

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Westside Union School District

CDS Code: 19-65102

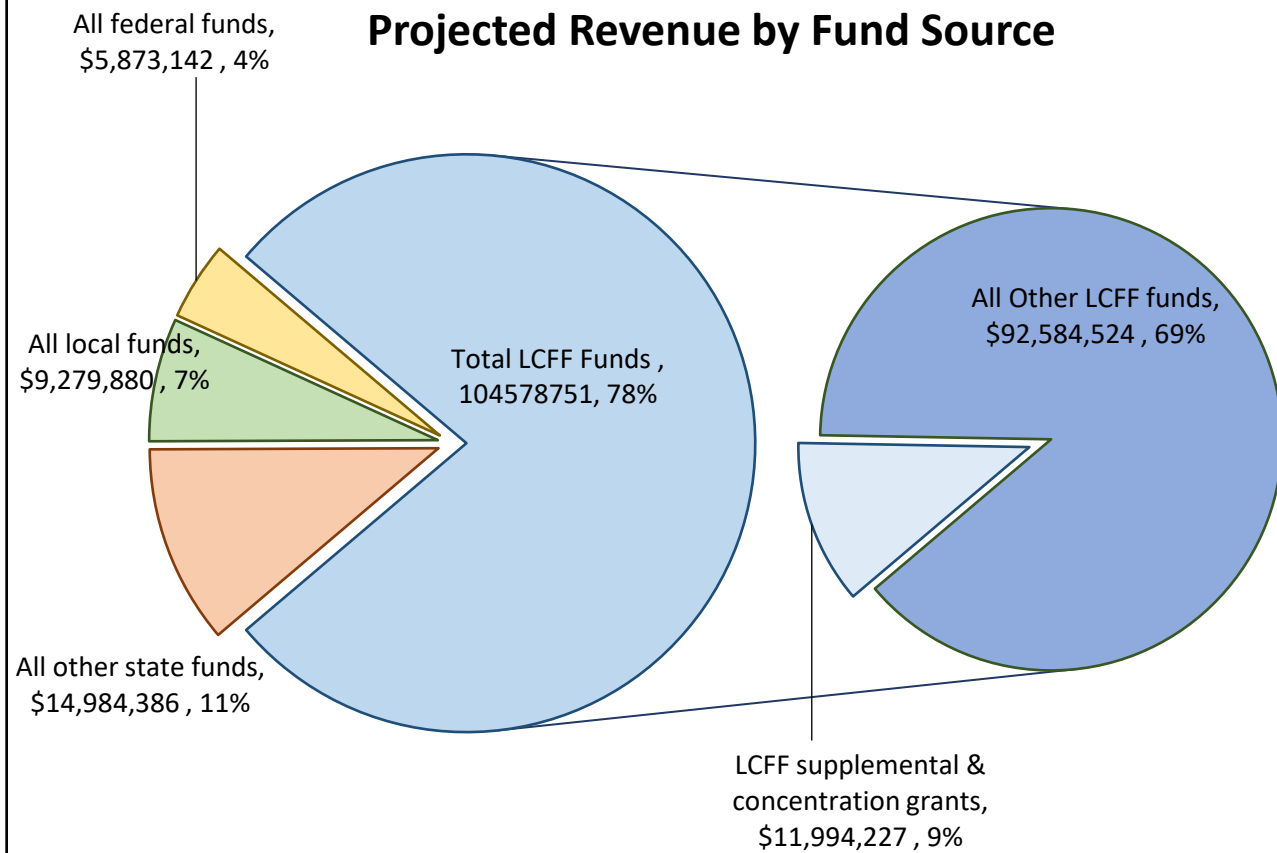
School Year: 2023-2024

LEA contact information: Jake Briggs Ed.D. 661-722-0716 x75512j.briggs@westside.k12.ca.us

