators, safe and clean school facilities, and full access to the Common Core State Standards for all learners. The CAASPP results from English Language Arts and math are lag metrics and the NWEA measures timely progress in both ELA and math. NWEA is a standards-aligned diagnostic tool, and each student completes the assessment three times each year. The data is analyzed and used to inform instructional decisions and assess student needs for differentiation and intervention. An additional metric includes the NWEA Reading Fluency data. This formative diagnostic assessment is provided to transitional kindergarten students through 1st grade students three times each year to track student progress in reading skills and quickly address gaps in specific skills needed to gain reading fluency.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
School Facilities	100% of schools maintain a rating of 'Exemplary" or 'Good' using the Facilities Inspection Tool	100% of schools maintain a rating of 'Exemplary" or 'Good' using the Facilities Inspection Tool	100% of schools maintain a rating of 'Exemplary" or 'Good' using the Facilities Inspection Tool	100% of schools maintain a rating of 'Exemplary" or 'Good' using the Facilities Inspection Tool	All schools will annually maintain a rating of 'Exemplary" or 'Good' using the Facilities Inspection Tool
Teacher Credentialing	Of 420 teachers, 371 are fully credentialed and 49 are intern or pre-intern. Presently, 88% of our teachers are fully credentialed.  371 are fully credentialed 49 are pre-interns and interns	89% of our teachers are fully credentialed.	90% of our teachers are fully credentialed.	91% of are teachers are fully credentialed.	To increase the percentage of fully credentialed teachers by 3% over three years.
Instructional Materials	100% of students will have standards aligned materials	100% of students will have standards aligned materials	100% of students will have standards aligned materials	100% of students will have standards aligned materials	100% of students will have standards aligned materials
CAASPP Results ELA	Of the 6,403 students tested in grades 3-8 in the 2018-2019 school year, 49% were proficient on the ELA portion of the CAASPP	Results for the 2021-22 CAASPP will not be available at the time of reporting for the 2021-22 LCAP. Public results will be made available in the fall of 2022.	To increase percent proficient on the annual CAASPP ELA assessment by 2%.	To increase percent proficient on the annual CAASPP ELA assessment by 2%.	To increase the percent proficiency rate on the annual CAASPP ELA assessment by 5 percent over three years.
CAASPP Results MATH	Of the 6,394 students tested in grades 3-8 in the 2018-2019 school year, 34% were proficient on the MATH portion of the CAASPP	Results for the 2021-22 CAASPP will not be available at the time of reporting for the 2021-22 LCAP. Public results will be made available in the fall of 2022.	To increase percent proficient on the annual SBA math assessment by 2%.	To increase percent proficient on the annual SBA math assessment by 2%.	To increase the percent proficiency rate on the annual CAASPP Math assessment by 5 percent over three years.

NWEA Measures of Academic Progress (MAP) Student Growth Reading	<p>Winter of 2019 was the last in-person MAP assessment and will serve as the most appropriate baseline as MAP was administered remotely in Winter 2020. Baseline Median Conditional Growth Percentiles are as follows:</p> <p>2nd, 38; 3rd, 29; 4th, 38; 5th, 33; 6th, 33; 7th, 25; 8th, 30</p>	Students grades 2-8 will demonstrate ELA academic gains in achievement by increasing their Winter NWEA MAP Student Median Conditional Growth Percentile by 2% annually	Students grades 2-8 will demonstrate ELA academic gains in achievement by increasing their Winter NWEA MAP Student Median Conditional Growth Percentile by 2% annually	Students grades 2-8 will demonstrate ELA academic gains in achievement by increasing their Winter NWEA MAP Student Median Conditional Growth Percentile by 2% annually	Students grades 2-8 will demonstrate ELA academic gains in achievement by maintaining a Winter NWEA MAP Student Median Conditional Growth Percentile of 50% or above.
NWEA Measures of Academic Progress (MAP) Student Growth MATH	<p>Winter of 2019 was the last in-person MAP assessment and will serve as the most appropriate baseline as MAP was administered remotely in Winter 2020. Baseline normed percentile rankings are as follows:</p> <p>2nd, 33; 3rd, 34; 4th, 38; 5th, 36; 6th, 35; 7th, 38; 8th, 29</p>	Students grades 2-8 will demonstrate MATH academic gains for achievement by increasing their Winter NWEA MAP Growth Normed Percentile Ranking by 2% annually	Students grades 2-8 will demonstrate MATH academic gains for achievement by increasing their Winter NWEA MAP Growth Normed Percentile Ranking by 2% annually	Students grades 2-8 will demonstrate MATH academic gains for achievement by increasing their Winter NWEA MAP Growth Normed Percentile Ranking by 2% annually	Students grades 2-8 will demonstrate MATH academic achievement by maintaining a Winter NWEA MAP Growth Normed Percentile Ranking of 50% or above



NWEA MAP Reading Fluency Foundational Skills K-1	<p>Winter of 2019 was the last in-person MAP Reading Fluency assessment and will serve as the most appropriate baseline as this assessment was administered remotely in Winter 2020. Baseline percentage of students meeting expectation are as follows.</p> <p>Phonological Awareness: K, 38; 1st, 63</p> <p>Phonics/Word Recognition: K, 40; 1st, 58</p> <p>Listening Comprehension: K, 59; 1st 75</p> <p>Picture Vocabulary: K, 74; 1st, 82</p> <p>16% of 1st grade students received Oral Reading Scores</p>	Students grades K-1 will demonstrate academic gains in reading fluency foundational skills on the Winter MAP Reading Fluency assessment by increasing the percentage of students meeting expectations by 2% or more	Students grades K-1 will demonstrate academic gains in reading fluency foundational skills on the Winter MAP Reading Fluency assessment by increasing the percentage of students meeting expectations by 2% or more	Students grades K-1 will demonstrate academic gains in reading fluency foundational skills on the Winter MAP Reading Fluency assessment by increasing the percentage of students meeting expectations by 2% or more	70 percent of all K-1 students will meet expectations on the NWEA MAP Reading Fluency Foundational Skills assessment
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## Actions

Action #	Title	Description	Total Funds	Contributing
1	Extended Learning at Kinder Camp	Teachers will provide three additional instructional days at Kinder Camp to introduce and orient low-income students to the instructional setting. This action will fund staffing both certificated and classified; paraeducators and staffing to run the program; and supplies/resources.	\$115,000.00	Yes
2	Reading Intervention in TK through 2nd Grade	Through the use of diagnostic tools/assessments, teachers (within a single grade level) will provide additional and increased targeted interventions, formative assessments, and strategic support to low income students during the school day to close the reading discrepancy gap by 3rd grade. This action will include certificated costs for additional teachers in transitional kindergarten through second grade.	\$2,118,218.14	Yes
3	Extended Learning Time Beyond the School Day	Teachers will provide structured reading intervention beyond the school day for low-income students demonstrating the greatest skills gaps in reading fluency. This action will fund extra duty for teachers, paraprofessional support, and supplies.	\$720,000.00	No

4	Qualified Teachers and Administrators	The District staff will attract and retain both well qualified credentialed teachers to teach all students in all subject areas as well as administrators meeting California state licensure requirements. This action will fund teachers and administrators.	\$53,919,330.00	No
5	Standards-Aligned Instructional Materials	The District staff will purchase and supply standards-aligned instructional materials and digital resources for all students. This action will fund standards-aligned instructional materials and digital resources.	\$448,682.00	No
6	Professional Development of Research-Based Practices	The District Educational Services Team, site administrators, and the New Teachers Support Department will provide professional learning opportunities in research-based best practices to teachers for the implementation of the Common Core State Standards, ELD instruction, and strategies to support Long-Term English Learners (LTEL) when teaching all students. This action will fund professional development and extra duty pay for lead facilitators and teachers.	\$0.00	No
7	Parent Workshops Supporting Standards-Aligned Curriculum	Site administrators and teachers will provide workshops for parents and guardians to familiarize them with the state content standards and district adopted curricula in order to increase student learning at home. This action will fund facilitators to prepare and provide workshops.	\$0.00	No
8	Curriculum and Instruction Staff	The District will employ a Director of Curriculum and Instruction, a Director of Assessment, and three full-time Curriculum Resource Teachers to support teachers with the delivery of core instructional programs, English Language Development instruction, foundational reading strategies, and technology literacy for all students. This action will fund the Director of Curriculum and Instruction and three full-time, district level resource teachers.	\$450,807.60	No
9	Clean and Safe School Facilities	The District will provide all students with clean, safe, and functional school facilities which are an essential condition of learning. This action funds custodians, grounds, and maintenance employees as well as costs of upkeep through the Routine Restricted Maintenance Account.	\$4,624,959.30	No
10	Collaboration to Support District Initiatives	The District will provide staff collaboration time during staff meetings, district grade level meetings, and department meetings to fully address and implement district initiatives for all students.	\$0.00	No
11	Identification of System Gaps as a Barrier to Student Learning	School site staff will participate in the Western Association of School Colleges accreditation cycle of quality to identify barriers and inequities in school programs, practices, and policies to mitigate achievement gaps for low-income students. This action will fund the WASC registration and review process.	\$20,000.00	No
12	Parent Training for Advisory Committees	In building a partnership with parents, the District directors and site administrators will provide collaboration opportunities and training for current advisory committee members (i.e. School Site Council, ELAC, and DELAC) in site and district governance, effective use of data to drive improvement of the instructional program, as well as budgeting funds as applicable, to best meet the needs of all students. There are no funds allocated for this action.	\$0.00	No

13	Implementing Systems of Support Schoolwide	The District staff will collaborate with site administrators during Instructional Management workshops in the development of sustainable and equitable systems of support for all students, which will include attendance, behavior, academic achievement, parent engagement, and social-emotional growth. This action will be monitored through site-based visits, collaboration notes, and the CA Dashboard metrics. There are no costs associated with this action.	\$0.00	No
14	Site-Based Office Staff and Librarians	School office staff (secretaries, clerks, office coordinators) and librarians are provided at each school to maintain functionality and access to literary resources for all students. This action supports the maintenance of programs at a base level for all students. This action funds site office staff and librarians.	\$2,571,793.00	No

## Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

## Goal

Goal #	Description
2	Access for All: Ensure all students have equitable access to a high quality instructional program and the research-based supports that they need to engage fully and meaningfully with the program.

An explanation of why the LEA has developed this goal.

The state priorities addressed in this broad goal include:

State Priorities Addressed: 1. Conditions of Learning; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes

The purpose of this goal is to build upon the base program for all students. The majority of actions within this goal address supplemental and additional services to address barriers in order for unduplicated student groups to fully engage in learning.