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

Budget Overview for the 2023-2024 School Year

Projected Revenue by Fund Source

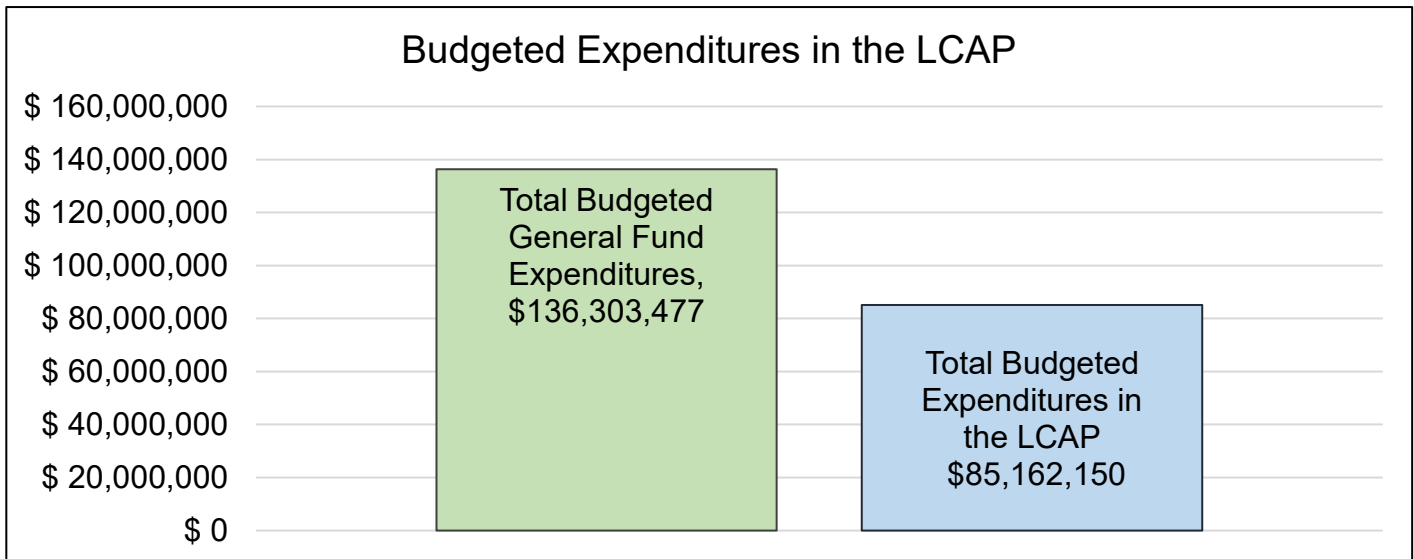


This chart shows the total general purpose revenue Westside Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Westside Union School District is \$134,716,159.00, of which \$104,578,751.00 is Local Control Funding Formula (LCFF), \$14,984,386.00 is other state funds, \$9,279,880.00 is local funds, and \$5,873,142.00 is federal funds. Of the \$104,578,751.00 in LCFF Funds, \$11,994,227.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Westside Union School District plans to spend for 2023-2024. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Westside Union School District plans to spend \$136,303,477.00 for the 2023-2024 school year. Of that amount, \$85,162,150.02 is tied to actions/services in the LCAP and \$51,141,326.98 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures not included in the Local Control Accountability Plan (LCAP) will be used for the following general operating and basic services: materials and supplies to operate all basic functions of district departments that support site-based needs; all contracted services for both Special Education Services and Facilities Projects and other operational costs associated to maintaining the basic functioning of the district and school sites; all Federal Title programs (Title I, II, III and IV) are excluded as well as one time COVID relief funds (ie. ESSER I, II, III, ELOG). This includes large facilities projects, replacing outdated HVAC units across the district, Grounds projects addressing athletic fields for Physical Education and other large projects that are utilizing one time dollars and Routine Restricted Maintenance Account funds.

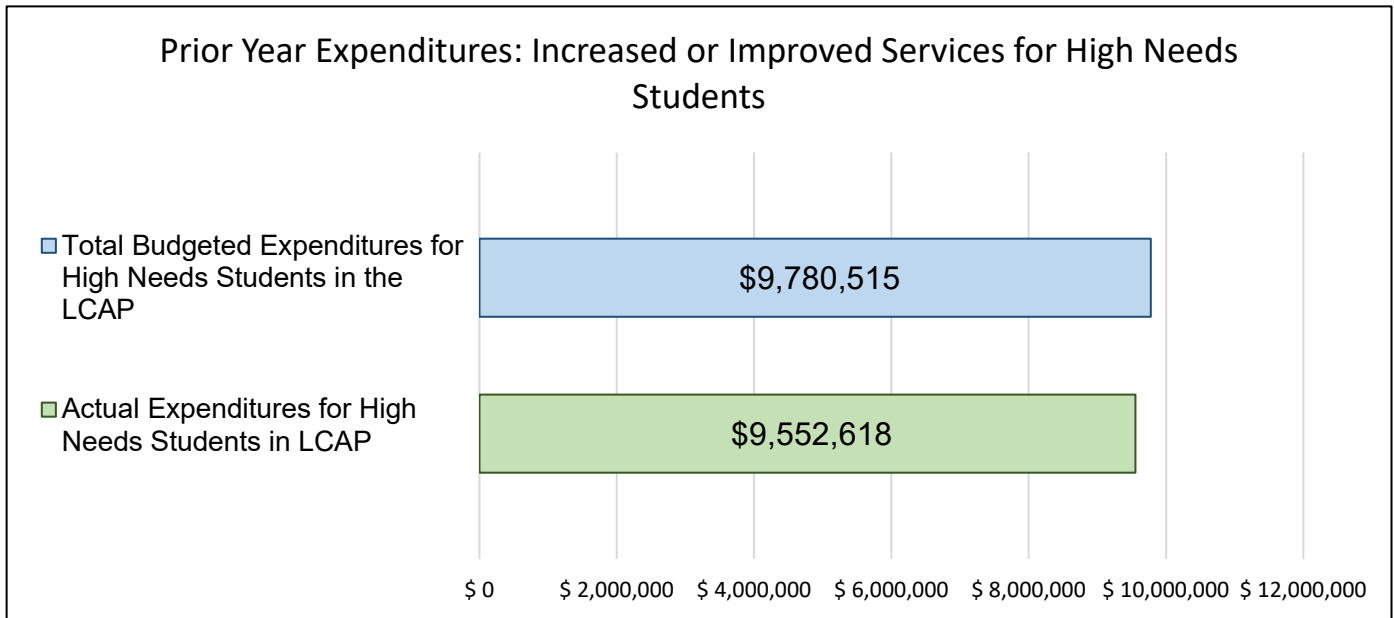
Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

LCFF Budget Overview for Parents

In 2023-2024, Westside Union School District is projecting it will receive \$11,994,227.00 based on the enrollment of foster youth, English learner, and low-income students. Westside Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Westside Union School District plans to spend \$14,355,454.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Westside Union School District's LCAP budgeted \$9,780,515.00 for planned actions to increase or improve services for high needs students. Westside Union School District actually spent \$9,552,617.84 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of \$227,897.16 had the following impact on Westside Union School District's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt, a response is not required.]

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
Westside Union Elementary	Kristin Gellinck-Frye Director of Special Programs	k.gellinck-frye@westside.k12.ca.us 661-722-0716

Plan Summary 2023-2024

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

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, encompassing 360 square miles, 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 skills 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 9,000 students are served by six neighborhood elementary schools (Esperanza, Quartz Hill, Rancho Vista, Sundown, Leona Valley, 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 three schools (Anaverde Hills and Del Sur) which serve students from TK through 8th grade. Additionally, Anaverde Hills school will begin transitioning their middle school program during the 23-24 school year to Hillview, which may eventually change their service model to TK through 6th grade. The remaining two schools are considered schools of choice (Gregg Anderson Academy with a STEM curricular focus and the IDEA Academy @ Cottonwood with a STEAM focus). Sixth grade students at Hillview and Joe Walker are members of 6th grade academies, also programs of choice. With the expanding student qualification and enrollment dates, the Transitional Kindergarten program continues to increase at elementary sites. Leona Valley and Gregg Anderson do not currently have a Transitional Kindergarten program.