The metrics used to measure outcomes include state assessments, CAASPP and English Language Proficiency Assessment for California (ELPAC). Both reclassification rates for English learners and progress on the ELPAC from the English Learner Progress Indicator (ELPI) from the CA Dashboard are used to measure progress. Local data metrics include the standards-aligned diagnostic tools, NWEA Map Growth in English language arts and math as well as reading fluency. These local metrics are more formative in nature and can be used to drive instructional decisions throughout the school year to fully support unduplicated student growth.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
CA Dashboard Distance From Standard	Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met as measured by the Smarter Balanced Assessment. The following student groups were reported as follows: All students: 3.6 points below standard Socioeconomically disadvantaged students: 25.5 points below standard Homeless students: 18.4 points below standard Students with a disability: 88.6% points below standard Foster youth: 70.8 points below standard English learners: 37.7 points below standard	Results for the 2021-22 dashboard will not be available at the time of reporting for the 2021-22 LCAP. Public results will be made available in the fall of 2022.	Reduce the distance from standard for the following groups by the following: All students: reduce by 1 points Socioeconomically disadvantaged students: reduce by 3 points Homeless students: reduce by 3 points Students with a disability: reduce by 5 points Foster youth: reduce by 5 points English learners: reduce by 3 points	Reduce the distance from standard for the following groups by the following: All students: reduce by 1 points Socioeconomically disadvantaged students: reduce by 3 points Homeless students: reduce by 3 points Students with a disability: reduce by 5 points Foster youth: reduce by 5 points English learners: reduce by 3 points	To reduce the distance from standard for the following groups as follows: All students: From 3.6 points below standard to 0 points below standard Socioeconomically disadvantaged students: From 25.5 points below standard 18 points below standard Homeless students: From 18.4 points below standard to 12 points below standard Students with a disability: 88.6% points below standard to 75 points below standard Foster youth: 70.8 points below standard to 60 points below standard English learners: 37.7 points below standard to 30 points below standard
CAASPP Results ELA UDP	Number of 3-8 students tested and the percentage proficient on the ELA portion of the 2018-2019 CAASPP 3211 SED, 39% Proficient 303 EL, 11% Proficient 795 students with disabilities, 14% Proficient Foster XX	Results for the 2021-22 CAASPP will not be available at the time of reporting for the 2021-22 LCAP. Public results will be made available in the fall of 2022.	To increase percent proficient on the annual CAASPP ELA assessment by 2%.	To increase percent proficient on the annual CAASPP ELA assessment by 2%.	To increase percent proficient on the annual CAASPP ELA assessment by a total of 5% over three years.

CAASPP Results Math UDP	Number of 3-8 students tested and the percentage proficient on the MATH portion of the 2018-2019 CAASPP 3211 SED, 39% Proficient 303 EL, 11% Proficient 795 students with disabilities, 14% Proficient Foster XX	Results for the 2021-22 CAASPP will not be available at the time of reporting for the 2021-22 LCAP. Public results will be made available in the fall of 2022.	To increase percent proficient on the annual CAASPP MATH assessment by 2%.	To increase percent proficient on the annual CAASPP MATH assessment by 2%.	To increase percent proficient on the annual CAASPP MATH assessment by a total of 5% over 3 years.
NWEA Measures of Academic Progress (MAP) Student Growth Reading for low income students	NWEA MAP Winter 2019-20 grade and normed percentile ranking 2nd, 28; 3rd, 30; 4th, 37; 5th, 27; 6th, 32; 7th, 25; 8th, 27	To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment by 1%.	To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment by 2%.	To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment by 2%.	To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment by a total of 5 % over three years.
NWEA Measures of Academic Progress (MAP) Student Growth Math for SED	NWEA MAP Winter 2019-20 grade and normed percentile ranking 2nd, XX, 3rd, 26; 4th, 30; 5th, 24; 6th, 27; 7th, 26; 8th, 24	To increase the normed percentile ranking on the NWEA MAP Growth Math assessment by 1%.	To increase the normed percentile ranking on the NWEA MAP Growth Math assessment by 2%.	To increase the normed percentile ranking on the NWEA MAP Growth Math assessment by 2%.	To increase the normed percentile ranking on the NWEA MAP Growth Math assessment by a total of 5% over three years
NWEA Measures of Academic Progress (MAP) Student Growth Reading for EL	NWEA MAP Winter 2019-20 grade and normed percentile ranking 2nd, 19; 3rd, 17; 4th, 9; 5th, 9; 6th, 11; 7th, 6; 8th, 6;	To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment by 1%.	To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment by 2%.	To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment by 2%.	To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment by a total of 5 % over three years
NWEA Measures of Academic Progress (MAP) Student Growth Math for EL	NWEA MAP Winter 2019-20 grade and normed percentile ranking 2nd, XX; 3rd, 19; 4th, 26; 5th, 11; 6th, 10; 7th, 9; 8th, 7;	To increase the normed percentile ranking on the NWEA MAP Growth Math assessment by 1%.	To increase the normed percentile ranking on the NWEA MAP Growth Math assessment by 2%.	To increase the normed percentile ranking on the NWEA MAP Growth Math assessment by 2%.	To increase the normed percentile ranking on the NWEA MAP Growth Math assessment by a total of 5 % over three years.

NWEA Measures of Academic Progress (MAP) Student Growth Reading for Foster	NWEA MAP Winter 2019-20 grade and normed percentile ranking 3rd, 24; 4th, 21; 5th, 16; 6th, 13; 7th, 12; 8th, 10	To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment by 1%.	To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment by 2%.	To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment by 2%.	To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment by a total of 5% over three years.
NWEA Measures of Academic Progress (MAP) Student Growth Math for Foster	NWEA MAP Winter 2019-20 grade and normed percentile ranking 3rd, 12; 4th, 11; 5th, 26; 6th, 15; 7th, 10; 8th, 7	To increase the normed percentile ranking on the NWEA MAP Growth Math assessment by 1%.	To increase the normed percentile ranking on the NWEA MAP Growth Math assessment by 2%.	To increase the normed percentile ranking on the NWEA MAP Growth Math assessment by 2%.	To increase the normed percentile ranking on the NWEA MAP Growth Math assessment by a total of 5% over three years
ELPI English Learner Proficiency Indicator	In 2019 39.8% of EL students were making adequate progress towards English proficiency as measured by the English Learner Proficiency Indicator	EL student progress on the ELPAC will demonstrate an increase of 1% of students increasing one or more levels on the ELPI indicator.	EL student progress on the ELPAC will demonstrate an increase of 1% of students increasing one or more levels on the ELPI indicator.	EL student progress on the ELPAC will demonstrate an increase of 1% of students increasing one or more levels on the ELPI indicator.	43% of EL students were making adequate progress towards English proficiency as measured by the English Learner Proficiency Indicator
English Learner Reclassification Rate	In 2019-20, 17.1% of EL students were reclassified	EL student reclassification rate will increase by 1%.	EL student reclassification rate will increase by 1%.	EL student reclassification rate will increase by 1%.	In 2023-24, 20% of EL students will be reclassified

## Actions

Action #	Title	Description	Total Funds	Contributing
1	English Learner Paraprofessional Support	In order to address the need of English Learners limited exposure to English in all four language domains (reading, writing, listening, and speaking), Bilingual Assistants will provide supplemental language support to assist English learners with academic and content language within the classroom and increase parent involvement and communication. This action will fund paraprofessionals. The metric used to evaluate this service will include site administration observation and student feedback.	\$351,550.00	Yes
2	ELD for English Learners	In order to provide full access to the curriculum and the Common Core State Standards, certificated staff will provide English Language Development (ELD) instruction, both designated and integrated, as a component of the Structured English Immersion program. Elementary teachers provide both integrated and designated instruction, within the school day. Middle school teachers provide integrated instruction with designated instruction scheduled during the student's English Language Development course block. Professional development in ELD will take place during scheduled staff meetings and collaboration. The action will be measured through observations in the classroom as well as through progress on the English Language Proficiency Assessment for California.	\$0.00	Yes

3	English Learner District Support Staff	The District will employ three, full-time, district-level bilingual assistants to support the administration of the English Language Proficiency Assessment for California, provide required parent notifications, assist with progress monitoring and reclassification, and provide translation support to ensure the implementation of the English Learner program for all English Learners. This action will fund there district-level bilingual assistants as part of the Base program.	\$105,000.00	Yes
4	Parent Literacy Program	To increase parent involvement in school, a Bilingual Assistant will provide an opportunity for parents of English Learners to participate in an English Language Literacy Program. Parents of English learners can feel isolated from the school environment due to language limitations, which can lead to a decrease in advocacy and communication. This action will focus on developing communication skills for parents so that they can be feel connected to their child's education while also continuing to increase parent participation on campus. This program celebrates parents becoming dual language speakers. This action will fund a paraprofessional and supplies needed to run the parent involvement program. The metric used to evaluate the effectiveness of this service will include a parent participation survey.	\$38,903.00	Yes
5	Monitoring RFEP Student Progress	School staff, teachers and administrators, will monitor academic progress of Reclassified Fluent English Proficient (RFEP) students at the end of each grading cycle to ensure access to supports, intervention, and collaboration with parents. This action will be monitored through the ELlevation system. There are no additional charges for this action.	\$0.00	Yes
6	Maintaining School of Origin	Transportation services through Hop Skip Drive for foster youth will be provided to maintain a consistent educational program at the School of Origin. The foster liaison will work collaboratively with community agencies, foster families, and the Educational Rights Holder to increase access to a consistent learning environment. The action will fund transportation services. The metric used to evaluate this service will be qualitative data summarized from collaboration opportunities with agencies and Best Interest Determination (BID) meetings.	\$35,000.00	Yes
7	Tutoring Services for Homeless	Tutoring services for homeless youth will be provided through an online system coordinated by a nonprofit agency, which will include assistance with connectivity and tutoring services.	\$0.00	No
8	Equitable Access to Technology	School staff will provide additional Chromebooks and/or hotspots to low-income students to ensure access and connectivity at home. This action will fund Chromebooks and hotspots.	\$700,000.00	Yes
9	Management, Distribution, and Repair of Student Technology	As a result of purchasing Chromebooks for low-income students, four Technology Assistants will provide service to students to repair and replace district distributed devices, assist on the helpline with connectivity and trouble-shooting the operation of devices, and manage the inventory for quick and timely distribution of technology to low-income students. This action will fund four Technology Assistants as well as supplies needed to implement this action.	\$220,000.00	Yes