Within the last few years, including the time span of the COVID health crisis, the District has observed a drop in enrollment of approximately 800 students from the 2019-2020 school year. Some families have moved out of the area, including out of state, while others have opted to enroll their students in other home school programs. The District has operated in-person instruction for the entire 2022-2023 school year and has opened an option for a Long-Term Independent Study (LTIS) program for families that would like to continue to keep education within the home. The LTIS program educated approximately 300 students between TK and 8th grade, both general and special education students, in the 2022-2023 school year. However, the LTIS program will be collapsed in the 2023-2024 school year.

55% of the District's students are Hispanic; 25% white; 9.7% African American; 2.4% Asian; 1.5% Filipino; 6.1% identify as two of more races; and approximately 1% other racial groups. Approximately 56% of students are identified as low-income; 7.6% English Learners; 2.2% foster youth; and 662 (7.2%) students meet the criteria to be considered homeless. The District's current Unduplicated Pupil Percentage is 58.6% for the current year and the rolling average over 3 years is 56.0%. 1,352 (14.7%)

of students receive some form of special education support, and 118 students met the District's Gifted and Talented (GATE) criteria.

The District provides a strong curricular program. In addition to its core curricular content, Advancement Via Individual Determination (AVID), both elementary and secondary, is an integral component of the District's academic offering. Eleven of twelve school sites are AVID certified. Project Lead the Way, a nationally recognized engineering program, has been implemented at the comprehensive middle school sites. 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 and Consumer Science, Tech Lab, Advanced Tech Lab, and Wood Shop. Career exploration is integrated into most core academic classes. All Westside school sites are currently WASC accredited.

Counselors, school psychologists, behaviorists, 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.

The following includes descriptions of progress and success based on the CA School Dashboard, including Local Indicators, and local measures. Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data, which is also known as Status. So, local data (NWEA MAP) will be used to compare academic growth in both English Language Arts and Math.

The District has continued to have success with the implementation of the NWEA MAP Growth and Reading Fluency assessments three times a year as a local measure of academic progress. District wide participation rates exceeded 95%. Based on a review of local district NWEA MAP assessment data, student conditional growth performance was an area of strength during the 2022-2023 year. The average student median conditional growth percentile for all students across the District was measured at the 51 percentile in reading and at the 52 percentile in math.

The median conditional growth percentiles on the NWEA (MAP) in reading are listed. The first result reports growth from the fall of 2021 to the spring of 2022. The second data point is from the fall of 2022 to the spring of 2023. The data indicates pockets of growth in grades 2, 3, and 5.

- * 2nd grade 68 to 74 (increase of 6)
- * 3rd grade 49 to 54 (increase of 6)
- * 4th grade 56 to 51 (decrease of 5)
- * 5th grade 49 to 51 (increase of 2)
- * 6th grade 52 to 46 (decrease of 6)
- * 7th grade 46 to 44 (decrease of 2)
- * 8th grade 45 to 46 (decrease of 1)

The median conditional growth percentiles on the NWEA (MAP) in math are listed. The first result reports growth from the fall of 2021 to the spring of 2022. The second data point is from the fall of 2022 to the spring of 2023. The data indicates pockets of growth in grades 2, 5, 7, and 8.

- * 2nd grade 70 to 69 (increase of 1)
- * 3rd grade 51 to 48 (decrease of 3)
- * 4th grade 47 to 43 (decrease of 4)
- * 5th grade 49 to 57 (increase of 8)
- * 6th grade 57 to 52 (decrease of 5)
- * 7th grade 38 to 41 (increase of 3)
- * 8th grade 45 to 48 (increase of 3)

For the first time in 2022-2023, teachers were recognized for increases in moderate achievement percentile growth and substantial achievement percentile growth on the NWEA in both ELA and math. Those recognized totaled 78 teachers in grades 3 through 6. Recognitions for early elementary grades and the middle school will take place in the fall. The District reasonably anticipates increases of teachers recognized in 2023-2024 as they continue to use the data to drill down to specific gaps in

learning.

The student participation rate on the 2023 ELPAC is well above 95%. The student participation rate for the CAASPP is also above 95% at all schools, with the exception of Leona Valley, which housed the LTIS program. The CA Dashboard also includes local indicators including Teachers, Instruction Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; and Access to a Broad Course of Study. All local indicators are at a Standard Met status.

According to the English Language Performance Indicator for 2019 and 2022 on the CA Dashboard the rate of English learners making progress on the English Language Performance Assessment for California is at 42.3%, showing an increase of 2.5%. Reclassification rates for English learners slid in 2021-2022 to 55 students due to gaps in learning during the health crisis. According to local data for the 2022-2023 school year, the District anticipates 104 English learners to be reclassified, which is a significant increase.

Of particular note, during the 2022-2023, school year is the academic growth demonstrated by elementary students within Kindergarten through 3rd grade. These were the grade levels that participated in the District's reading intervention program with teachers who were trained in the Online Elementary Reading Academy training program (through CORE Reading). 1,171 students participated in this targeted intervention after school. 900 of the students have 2 NWEA Growth Scores. Of those 900, 532 (61.05%) increased their achievement percentile between 1 and 4; 421 (38.70%) increased their achievement percentile between 5 and 9; and 337 (27.96%) increased their achievement percentile 10 or more points. To build upon student growth in reading in the lower grades, the District will continue to train cohorts of teachers in elementary reading and implement the Extended Day Reading Intervention Program for Kindergarten through 3rd grade students, which provides systematic and explicit foundational reading instruction to our most struggling readers.

Student growth scores on NWEA assessments are strengthened by the District's continued focus on analysis of data at the school sites in teacher Data Teams/Professional Learning Communities. The District is invested in building upon student growth and will continue implementation of standards-based instruction with aligned materials. Site administrators and teacher teams will continue to work in professional learning communities to design common assessments, analyze data along with barriers to learning, and then use their findings to guide first instruction and plan needed supports. Ongoing training of administrators in implementing systems of support school wide will also continue to be a priority so that instructional leaders can guide a sustained focus on best practices to address skills gaps and barriers to learning at the school sites. The District's curriculum and instruction staff will continue to provide support services and professional development to teachers and paraprofessional staff in reading and mathematics.

Additional successes for the District this year include the following, which will be continued in the 2023-24 year:

- Participation of three schools in the WASC self-study and accreditation process (additional schools will participate in the upcoming year)
- Equitable access to technology through the distribution of Chromebooks and hotspots, and the maintenance and repair of these devices, to all students that needed this resource
- Increasing parent involvement for English learners, foster, and low-income students as evidenced by a high number of participants in parent teacher conferences and positive survey feedback from parents and teachers
- A high number of elementary counseling lessons were provided as a Tier 1 intervention and Tier 2 intervention
- Five school site counselors are prepared to apply for the Recognized ASCA Model Program (RAMP) in October 2023
- The staff was able to implement the District's social-emotional learning curriculum (LDTPE), including an in-person camp opportunity for all 6th grade students
- In-person professional development continued on a variety of content and topics, which will expand in the 2023-2024 school year
- A full team of attendance liaisons along with a community liaison are hired to work with families to address barriers to consistent attendance
- 11 out of 12 sites continue to maintain AVID certification

Reflections: Identified Need

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

Based on an analysis of state data from the CA Dashboard, as well as stakeholder input of local data from the 2022-2023 school year, the following areas of improvement are listed. Each section identified will include information on the CA Dashboard state indicators as well as local assessment data.

The 2022 CA Dashboard does not include two consecutive years of data. Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). Performance levels are reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. The Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High).

Academic Areas of Need:

The CA Dashboard math and English language arts indicators are both at a Status level of Low. This data is a result of the CAASPP assessment provided in the spring of 2022.