10	Technology Department	Technology staff is hired to maintain internet access; technology supports for teachers and staff; maintenance of the district website; and upkeep of communication systems throughout the district in order to maintain functionality of the instructional setting for all students. This action supports four full-time classified technicians and is a function of the base program for all students.	\$689,318.00	No
11	Connecting Resources to Families	The collaborative Empowering YOUTH Committee comprised of parents, certificated, and classified staff will provide access to community agencies to parents of low-income students through the coordination of the annual Empowering YOUTH Festival. This action will fund supplies, vendors, community presentations, and materials.	\$10,000.00	Yes
12	Community Engagement Workshops	Instructional management team members (Directors, Administrators, Counselors, Behaviorist, and Psychologists) will provide workshops and training for parents to develop strategies and provide needed resources to assist with the unique needs of low-income students. This action will fund training supplies, personnel to manage the center, the creation of learning spaces appropriate for children and parents, and extra duty for staff.	\$85,952.44	Yes
13	(AVID) Student Engagement in a Challenging and Relevant Program	Elementary and secondary teachers will provide Advancement Via Individual Determination (AVID) strategies to support College and Career Readiness to low-income students. This action will fund AVID site licenses, AVID Weekly student lessons, and professional development provided with the site license.	\$45,000.00	Yes
14	(AVID in Middle School) Student Engagement in Structured Collaborative Learning	AVID tutors staffed in the AVID elective classes will provide low-income students with opportunities to participate in structured collaborative groups to determine point of confusion within content areas through an inquiry method and provide supports to College and Career Readiness skill development. This action will fund AVID tutors at the middle schools.	\$150,000.00	Yes
15	Access to College and Career Assessment	Teachers will provide access for 8th grade low-income students to take the PSAT assessment. This action will fund the cost of providing this exam as well as extra duty to classified or certificated staff for administration.	\$15,000.00	Yes
16	Equitable Access to the Programs	Teachers will provide access for 4th and 5th grade low-income students to take the Otis-Lennon School Ability Test 8th Edition (OLSAT-8), which can qualify a student for the Gifted And Talented Education Program (GATE). This action will fund this assessment.	\$10,000.00	Yes
17	Increased Arts Program	Roving fine art teachers will provide increased access to the arts (music, fine arts, and performing arts) to low-income students, kindergarten through 6th grade, at elementary schools with the greatest low-income student rates. This action will fund are teachers in music, performing arts, and fine arts.	\$80,000.00	Yes
18	Parent Teacher Collaboration with English Learners, Foster Youth and Low-Income Student Families	Teachers will provide additional conference times for parents during two non-student days to collaborate on the student progress of EL students, low-income students, and foster youth. Conferences for foster youth may include social workers and counselors. This action will fund two days for certificated staff to meet with parents during flexible hours.	\$592,508.80	Yes

# Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

## Goal

Goal #	Description
3	Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.

An explanation of why the LEA has developed this goal.

The state priorities address in this broad goal include:

1. Conditions of Learning 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 8. Other Pupil Outcomes

The purpose of this broad goal is to fully address the interpersonal and intrapersonal skill development needs for unduplicated student groups. The majority of actions within this goal are considered increased and improved services that go above and beyond the base services for all students. The actions provide a layered review of base services in addition to supplemental services that extend to support unduplicated student groups.

The metrics noted in the measurable outcomes include indicators on the CA Dashboard, chronic absenteeism rate and suspension rates. Additionally, the annual California Healthy Kids Survey (CHKS) is used as a measure to support a safe and supportive school climate. Local metrics pulled from the Power School data base will assist in the tracking of school discipline incidents.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Chronic Absentee Rate	According to the 2019 CA School Dashboard, the percentage of chronically absent students were as follows 10.5% of all students 14.5% of socioeconomically disadvantaged students 17.8% of homeless students 16.3% of students with a disability 9.8% of foster youth 11.2% English learners		To reduce the percentage of chronically absent students by 1%	To reduce the percentage of chronically absent students by 1%	To reduce the percentage of chronically absent students by a total of 3% over three years.
Chronic Absentee Rate Kindergarten	According to Attention 2 Attendance (A2A) 2019-2020 reports, the chronic absentee rate for Kinder students is 20%.	Improve the chronic absentee rate for Kinder by 1% annually.	Improve the chronic absentee rate for Kinder by 2% annually.	Improve the chronic absentee rate for Kinder by 2% annually.	To reduce the chronic absentee rate for kinder to less than 15%.
Suspension Rate	According to the 2019 CA School Dashboard, the following percentage of students were suspended at least once: 3.2% of all students 4.4% of socioeconomically disadvantaged students 4.4% of homeless students 5.9% of students with a disability 10.8% of foster youth 2.7 % English learners	Reduce the overall suspension rate for all students by .5%	Reduce the overall suspension rate for all students by .5%	Reduce the overall suspension rate for all students by .25%	

California Healthy Kids Survey Elementary Students	<p>In the 2019-2020 CHKS the following was reported:</p> <p>71% report a feeling of connectedness to the school "Yes, most of the time" or "Yes, all of the time"</p> <p>71% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time"</p> <p>74% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time"</p> <p>69% report there are social and emotional learning supports "Yes, most of the time" or "Yes, all of the time"</p>	Increase the percentage of students reporting "Yes, most of the time" or "Yes, all of the time" by 2%	Increase the percentage of students reporting "Yes, most of the time" or "Yes, all of the time" by 2%	Increase the percentage of students reporting "Yes, most of the time" or "Yes, all of the time" by 1%	Increase the percentage of students reporting "Yes, most of the time" or "Yes, all of the time" by a total of 5% over three years.
California Healthy Kids Survey Middle School Students	<p>In the 2019-2020 CHKS the following was reported:</p> <p>62% report a feeling of connectedness to the school "Yes, most of the time" or "Yes, all of the time"</p> <p>63% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time"</p> <p>58.5% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time"</p> <p>29.5% report meaningful participation "Yes, most of the time" or "Yes, all of the time"</p>	Increase the percentage of students reporting "Yes, most of the time" or "Yes, all of the time" by 2%	Increase the percentage of students reporting "Yes, most of the time" or "Yes, all of the time" by 2%	Increase the percentage of students reporting "Yes, most of the time" or "Yes, all of the time" by 1%	Increase the percentage of students reporting "Yes, most of the time" or "Yes, all of the time" by a total of 5% over three years.

California Healthy Kids Survey Parents	In the 2019-2020 CHKS the following was reported: 38 % of parents "strongly agree" school allows input and welcomes parents' contributions 42 % of parents "strongly agree" school promotes academic success for all students 37 % of parents "strongly agree" school is a safe place for my child 31% of parents "strongly agree" school promotes respect of all cultural beliefs and practices	Increase the percentage of parents reporting "Yes, most of the time" or "Yes, all of the time" by 2%	Increase the percentage of parents reporting "Yes, most of the time" or "Yes, all of the time" by 2%	Increase the percentage of parents reporting "Yes, most of the time" or "Yes, all of the time" by 1%	Increase the percentage of parents reporting "Yes, most of the time" or "Yes, all of the time" by a total of 5% over three years.
California Healthy Kids Survey Staff	In the 2019-2020 CHKS the following was reported: 46% of staff "strongly agree" there are caring adult relationships 36% of staff "strongly agree" school promotes parent involvement 34% of staff "strongly agree" school promotes opportunities for meaningful student participation 40 % of staff "strongly agree" school is a safe place for my child	Increase the percentage of staff reporting "Yes, most of the time" or "Yes, all of the time" by 2%	Increase the percentage of staff reporting "Yes, most of the time" or "Yes, all of the time" by 2%	Increase the percentage of staff reporting "Yes, most of the time" or "Yes, all of the time" by 1%	Increase the percentage of staff reporting "Yes, most of the time" or "Yes, all of the time" by a total of 5% over three years.
School Discipline	Baseline will be established in the 2021-22 school year.	Baseline will be established in the 2021-22 school year.	Reduce the number of students with 5 or more incidents by 2%	Reduce the number of students with 5 or more incidents by 2%	Reduce the number of students with 5 or more incidents by a total of 5% over three years

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Diagnostic Assessments	Teachers will identify achievement gaps to inform instructional practice and personalized, targeted interventions for low-income students. This action will fund diagnostic assessment tools, which include NWEA Map Growth, IXL, and Reading Fluency.	\$229,740.00	No
2	School Climate and Safety Survey	5th through 8th grade teachers will annually administer the anonymous and confidential California Healthy Kids Survey (CHKS) to measure and track the school climate, safety, student wellness, and youth resiliency data. The CHKS data is used as part of the comprehensive data-driven decision-making process for overall school improvement. This action will fund the cost of the survey.	\$6,900.00	No
3	Anonymous Reporting System	In order to create a safer, healthier, and more inclusive school environment, site staff will make the Stopit! anonymous reporting system available to all students to report safety concerns, misconduct, and challenging issues. This service is monitored by the site administrators. The cost of this service is funded through a district partnership.	\$0.00	No
4	Professional Development to Address Inequitable Barriers	Management team members (psychologists, counselors, administrators, directors) will address the barriers, learning needs, and conditions of low-income students through application of learning from supplemental professional development. This action will fund professional development registration, consultants, supplies, and extra duty.	\$25,000.00	Yes
5	Implementing Systems for Academic, Behavior, and Social Emotional Support	Counselors will implement a comprehensive Multi-Tiered Multi-Domain System of Support to address the Tier II and Tier III academic, behavior, and social/emotional needs and conditions of low-income students. This action will fund counselors and supplies for program development.	\$1,332,520.00	Yes
6	Targeted and Intensive Supports for Foster Youth	To meet the needs of foster youth experiencing the impact of trauma, counselors will implement Tier II and Tier III supports specifically designed to meet the unique social/emotional needs of foster youth. This action will fund supplies and resources for program development.	\$30,000.00	Yes
7	Intensive Behavior Support	The behaviorist will provide systemic Tier III behavioral supports, resources, and training for staff low-income students and their families. This action will fund a behaviorist.	\$139,028.00	Yes
9	Promoting Positive Social and Emotional Competency (CCA)	Campus Climate Assistants will provide Tier II and Tier III proactive positive supports to build social and emotional competency for low-income students during unstructured play and during class instruction. This action will fund Campus Climate Assistants and supplies for program development.	\$325,004.00	Yes
10	Access to a Co-located CSW	The District Director will continue collaboration with the Department of Child and Family Services to maintain a co-located social worker at two campuses to increase contact and stability for foster students. There are no expenses noted for this action at this time.	\$0.00	Yes
11	School-Based Mental Health Services	The District Director of Support Services will continue collaboration with local agencies to provide Tier III School-Based Mental Health Services to students impacted by trauma. There are no expenses noted for this action at this time.	\$0.00	Yes

12	Health Services	The district maintains one full-time health coordinator, three full-time nurses, eight part-time LVNs, and three full-time health clerks to support the health and wellness of all students. This action is a function of the base program for all students.	\$917,883.00	No
13	Addressing Barriers to Student Attendance	Attendance Workers will collaborate with the district social worker to address barriers to attendance by providing communication of community/district resources to families, tracking attendance, and creating attendance interventions for low-income students. This action will fund 4 Attendance Workers, supplies to implement the program, school supplies and backpacks for low-income students, Vice Principals salary at 25%, professional development for the social worker and classified attendance workers.	\$576,586.00	Yes
14	Building Social Emotional Competency	Physical education teachers, elementary teachers, counselors, and psychologists will provide ongoing social emotional learning lessons (Leadership Development Through Physical Education and/or Boys Town) to low-income students. This action will fund the LDTPE/Boys Town curriculum, professional development, and extra duty for certificated and/or classified staff.	\$386,256.95	Yes
15	Building Self-Efficacy Through Experiences	6th grade teachers will provide a 6th grade Leadership Day Camp using the Leadership Development Through Physical Education curriculum to support self-efficacy, the development of leadership skills, and social emotional competency for low-income students. This action will fund transportation to camp, extra duty for certificated staff members, and supplies.	\$100,000.00	Yes
16	Parent Engagement with SEL Curriculum	The district directors and site administration will provide a Parent Day at Leadership Camp to parents of low income students in order to develop parent strategies to assist with the development of social emotional competency within the family setting. This action will fund transportation for parents to attend, extra duty for certificated or classified staff, and supplies.	\$15,000.00	Yes
17	Application of Professional Development for Certificated staff	School site staff will apply learning of supplemental curriculum support, Leadership Development Through Education, trauma-informed practices, reading and math intervention, and targeted lesson development to low income students. This action will fund the consultation fees, extra duty for certificated staff members, and supplies to implement the training of the Westside Institute professional development series. The Westside Institute series includes up to 5 days of professional development and eight 90 minutes sessions held throughout the school year.	\$942,509.00	Yes
18	Application of Professional Development for Classified	School site classified staff will apply learning of SEL curriculum, trauma-informed practices, cultural bias, reading and math intervention to low income students. This action will fund extra duty for classified staff to attend up to four days of training throughout the school year.	\$105,960.00	Yes
19	(Paraprofessionals) Access to the Curriculum for Students with Special Needs	To increase access to a rich standards-based curriculum as well as facilities, paraprofessionals are staffed and provide support for students with special needs. This action funds classified IA II's.	\$5,590,255.00	No

20	Tier III Crisis Paraprofessionals	In order to mitigate barriers experienced by significant behavior crisis, paraprofessionals are staffed and trained to temporarily assist students in overcoming challenges to fully access the standards-based curriculum. This action funds IA IIIs.	\$113,670.00	No
21	Elementary Physical Education and Paraprofessionals	In order to provide a robust standards-aligned physical education program to all students, elementary physical education teachers and paraprofessional support staff (IAI's) are hired for all elementary schools. This action supports a base program for all students. Jake? Do you want to change this and add middle school PE teachers here as well?	\$137,428.00	No
22	Playground and Crossing Guards	In order for all students to safely access the school grounds and provide a safe area for students during unstructured play, playground supervisors and crossing guards are staffed at school sites, as applicable. This action funds playground supervisors at all school sites and crossing guards, as applicable.	\$672,263.00	No

## Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP 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 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.41%	\$8,247,344.00



**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.

**Goal 1 Action 1: Extended Learning at Kinder Camp**

In reviewing the needs and circumstances of low-income students, the District began a Kinder Camp program. Many low-income students enroll in school with minimal exposure to literacy and experience in a formal, structured educational setting. Because of this lack of exposure, students can have a more difficult time adjusting to transitional kindergarten (TK) and kindergarten. Therefore, the purpose of Kinder Camp is for students to attend three additional partial days for newly enrolled low-income students to adjust to transitions and routines in the classroom; and provide teachers the opportunity to assess student readiness to learn through observation and diagnostic assessment; provide a time to meet with parents to communicate learning goals, behavior expectations, school resources, and early literacy strategies to use at home.

Kinder Camp was implemented within the 2017-2020 LCAP. The effectiveness of this action showed evidence that kindergarteners that attended Kinder Camp demonstrated a smoother transition to school. These students were less likely to become nervous and show evidence of unpredictable behavior. Students that attended also had timely learning data on the first day of school, which allowed the teachers to accelerate the learning program. Additionally, parents who attended were more knowledgeable of the academic structures and routines and they were able to participate throughout the school year with a positive connection to the staff. With the expectation of students equipped to be reading by 3rd grade, the intent is for low-income students to be ready to learn on the first day of school.

This action will take place at all elementary schools, LEA wide, at the end of July. It is the goal of the district to enroll all low-income TK and kindergarten students. Outcome measures will be completed through a parent survey, observations of students, and student assessment data. With the focus on a positive introduction to school, the District created the three day program as a jumpstart for student learning, which is the most effective use of funds. This action is principally directed and effective in meeting the needs of the District's low-income students.

**Goal 1 Action 2: Reading Intervention in TK through 2nd Grade**

The creation of this action was determined through an analysis of the NWEA scores for 2nd and 3rd grade students; Reading Fluency data for kindergarten and 1st grade students; and an evaluation of the needs, conditions, and circumstances of low-income students. The comparison of non low-income students with low-income students shows a discrepancy in ELA NWEA scores that continues to increase over time as students move up through the grade levels. Students in 2nd grade and early scores in 3rd grade demonstrate a 16 percentile difference in scores, with gaps widening through elementary school. This shows that reading challenges for low-income students are not sufficiently addressed in kindergarten through 2nd grade. This data demonstrates the need for an increased intervention for early readers, which will close the reading gap and accelerate learning. This service will build a foundation for reading, which students will need in all content areas from 3rd grade and beyond. Further evaluation of barriers for low-income students identifies the need for more intensive interventions in reading and language development. Low-income students entering the district do not have exposure to a rich preschool program and enriched language opportunities, which results in students having a lack of vocabulary knowledge and skills needed to express ideas through the deep structure of language. This lack of exposure results in low-income students entering kindergarten and transitional kindergarten with decreased listening and speaking skills, which impacts academic growth in reading and writing. And, based on the NWEA, this lack of foundational literacy is further exasperated as students move up beyond 3rd grade. Therefore, one district initiative includes the need to develop the foundational skills for low-income students to demonstrate grade level skills in reading fluency by 3rd grade so students can be successful in their school career.

To address this need of low-income students, the District developed additional systems of support within single grade levels for teachers to hone in on targeted skills and accelerate learning, demonstrating fundamental language skills that impact reading fluency growth. This action includes creating rich lessons embedding practice in all language domains, additional professional development in language acquisition and reading (CORE), an increase in certificated staff in kindergarten through 2nd grade, and organization and implementation of Tier II and Tier III student learning groups to accommodate fewer students in order to target academic gaps determined by diagnostic assessments.

This new action is provided LEA-wide and we expect that low-income student scores in Reading Fluency and NWEA to increase to a higher percentile level, thus closing the achievement gap between low-income students and non low-income students. Progress monitoring of this service will include review of master schedules; review of the student to teacher ratios below the state maximum; review of student to teacher ratios below the agreed upon contractual average; completion of additional professional development in CORE Reading, and the use of student formative, diagnostic assessments. This comprehensive emphasis in transitional kindergarten through 2nd grade is principally directed and effective in meeting the needs of low-income students.

Goal 2 Action 8: Equitable Access to Technology

Goal 2 Action 9: Management, Distribution, and Repair of Student Devices

This description will include both Goal 2 Action 8 and 9 as inter-related services. As a result of assessing the needs of low-income students, the District determined that those students do not have the same access to technology and/or connectivity due to income barriers. Low-income student families do not have a dedicated computer for student use. And, many times the only device is a phone, which is shared between parents. Additionally, in some areas of the District low-income students live in more remote conditions, which lack stable internet connections.

As a related piece of this action, many low-income families lack technology literacy to troubleshoot device issues, connect devices to the internet, and maneuver through learning platforms. Therefore, this need resulted in an increase in staff to manage a technology hotline, distribute devices for home use, distribute hotspots for home use, and repair devices.

In order to address this need of our low-income students, the District is funding additional devices for students at home to use beyond the school day to access learning, which may include supplemental online intervention programs. Additional Chromebooks will remain at home and students will still have access to a device in the classroom. The District will also fund hotspots to assist with connectivity and provide additional technology staffing.

These actions are being provided on an LEA-wide basis, and we expect to see greater academic gains and increased work completion rates for low-income students. This action will be monitored through connectivity rates on hotspots and Chromebooks. In considering the need for connectivity and access to learning beyond the school day, the District determined that this service is the most effective and principally directed method to meet the needs of these students.

Goal 2 Action 11: Connecting Resources to Families

Goal 2 Action 12: Community Engagement Workshops

In analyzing the needs of low-income students across the District, it is evident that families need access to agencies, resources, and workshops to increase the learning outcomes for students. This description will address Goal 2 Actions 11 and 12 as interrelated services. The District covers over 300 square miles of land, with many remote areas from which students are transported by bus to and from school. Therefore, many low-income families live in these areas of the Antelope Valley. Access to community resources and learning is a challenge because many services are within the center areas of the closest cities, both in Lancaster and Palmdale. Lack of resources for families can increase the impact of environmental trauma leading to adverse chronic exposure. The outcomes of this exposure lead to long-term academic, health, and wellness challenges. Furthermore, stakeholder feedback includes the need for access to parent workshops and resources to assist in meeting the needs of low-income families.

These actions will provide a bridge to services and learning opportunities for parents. In order to address this need, the District will organize an annual Empowering YOUth Festival as a means of pulling resources together for families to access in one location. Additionally, the District is working to arrange for services and workshops to be facilitated at a Community Engagement Center. Workshops will include vaccination clinics; access to dental screenings; parent literacy classes; parent trainings on suicide prevention, self-harm, health and wellness; sessions on technology literacy for parents; and early childhood development strategies. This action will fund resources for the Community Engagement Center and portions of the Empowering YOUth Festival not supported by grant funds.

These actions are provided on an LEA-wide basis, and we expect to see an increase in parent participation in workshop sessions and at the Empowering YOUth Festival. Additional monitoring of action outcomes will be done through surveys to parents participating in services. Outcomes will include proactive outreach for parents to services and connections in the community. Through consideration of the most efficient actions to meet the needs of low-income families, the District believes that this improved service is principally directed and the most effective in meeting the needs of low-income families.

Goal 2 Action 13: (AVID) Student Engagement in A Challenging and Relevant Program

Goal 2 Action 14: (AVID in Middle School) Student Engagement in Structured Collaboration

In analyzing the needs of low-income students, the District has determined that these students have limited college readiness skills due to a variety of barriers, which include family members without a college-going tradition to assist with college planning; students lacking fully developed skills such as organization, goal setting, and collaboration; and the ability to access the wide array of application systems needed for college entry. The Advancement Via Individual Determination (AVID) program allows students to overcome obstacles and move into a college or career beyond high school. Therefore, the District is funding site licenses for all elementary and middle schools to participate in an AVID schoolwide program, which includes strategies in all content areas that support WICOR (Writing, Inquiry, Collaboration, Organization, and Reading). The AVID program also includes an opportunity for middle school students to participate in an AVID elective in which students collaborate in small study groups and engage in learning through an inquiry model to determine points of confusion in core content to clarify learning.

AVID is a continuing LEA-wide service, which includes two AVID electives offered at Joe Walker Middle School and two AVID electives offered at Hillview Middle School. However, this action is considered an improved service as both Joe Walker Middle School and Hillview Middle School have shown an increased recruitment that demonstrates the need for three AVID elective classes in the 21-22 school year. Students in the AVID elective are first generation college bound low-income students that learn how to persevere and conquer challenges. With the support of an AVID elective, 47% of these students are able to enroll in and meet the expectations of an Honors course of study. The program creates a college going atmosphere beginning in kindergarten, and many AVID students continue in the AVID program in the local high school district. Data demonstrates that the AVID program is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups. Therefore, the District will continue this action.

In continuing this service, the District expects to see low-income students participating in class using increased depth of knowledge, inquiry, collaboration skills, organization, and goal setting. The AVID program will be monitored through walk-throughs and evidence of student work. Each school site will continue to complete the annual AVID self-reflection tool to maintain AVID certification and collaborate in the spring with the AVID District Director to review site progress on goals. The AVID program allows school sites to further enrich and increase implementation of evidenced-based strategies to support academic achievement for low-income students, thus, closing the equity and achievement gap. This service is effective and principally directed at meeting the needs of low-income students.

Goal 2 Action 15: Access to College and Career Assessment

Goal 2 Action 16: Equitable Access to the Programs

In reviewing the circumstances of low-income students, the District has determined that barriers of time, transportation, and knowledge of programs can impede the enrollment of low-income students in the Gifted And Talented Education (GATE) program. Additionally, these barriers impact a low-income student's ability to register and take the PSAT pre-collegiate exam in 8th grade. This description will address services in Goal 2 Actions 15 and 16.

Students can qualify for the GATE program by meeting determined scores on the Otis-Lennon School Ability Test 8th Edition (OLSAT-8). Several years ago, the District provided this assessment to students either beyond the school day or at an alternate location during the school day. Because of the time and location of the assessment, parents had to make arrangements to transport their child to the location. As a result, low-income students were underrepresented in the GATE program.

The PSAT is a pre-collegiate exam offered to 8th graders as a preliminary exam taken in preparation for the SAT, which can be used as a college entrance exam. 8th graders taking the exam can use the opportunity as a steppingstone to familiarize themselves with the SAT. Access to this practice opportunity has been limited for students who cannot afford the exam and do not have the means to travel to the test location.

In order to address these inequities, adjustments were made to the administration time and location of the OSLAT-8 and PSAT to better provide access to the assessment for low-income students. In the 2020-2021 school year, the OSLAT-8 was administered during the school day to 4th grade students at all elementary school sites. The District will improve this service by offering the assessment to all 5th grade students as well. The qualifying assessment to the GATE program is offered without charge and parents are notified of scores and eligibility in the GATE program. The PSAT will be offered during the school day to all 8th grade students and without charge to families. Scores are then reviewed with students and sent to parents.

The OSLAT is offered at all elementary school sites, and the PSAT is offered at all middle schools. This is a continuing action. The completion of the assessment will be monitored by the District staff. Progress will be measured by the number of qualifying students that are low-income. The District has identified barriers and believes that these actions are principally directed and effective in meeting the needs of low-income students.

Goal 2 Action 16: Increased Arts Program

In assessing the needs of low-income students, the District has identified that students from low-income households are entering elementary school with a discrepancy in language fluency (reading, writing, listening, and speaking) and social-emotional skills. Additionally, low-income families are unable to pay for extracurricular services

that enrich education and unable to access to arts as a supplemental cultural experience. An arts program can enrich the educational program for low-income students. Social emotional learning and language skills are intimately related and frequently learned through rigorous instruction and exposure to the arts through collaboration, reading, writing, and teamwork.

In order to address this need, the District will provide an art instruction program at elementary school sites with the highest low-income levels. This program is a continuation of a service that was halted in the spring of 2019 due to the health crisis. At that time, three art teachers (1 music, 1 performing arts, and 1 visual arts) were staffed and hired. The teachers worked at Cottonwood, Quartz Hill, and Valley View on a rotating basis. The program will be reinstated, with one fine and visual arts teacher working at Quartz Hill in the 2021-2022 school year. The intention is to hire an additional teacher in each subsequent year to re-staff at other elementary school sites. The programs are highly engaging and interactive for students. The arts program is a hands-on experiential model in which students move, dance, sing, and create.

The outcomes of this action will lead to an increase in communication in all language domains, creativity, and social emotional competence. Students demonstrate greater confidence, higher levels of communication, and increased collaboration. In considering other options for students, which included extended day programs after school and enrichment programs during intersession, the District determined that this service is the most effective and principally directed in meeting the needs of low-income students. This program will continue to be increased over time with additional arts teachers staffed at school sites with the greatest percentage of low-income students.

#### Goal 2 Action 18: Parent Teacher Collaboration with EL, Low-Income, and Foster youth families

In assessing the needs and circumstances of low-income students, English Learners, and foster youth, the District has identified barriers to parent engagement and collaboration with teachers. Parents of students in unduplicated student groups may work varied work hours and/or more than one job; they may not have the ability to connect with school staff to schedule academic conferences for their children, or they may speak another primary language other than English. There is a need for flexible times to arrange conferences, a need for bilingual assistants to attend conferences to translate information, and a need for support staff such as counselors, social workers, and administrators to participate in conversations with parents.

In order to address these barriers, the District will provide two non-student parent/teacher conference days to arrange conferences for low-income students, English Learners, and foster youth. This will be arranged as a time for collaboration in which district support staff as well as people from outside agencies, such as social workers or other Educational Rights Holders, are able to communicate student progress and address needs. The outcomes of these conferences will include increased parent engagement, awareness of student expectations, and discussion of student progress towards meeting the Common Core State Standards. These two conference days are an increased service addressing the needs of unduplicated student groups. Emails, phone calls, and short conferences are routinely scheduled before and after school when possible for all students. However, this additional time allows in-depth conversations and goal setting as well as the opportunity for other members of a child's support team to attend.

These actions are being provided on an LEA-wide basis and we expect to see an increase in parent engagement. Conferences may need to be scheduled through an online platform such as Google Meets or Zoom, with the preference for parents to come to the school to meet with teachers. However, this may not be possible if transportation is a barrier for parents to attend. Early conversations with parents regarding academic performance is critical in supporting the needs of students. And, the inability to provide timely updates to parents is even more critical for unduplicated student groups that have an increased vulnerability to slide below grade level. This increased service is a time to create relationships with families and build on early interventions for students. This action is a continued service, and experience has shown that early intervention results in timely supports and a decrease in students below grade level at the end of the academic reporting term. This action will be monitored through a survey provided to parents that have attended parent teacher conferences as well as through sign-in sheets from school sites. The District believes that this service is the most effect and principally directed method to support the needs of the unduplicated student groups.

#### Goal 3 Action 4: Professional Development to Address Inequitable Barriers

In reviewing the needs, conditions, and circumstances of low-income students, English learners, and foster youth, the District has determined that professional development for psychologists, counselors, administrators, and directors is needed to fully address the possible inequities in programs and policies. Analysis shows that to increase student academic and behavior outcomes, the need for unduplicated student groups to fully engage in learning is critical. Due to circumstances, unduplicated student groups have shown higher chronic attendance and higher suspension rates on the CA Dashboard. Additionally, these student groups show a discrepancy in academic achievement using the local data within the District, NWEA Map Growth.

In order to continue to address these discrepancies, there is a need for continuing professional development of leadership staff in the areas of social-emotional

programs, academic programs, and intervention programs. This additional professional development beyond what is provided in the area of curriculum, will expose leadership to evidenced-based programs that address barriers to learning. Professional development may include training through the Association of California School Administrators, American School Counselors Association, National Association of School Psychologist, The California Association of School Counselors, and the Los Angeles County Office of Education.

This action is provided on an LEA-wide basis and the District expects to see decreases in suspension rates, decreased in chronic attendance, and an increase in achievement. Additionally, the District will measure the application of learning through program develop and systems that intentionally support the needs of unduplicated student groups. The action will be monitored through qualitative data based on communication with site leadership as well as through quantitative data from the local school site. The district has determined that this action is the most efficient and principally directed method to meeting the needs of unduplicated student groups.

#### Goal 3 Action 5: Implementing Systems for Academic, Behavior, and Social Emotional Support

In reviewing the needs, conditions, and circumstances of low-income students, counselors are employed at each school site. For these students to fully participate in school, barriers must be addressed. Barriers include the lack of coping skills that emerge from environmental trauma, which can lead to poor health outcomes and mental/emotional wellness. Additionally, low-income households can exhibit a lack of support in the development of routines and structures that lead to disengagement in education and lower academic outcomes.

In order to address these circumstances and conditions, counselors were hired to provide a structured system of support for low-income students, which includes tiers of intervention in academics, at-risk behaviors, college and career, attendance, and social/emotional development. The tiered-systems in place focus on special populations and are beyond the base systems of support provided by teachers within the classroom setting and/or psychologists. The Multi-Tiered Multi-Domain System of Support (MTMDSS) is based on the American School Counselors Association model, which includes assessment data and evidence-based activities that are used to increase student engagement and academic achievement. This action is a continuation of services from the 2017-2020 LCAP. With the greater impact of trauma on low-income families during the health crisis in the 2020-2021 school year, this action will continue with an increase of counselors to one at each school site. Local data demonstrates that over 100 risk assessments were completed in the 20-21 school year, which included students at mild risks to students showing significant risk and a need for hospitalization. Additionally, the increase of students that required safety checks from the local sheriffs' departments, and the increase in students that were disengaged from learning throughout the school year, led the District to continue with supports that will be needed when students return in 2021-2022. Data supporting this action includes the number of proactive contacts to parents, over 38,000, which assisted in mitigating issues during the pandemic and regularly connecting with students to keep them engaged.

This action is provided on an LEA-wide basis. Metrics used to monitor progress will include lesson implementation within a tiered system; pre and post test student data; increases in student work completion, attendance, grade point averages for students participating; and key indicators noting school connectedness and mental health wellness within the California Healthy Kids Survey. This action is principally directed to meeting the needs of low-income students.

#### Goal 3 Action 7: Intensive Behavior Support

Low-income students experience trauma at a greater rate and for a greater duration of time, which leads to long-term chronic exposure. Adverse childhood experiences, or ACEs, are potentially traumatic events that occur in childhood from 0 to 17 years of age. Low-income students, including foster and homeless, can experience a wide range of trauma including environmental trauma due to instability in the home environment. Aspects of a child's home such as substance abuse and mental health can also be contributing factors that relate to exposure to trauma. The impact of trauma can lead to challenging health outcomes and issues can manifest in severe behavior issues. After assessing the needs, conditions, and circumstances of low-income students that may have been impacted by adverse childhood experiences and therefore exhibit extreme behavior challenges, the District has hired a behaviorist.

The behaviorist is a continuing action in the LCAP. The behaviorist works with students and staff to collaborate on effective strategies to assist with extreme behaviors and with students on developing coping skills and resiliency so they can self-regulate their behaviors. This action has contributed to positive changes in behaviors for many students that have experienced long-term and extreme trauma. The service is monitored by the Director of Student Support, and the district will collect data on the services provided as well as qualitative data. As a result of this action, the District expects to see students with extreme behaviors de-escalate using coping strategies in shorter time spans so they can fully engage and participate in academic instruction.

As an interrelated service, funded with other state funds, the district has hired three paraprofessionals (IA III's) to work with students with special needs who exhibit challenging behaviors. The behaviorist provides this service LEA-wide and the action is considered an increased service for low-income students with extreme

behaviors. With the goal of all students returning to in-person learning after the pandemic, the need for the behaviorist is further warranted as students impacted by trauma will need increased supports to address anxiety and insecurity. Because of the unique needs of challenging behaviors, the District believes this is the most effective action in principally directing services to low-income students exhibiting these behaviors.

#### Goal 3 Action 9: Promoting Positive Social and Emotional Competency (CCA)

In evaluating the circumstances of low-income students, the District has determined the need for increased services to develop social-emotional competencies. Low-income students experience long-term trauma from a variety of insecurities, which may include a need for food, housing, and resources. As a result, student troublesome behaviors can be caused by a lack of interpersonal and intrapersonal skill development. This action supports the staff that will work with students using the social-emotional curriculum during unstructured play. A full description of the curricula is noted in Goal 3 Actions 14, 15, and 16.

This action is an increased service beyond what is available during unstructured play. Playground supervisors are staffed across the district during recess and lunch activities. Campus Climate Assistants (CCAs) are an additional layer of program support specifically used to intervene with student conflicts. The purpose is to build the capacity of the students through direct use of the curriculum to de-escalate issues and problem solve.

This action is an LEA-wide action that is a continuation service. As a result of this action, there is a decrease in referrals for student inappropriate behavior, an increase in engaging play on the playground, and an increase in student self-efficacy. The district has determined that this action is effective and principally directed to meeting the needs of low-income students.

#### Goal 3 Action 13: Addressing Barriers to Student Attendance

In assessing the chronic absenteeism rates within the District and the needs for low-income, English Learners, and foster youth, it was determined that a comprehensive approach to addressing this issue is required. The chronic absenteeism rate for all students based on the 2019 CA Dashboard is 10.5%, with the overall transitional kindergarten and kindergarten chronic absenteeism rate of 20.%. The chronic absenteeism rates for unduplicated student groups are listed below:

Homeless: 17.80% (Orange)  
Foster: 9.80% (Green)  
Low-Income: 14.50% (Orange)  
English Learners: 11.20% (Orange)

The colors next to the student groups are taken from the CA Dashboard. The orange indicator is an area of concern, and those student groups are above the overall chronic absenteeism rate for all students in the district. The foster student group is slightly below the overall chronic absenteeism rate for the district. However, since this group is a vulnerable set of students, the district will continue to reduce this percentage by maintaining consistency in enrollment. These student groups lack stability in a home environment, demonstrate a lower connection to the school setting, and need additional resources to stabilize insecurities such as housing and food. As a result, attendance is impacted negatively for the most vulnerable student groups. Therefore, academic achievement is hindered because of inconsistent participation in regards to attendance.

Within the last few years, the district attendance rate has not increased, which demonstrates a need for a change of service to address the root causes impacting routine attendance. Therefore, the district has added a more robust and increased attendance team, which will include a full-time social worker and four full-time attendance workers. The lead facilitator of the attendance team will be the Vice Principals, and they will work with the attendance team to identify the root cause of the chronic absences. The team will work collaboratively to set-up equitable systems of monitoring, which will include Tier II and Tier III supports for the identified unduplicated student groups. This service will include notifications, proactive collaboration meetings with families, home visits, and connections to needed resources both within the district and outside the district. The attendance team is an action that is above and beyond the routine attendance systems set-up at the school sites for all students, which include reporting absences and maintaining compliant records.

This action is an LEA-wide service, and the expected outcomes will include a decrease in chronic absenteeism for these student groups as well as an increase in parent engagement. The service will be monitored through the CA Dashboard as well as through data tracked internally for timely progress monitoring and intervention. The district has determined that this increased service is the most effective and principally directed approach in decreasing the chronic absenteeism rates for the unduplicated student groups.

#### Goal 3 Action 14: Building Social Emotional Competency

### Goal 3 Action 15: Building Self-Efficacy Through Experiences

### Goal 3 Action 16: Parent Engagement with SEL Curriculum

As a result of analysis of the conditions and circumstances of low-income students, the district has determined that students are entering school with an increased need for development in interpersonal and intrapersonal skills. When students do not thrive, emotionally and socially, the long-term risk factors may include a decrease in academic achievement; disengagement; a lack in skill development to be resilient; and clinical issues, such as increased anxiety, depression, mood disorders, and addictive behaviors. The physical and emotional conditions of these issues can lead to poor health outcomes including substance abuse, self-harm, and suicide. Low-income students are exposed to ongoing environmental trauma that hinders their development. This can impact the way children interact and respond to their world.

Additional data supporting these actions includes the results of suspension rates on the CA Dashboard. Based on the 2019 data, the following student groups were either in the red or orange, demonstrating a significant need for improvement.

- \* English Learners (Orange)
- \* Homeless (Orange)
- \* Low-Income (Orange)
- \* Foster 10.8% (Red)

As a result, the District is implementing actions LEA-wide through the use of the evidence-based programs, Leadership Development Through Physical Education (LDTPE) and Boys Town. The curricula outcomes include improved communication skills, improved academic outcomes, purposeful inclusion of others, increased confidence, greater patience and empathy, and growth in resiliency and self-efficacy. The experiential nature of these programs allows students to learn on-the-spot how to work together collaboratively and how to communicate their needs.

These service, embedded in LDTPE, support a 6th grade leadership day camp in which the students work in teams for a common purpose through physical activities. Students recognize their value as part of the collective team through core elements of the program, which include:

- \* Leaders NOTICE opportunities to improve situations
- \* Leaders CHOOSE the environment they want to be in and how they want to feel
- \* Leaders ACT purposefully to create positive outcomes

An extension of the LDTPE program is an additional day camp for parents, in which they get to experience the program and discuss strategies to work with their children to develop self-efficacy. When parents participated in this program, they communicated a sense of empowerment as well as new strategies to use with their children.

Both programs, LDTPE and Boys Town, have been used across the District over the past three years. However, with the impact of the COVID health crisis, staffing has significantly changed. Additionally, the District estimates the increased need for a comprehensive approach in handling the additional needs of low-income student stressors and insecurities when they fully return to in-person learning in the fall of 2021. Therefore, this action is considered an improved service because new staffing will be trained and vice principals will be trained as leaders in supporting the implementation at their school sites. In the past, LDTPE was implemented through the classroom teachers and elementary physical education teachers, which was not fully sustainable. This action now includes a more comprehensive approach of oversight and implementation of services by the vice principals. It is expected that additional outcomes will result in a decrease of referrals for behavior, increased student collaboration and engagement, and a decrease in the suspension rates on the CA Dashboard. The District believes this action to be the most effective and principally directed service to meet the social emotional growth of low-income students.

### Goal 3 Action 17: Application of Professional Development for Certificated Staff

The description of this action is interrelated and connected to the following needs, conditions, and circumstances address in the following actions:

Goal 1 Action 2: Reading Intervention in transitional kindergarten through 2nd grade

Goal 2 Action 1: Diagnostic Assessments

Goal 2 Action 13: (AVID) Student Engagement in a Challenging and Relevant Program

Goal 2 Action 14 (AVID in Middle School): Student Engagement in Structured collaborative Learning

### Goal 3 Action 14: Building Social Emotional Competency

In analyzing the needs, conditions, and circumstances embedded in the narrative descriptions within the actions noted above, the District has determined that additional professional development is needed to decrease the barriers of low-income students within the classroom. These interconnected actions address the foundation of reading by 3rd grade, the analysis of diagnostic assessments, evidence-based college and career strategies, and instruction in interpersonal and intrapersonal skills to develop social emotional competency. This professional development will provide the skills for teachers to increase services for students that had a decreased opportunity for an enriching preschool program, a lack of resources supporting the skills needed for college and career, and experiences that have led to a lack of interpersonal and intrapersonal skill development.

The professional development is delivered through the Westside Institute series, which includes up to 5 days of professional development before school begins and eight 90 minute collaborative work sessions throughout the school year. This professional development series is above and beyond the curriculum and standards-based trainings offered to support all students. The collaborative work sessions include detailed and timely analysis to support grade level work teams that meet throughout the year. The teams work together to analyze student work, determine points of confusion, and organize targeted intervention student groups to address severe learning gaps. The professional learning days prior to school starting are targeted at intensive supports needed for students in reading and math.

This action will continue as an LEA-wide action and is based upon the needs of unduplicated student groups. The measurable outcomes used to track progress will include the CA Dashboard academic data, suspension rates, chronic absenteeism rates, as well as the Local Indicator data. Qualitative data will be collected by site administrators working with grade level teams and additional district quantitative data (NWEA) will be used as formative assessment results driving instruction. The District believes that this professional development series is the most effective method of supporting the core expectations of the District as is principally directed at supporting the underperforming low-income student group.

### Goal 3 Action 18: Application of Professional Development for Classified Staff

The description of this action is interrelated and connected to the following needs, conditions, and circumstances addressed in the following actions:

- Goal 1 Action 2: Reading Intervention in transitional kindergarten through 2nd grade
- Goal 2 Action 1: English Learner paraprofessional Support
- Goal 2 Action 13: (AVID) Student Engagement in a Challenging and Relevant Program
- Goal 2 Action 14 (AVID in Middle School): Student Engagement in Structured collaborative Learning
- Goal 3 Action 9: Promoting Positive Social and Emotional Competency (CCA)
- Goal 3 Action 14: Building Social Emotional Competency

Paraprofessionals, playground supervisors, Campus Climate Assistants, and crossing guards are an integral part of the campus community. Classified employees work with students both in the classroom and during unstructured play. In order to fully support the work of classified employees working with low-income students, professional development is needed. Professional development for classified employees includes four 3.0 hours days throughout the school year on the use of the social emotional curriculum and strategies to support student achievement.

The interventions outlined in this action specifically address the needs, conditions, and circumstances of low-income students. The district review of these conditions has identified that low-income families lack access to preschool programs: lack full supports within the home to fully access resources and interpersonal skill development: and have an increased need for social-emotional competency lessons, such as coping skills and communication.

The local district data verifies a significant discrepancy between low-income students and non low-income student scores on the NWEA English Language Arts data. Additionally, the CA Dashboard indicates increased chronic absenteeism and suspension rates for low-income student groups. Based on the need for intensive reading and math intervention and interpersonal skill development, the District has initiated supports for low-income students that include social emotional development using the research-based Leadership Development Through Physical Education and Boys Town curricula. Intervention supports also include intentional reading for transitional kindergarten through 2nd grade. Classroom paraprofessionals support intentional and increased reading intervention time within the classroom. Playground supervisors, crossing guards, Campus Climate Assistants provide support during unstructured plan using the social emotional learning curricula.

This action is LEA-wide and professional development is an ongoing service. However, professional development is adjusted according to the results of a needs assessment each year. Ongoing professional development has shown evidence of increased student connectedness to support staff, on-the-spot and timely feedback to students through the use of the social emotional learning curricula, and observational support enhancing student engagement within the classroom. The expected



outcomes will result in increased academic achievement for low-income students and a decrease in referrals to the office due to student conflicts and behavior. The District has determined that this ongoing professional development is the most effective and principally directed service to support the needs of low-income students.

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

The following goals and actions are designed with the intention of increasing and/or improving services for our foster youth, English learners and low-income students.

Goal 1

Action 1

Teachers will provide three additional instructional days at Kinder Camp to introduce and orient low-income students to the instructional setting.

Action 2

Through the use of diagnostic tools/assessments, teachers (within a single grade level) will provide additional and increased targeted interventions, formative assessments, and strategic support to low income students during the school day to close the reading discrepancy gap by 3rd grade.

Goal 2

Action 1

In order to address the need of English Learners limited exposure to English in all four language domains (reading, writing, listening, and speaking), Bilingual Assistants will provide supplemental language support to assist English learners with academic and content language within the classroom and increase parent involvement and communication. The metric used to evaluate this service will include site administration observation and student feedback.

Action 2

In order to provide full access to the curriculum and the Common Core State Standards, certificated staff will provide English Language Development (ELD) instruction, both designated and integrated, as a component of the Structured English Immersion program. Elementary teachers provide both integrated and designated instruction, within the school day. Middle school teachers provide integrated instruction with designated instruction scheduled during the student's English Language Development course block. Professional development in ELD will take place during scheduled staff meetings and collaboration. The action will be measured through observations in the classroom as well as through progress on the English Language Proficiency Assessment for California.

Action 3

The District will employ three, full-time, district-level bilingual assistants to support the administration of the English Language Proficiency Assessment for California, provide required parent notifications, assist with progress monitoring and reclassification, and provide translation support to ensure the implementation of the English Learner program for all English Learners.

Action 4

To increase parent involvement in school, a Bilingual Assistant will provide an opportunity for parents of English Learners to participate in an English Language Literacy Program. Parents of English learners can feel isolated from the school environment due to language limitations, which can lead to a decrease in advocacy and communication. This action will focus on developing communication skills for parents so that they can feel connected to their child's education while also continuing to increase parent participation on campus. This program celebrates parents becoming dual language speakers. The metric used to evaluate the effectiveness of this service will include a parent participation survey.

Action 5

School staff, teachers and administrators, will monitor academic progress of Reclassified Fluent English Proficient (RFEP) students at the end of each grading cycle to ensure access to supports, intervention, and collaboration with parents. This action will be monitored through the ELlevation system.

Action 6

Transportation services through Hop Skip Drive for foster youth will be provided to maintain a consistent educational program at the School of Origin. The foster liaison will work collaboratively with community agencies, foster families, and the Educational Rights Holder to increase access to a consistent learning environment. The metric used to evaluate this service will be qualitative data summarized from collaboration opportunities with agencies and Best Interest Determination (BID) meetings.

Action 8

School staff will provide additional Chromebooks and/or hotspots to low-income students to ensure access and connectivity at home.

#### Action 9

As a result of purchasing Chromebooks for low-income students, four Technology Assistants will provide service to students to repair and replace district distributed devices, assist on the helpline with connectivity and trouble-shooting the operation of devices, and manage the inventory for quick and timely distribution of technology to low-income students.

#### Action 11

The collaborative Empowering YOUTH Committee comprised of parents, certificated, and classified staff will provide access to community agencies to parents of low-income students through the coordination of the annual Empowering YOUTH Festival.

#### Action 12

Instructional management team members (Directors, Administrators, Counselors, Behaviorist, and Psychologists) will provide workshops and training for parents to develop strategies and provide needed resources to assist with the unique needs of low-income students.

#### Action 13

Elementary and secondary teachers will provide Advancement Via Individual Determination (AVID) strategies to support College and Career Readiness to low-income students.

#### Action 14

AVID tutors staffed in the AVID elective classes will provide low-income students with opportunities to participate in structured collaborative groups to determine point of confusion within content areas through an inquiry method and provide supports to College and Career Readiness skill development.

#### Action 15

Teachers will provide access for 8th grade low-income students to take the PSAT assessment.

#### Action 16

Teachers will provide access for 4th and 5th grade low-income students to take the Otis-Lennon School Ability Test 8th Edition (OLSAT-8), which can qualify a student for the Gifted And Talented Education Program (GATE).

#### Action 17

Roving fine art teachers will provide increased access to the arts (music, fine arts, and performing arts) to low-income students, kindergarten through 6th grade, at elementary schools with the greatest low-income student rates.

#### Action 18

Teachers will provide additional conference times for parents during two non-student days to collaborate on the student progress of EL students, low-income students, and foster youth. Conferences for foster youth may include social workers and counselors.

#### Goal 3

##### Action 4

Management team members (psychologists, counselors, administrators, directors) will address the barriers, learning needs, and conditions of low-income students through application of learning from supplemental professional development.

##### Action 5

Counselors will implement a comprehensive Multi-Tiered Multi-Domain System of Support to address the Tier II and Tier III academic, behavior, and social/emotional needs and conditions of low-income students.

##### Action 6

To meet the needs of foster youth experiencing the impact of trauma, counselors will implement Tier II and Tier III supports specifically designed to meet the unique social/emotional needs of foster youth.

**Action 7**

The behaviorist will provide systemic Tier III behavioral supports, resources, and training for staff low-income students and their families.

**Action 9**

Campus Climate Assistants will provide Tier II and Tier III proactive positive supports to build social and emotional competency for low-income students during unstructured play and during class instruction.

**Action 10**

The District Director will continue collaboration with the Department of Child and Family Services to maintain a co-located social worker at two campuses to increase contact and stability for foster students.

**Action 11**

The District Director of Support Services will continue collaboration with local agencies to provide Tier III School-Based Mental Health Services to students impacted by trauma.

**Action 13**

Attendance Workers will collaborate with the district social worker to address barriers to attendance by providing communication of community/district resources to families, tracking attendance, and creating attendance interventions for low-income students.

**Action 14**

Physical education teachers, elementary teachers, counselors, and psychologists will provide ongoing social emotional learning lessons (Leadership Development Through Physical Education and/or Boys Town) to low-income students.

**Action 15**

6th grade teachers will provide a 6th grade Leadership Day Camp using the Leadership Development Through Physical Education curriculum to support self-efficacy, the development of leadership skills, and social emotional competency for low-income students.

**Action 16**

The district directors and site administration will provide a Parent Day at Leadership Camp to parents of low income students in order to develop parent strategies to assist with the development of social emotional competency within the family setting.

**Action 17**

School site staff will apply learning of supplemental curriculum support, Leadership Development Through Education, trauma-informed practices, reading and math intervention, and targeted lesson development to low income students. The Westside Institute series includes up to 5 days of professional development and eight 90 minutes sessions held throughout the school year.

**Action 18**

School site classified staff will apply learning of SEL curriculum, trauma-informed practices, cultural bias, reading and math intervention to low income students.

## Expenditure Tables

### Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$74,107,905.84	\$5,574,699.30	\$0.00	\$80,420.09	\$79,763,025.23	\$76,033,122.23	\$3,729,903.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Extended Learning at Kinder Camp	Low Income	\$115,000.00	\$0.00	\$0.00	\$0.00	\$115,000.00
1	2	Reading Intervention in TK through 2nd Grade	Low Income	\$2,118,218.14	\$0.00	\$0.00	\$0.00	\$2,118,218.14
1	3	Extended Learning Time Beyond the School Day	Low Income	\$0.00	\$720,000.00	\$0.00	\$0.00	\$720,000.00
1	4	Qualified Teachers and Administrators	All	\$53,919,330.00				\$53,919,330.00
1	5	Standards-Aligned Instructional Materials	All	\$448,682.00	\$0.00	\$0.00	\$0.00	\$448,682.00
1	6	Professional Development of Research-Based Practices	All					\$0.00
1	7	Parent Workshops Supporting Standards-Aligned Curriculum	All					\$0.00
1	8	Curriculum and Instruction Staff	All	\$370,387.51	\$0.00	\$0.00	\$80,420.09	\$450,807.60
1	9	Clean and Safe School Facilities	All	\$0.00	\$4,624,959.30	\$0.00	\$0.00	\$4,624,959.30
1	10	Collaboration to Support District Initiatives	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	11	Identification of System Gaps as a Barrier to Student Learning	All	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
1	12	Parent Training for Advisory Committees	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	13	Implementing Systems of Support Schoolwide	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	14	Site-Based Office Staff and Librarians		\$2,571,793.00	\$0.00	\$0.00	\$0.00	\$2,571,793.00
2	1	English Learner Paraprofessional Support	English learner (EL)	\$351,550.00	\$0.00	\$0.00	\$0.00	\$351,550.00
2	2	ELD for English Learners	English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

2	3	English Learner District Support Staff	English learner (EL)	\$105,000.00	\$0.00	\$0.00	\$0.00	\$105,000.00
2	4	Parent Literacy Program	English learner (EL)	\$38,903.00	\$0.00	\$0.00	\$0.00	\$38,903.00
2	5	Monitoring RFEP Student Progress	English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	6	Maintaining School of Origin	Foster Youth	\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00
2	7	Tutoring Services for Homeless	Homeless	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	8	Equitable Access to Technology	Low Income	\$700,000.00	\$0.00	\$0.00	\$0.00	\$700,000.00
2	9	Management, Distribution, and Repair of Student Technology	Low Income	\$220,000.00	\$0.00	\$0.00	\$0.00	\$220,000.00
2	10	Technology Department	All	\$689,318.00	\$0.00	\$0.00	\$0.00	\$689,318.00
2	11	Connecting Resources to Families	Low Income	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
2	12	Community Engagement Workshops	Low Income	\$85,952.44	\$0.00	\$0.00	\$0.00	\$85,952.44
2	13	(AVID) Student Engagement in a Challenging and Relevant Program	Low Income	\$45,000.00	\$0.00	\$0.00	\$0.00	\$45,000.00
2	14	(AVID in Middle School) Student Engagement in Structured Collaborative Learning	Low Income	\$150,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00
2	15	Access to College and Career Assessment	Low Income	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
2	16	Equitable Access to the Programs	Low Income	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
2	17	Increased Arts Program	Low Income	\$80,000.00	\$0.00	\$0.00	\$0.00	\$80,000.00
2	18	Parent Teacher Collaboration with English Learners, Foster Youth and Low-Income Student Families	Foster Youth, Low Income, English learner (EL)	\$592,508.80	\$0.00	\$0.00	\$0.00	\$592,508.80

3	1	Diagnostic Assessments	Low Income	\$0.00	\$229,740.00	\$0.00	\$0.00	\$229,740.00
3	2	School Climate and Safety Survey	All	\$6,900.00	\$0.00	\$0.00	\$0.00	\$6,900.00
3	3	Anonymous Reporting System	All					\$0.00
3	4	Professional Development to Address Inequitable Barriers	Low Income, Foster Youth, English learner (EL)	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00
3	5	Implementing Systems for Academic, Behavior, and Social Emotional Support	Low Income	\$1,332,520.00	\$0.00	\$0.00	\$0.00	\$1,332,520.00
3	6	Targeted and Intensive Supports for Foster Youth	Foster Youth	\$30,000.00				\$30,000.00
3	7	Intensive Behavior Support	Low Income	\$139,028.00	\$0.00	\$0.00	\$0.00	\$139,028.00
3	9	Promoting Positive Social and Emotional Competency (CCA)	Low Income	\$325,004.00	\$0.00	\$0.00	\$0.00	\$325,004.00
3	10	Access to a Co-located CSW	Foster Youth	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	11	School-Based Mental Health Services	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	12	Health Services	All	\$917,883.00	\$0.00	\$0.00	\$0.00	\$917,883.00
3	13	Addressing Barriers to Student Attendance	Low Income	\$576,586.00	\$0.00	\$0.00	\$0.00	\$576,586.00
3	14	Building Social Emotional Competency	Low Income	\$386,256.95				\$386,256.95
3	15	Building Self-Efficacy Through Experiences	Low Income	\$100,000.00				\$100,000.00
3	16	Parent Engagement with SEL Curriculum	Low Income	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
3	17	Application of Professional Development for Certificated staff	Low Income	\$942,509.00				\$942,509.00

3	18	Application of Professional Development for Classified	Low Income	\$105,960.00	\$0.00	\$0.00	\$0.00	\$105,960.00
3	19	(Paraprofessionals) Access to the Curriculum for Students with Special Needs	Student with Disabilities (SWD)	\$5,590,255.00	\$0.00	\$0.00	\$0.00	\$5,590,255.00
3	20	Tier III Crisis Paraprofessionals	Student with Disabilities (SWD)	\$113,670.00	\$0.00	\$0.00	\$0.00	\$113,670.00
3	21	Elementary Physical Education and Paraprofessionals	All	\$137,428.00	\$0.00	\$0.00	\$0.00	\$137,428.00
3	22	Playground and Crossing Guards	All	\$672,263.00	\$0.00	\$0.00	\$0.00	\$672,263.00

## Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$8,649,996.33	\$8,649,996.33
<b>LEA-wide Total:</b>	\$7,859,543.33	\$7,859,543.33
<b>Limited Total:</b>	\$560,453.00	\$560,453.00
<b>Schoolwide Total:</b>	\$230,000.00	\$230,000.00

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Extended Learning at Kinder Camp	LEA-wide	Low Income	Specific Grade Spans, TK and K	\$115,000.00	\$115,000.00

1	2	Reading Intervention in TK through 2nd Grade	LEA-wide	Low Income	Specific Schools,A H, CW, LV, EZ, DS, RV, QH, VV, SD, GAA, Specific Grade Spans,TK through 2nd grade	\$2,118,218.14	\$2,118,218.14
2	1	English Learner Paraprofessional Support	Limited	English learner (EL)	All Schools	\$351,550.00	\$351,550.00
2	2	ELD for English Learners	Limited	English learner (EL)	All Schools	\$0.00	\$0.00
2	3	English Learner District Support Staff	Limited	English learner (EL)	All Schools	\$105,000.00	\$105,000.00
2	4	Parent Literacy Program	Limited	English learner (EL)	All Schools	\$38,903.00	\$38,903.00
2	5	Monitoring RFEP Student Progress	Limited	English learner (EL)	All Schools	\$0.00	\$0.00
2	6	Maintaining School of Origin	Limited	Foster Youth	All Schools	\$35,000.00	\$35,000.00
2	8	Equitable Access to Technology	LEA-wide	Low Income	All Schools	\$700,000.00	\$700,000.00
2	9	Management, Distribution, and Repair of Student Technology	LEA-wide	Low Income	All Schools	\$220,000.00	\$220,000.00
2	11	Connecting Resources to Families	LEA-wide	Low Income	All Schools	\$10,000.00	\$10,000.00
2	12	Community Engagement Workshops	LEA-wide	Low Income	All Schools	\$85,952.44	\$85,952.44



2	13	(AVID) Student Engagement in a Challenging and Relevant Program	LEA-wide	Low Income	All Schools	\$45,000.00	\$45,000.00
2	14	(AVID in Middle School) Student Engagement in Structured Collaborative Learning	Schoolwide	Low Income	Specific Schools,H V and JW	\$150,000.00	\$150,000.00
2	15	Access to College and Career Assessment	LEA-wide	Low Income	Specific Schools,A H, JW, HV, and DS, Specific Grade Spans,8th grade	\$15,000.00	\$15,000.00
2	16	Equitable Access to the Programs	LEA-wide	Low Income	Specific Grade Spans,4th and 5th grade	\$10,000.00	\$10,000.00
2	17	Increased Arts Program	Schoolwide	Low Income	Specific Schools,Q H	\$80,000.00	\$80,000.00
2	18	Parent Teacher Collaboration with English Learners, Foster Youth and Low-Income Student Families	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$592,508.80	\$592,508.80
3	4	Professional Development to Address Inequitable Barriers	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$25,000.00	\$25,000.00

3	5	Implementing Systems for Academic, Behavior, and Social Emotional Support	LEA-wide	Low Income	All Schools	\$1,332,520.00	\$1,332,520.00
3	6	Targeted and Intensive Supports for Foster Youth	Limited	Foster Youth	All Schools	\$30,000.00	\$30,000.00
3	7	Intensive Behavior Support	LEA-wide	Low Income	All Schools	\$139,028.00	\$139,028.00
3	9	Promoting Positive Social and Emotional Competency (CCA)	LEA-wide	Low Income	All Schools	\$325,004.00	\$325,004.00
3	10	Access to a Co-located CSW	Limited	Foster Youth	Specific Schools, S D and QH	\$0.00	\$0.00
3	11	School-Based Mental Health Services	Limited	Low Income	All Schools	\$0.00	\$0.00
3	13	Addressing Barriers to Student Attendance	LEA-wide	Low Income	All Schools	\$576,586.00	\$576,586.00
3	14	Building Social Emotional Competency	LEA-wide	Low Income	All Schools	\$386,256.95	\$386,256.95
3	15	Building Self-Efficacy Through Experiences	LEA-wide	Low Income	Specific Grade Spans, 6th Grade	\$100,000.00	\$100,000.00
3	16	Parent Engagement with SEL Curriculum	LEA-wide	Low Income	All Schools	\$15,000.00	\$15,000.00
3	17	Application of Professional Development for Certificated staff	LEA-wide	Low Income	All Schools	\$942,509.00	\$942,509.00

3	18	Application of Professional Development for Classified	LEA-wide	Low Income	All Schools	\$105,960.00	\$105,960.00
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## Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals		\$80,420.09				

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	8	Curriculum and Instruction Staff		\$80,420.09					\$450,807.60

# 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 2020–21, 2021–22, and 2022–23 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 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022-23:** 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 2022–23 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 (2022-23)
Enter information in this box when completing the LCAP for <b>2020–21</b> .	Enter information in this box when completing the LCAP for <b>2020–21</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> . Leave blank until then.	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>2020–21</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 2020–23 LCAP from the 2017–20 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.

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