English Language Arts (16 points below standard)

Status Levels as follows:

Very Low - Foster youth and Students with Disabilities

Low - African American, English learners, Hispanics, Homeless, students of Two of More Races, and Students with Disabilities

Medium - White

High - Asian and Filipino

Math (57.5 points below standard)

Very Low - African Americans, Foster, Students with Disabilities

Low - English learners, Hispanic, Homeless, students with Two of More Races, Socioeconomically Disadvantaged, and White

High - Asian and Filipino

The District continues to implement NWEA MAP for math and reading for 1st through 8th graders. Reading Fluency assessments are provided in kindergarten through 2nd grade. The assessment is conducted three times per year as a local data tool to monitor growth and progress and plan intervention throughout the academic year. An analysis of fall 2022 to spring 2023 NWEA performance data of our students indicates that performance levels in achievement continue to be an area of need for all students as well as unduplicated student groups in both reading and math. The student median conditional growth percentile for all students across the District in reading is 51 percentile and 52 percentile in math.

Average achievement of our unduplicated student groups are as follows:

English learners: 56 percentile in reading and 55 percentile in math

Foster: 46.5 percentile in reading and 47 percentile in math

Homeless: 53 percentile in reading and 55 percentile in math

Socioeconomically Disadvantaged: 54 percentile in reading and 52 percentile in math

To improve academic outcomes for unduplicated student groups, the District will continue to implement targeted intervention programs to include extended learning beyond the school day with a reading intervention program for kindergarteners through 3rd grade students. Unduplicated student groups are prioritized for enrollment in this program. Site administrators will also continue to provide collaborative time for teachers to work in Professional Learning Communities (PLC) to deconstruct standards, align assessments, analyze student work and evaluate data to guide first instruction and plan interventions.

The 2021-2022 school year showed a significant turnover and hiring of new site administrators. Building the capacity of site leadership over the last two years, for either new administrators or moving administrators, continues to be an area of progress for the District. School administrators participated in training to strengthen Professional Learning Communities (PLC) and to learn about the Response To Intervention (RTI) tiered framework. Progress in this area has been identified in either the school site's self-study as part of the WASC process or through the annual site needs assessments.

English Learner Progress

English learners take the English Language Proficiency Assessment for California (ELPAC) annually. Based on the 2022 CA Dashboard, the English Language Performance Indicator (ELPI) was at a Status level of Low with 42.3% of English learners making progress towards English language proficiency. 33.8% of English learners maintained the same proficiency level, and 24% of students declined a level.

English language acquisition progress for English learners remains an identified area of need based. According to CONAPP reporting, the reclassification rate for the 2021-2022 school year is estimated at 6.7% (55 students) which is a decrease of approximately 4% compared to the rate of reclassification of 11% in the 2020-2021 school year. A current count, based on internal data, of reclassified students for the 2022-2023 school year is 92, which is a significant increase from the 2021-2022 school year.

To improve the progress of English learners, bilingual assistants will continue to provide supplemental language support to assist English acquisition within the classroom. During the 2022-2023 school year, a Teacher on Special Assignment has been added to the Educational Services Department to provide increased support for teachers throughout the District, paraprofessionals working with English learners, and newcomers (English learners newly arriving from out of the country) enrolling at all school sites.

Suspension Rates:

Data from the 2022-2023 school year indicates that suspension rates district wide are approximately 3.5%, which represents no change from the 2021-2022 rates. Based on the 2022 CA Dashboard, the Status for the Suspension Indicator for the District is High at 3.4%.

Status Levels for Student Groups:

Very High - African American, Foster, Students with Disabilities

High - Homeless, students of Two or More Races, Socioeconomically Disadvantaged

Medium - Asian, English learners, Hispanic, and White

Low - Filipino

Suspension rates continue to be an area of improvement for the District. With the return to in-person learning, all students continue to receive consistent counseling lessons, which may include coping skills, time management, anxiety, and college and career readiness. Additionally, schools are participating in programs of inclusion, such as Capturing Kids Hearts, Where Everyone Belongs, Boys Town, and Leadership Development Through Physical Education.

Chronic Absenteeism:

Based on the 2022-2023 CA Dashboard, the Status for the Chronic Attendance indicator is Very High with 34.4% of All Students chronically absent from school. This Very High status identifies the District as a district in Differentiated Status. The District will continue to work with the Los Angeles County Office of Education to build systems to decrease chronic absenteeism.

Status Levels for Student Groups:

Very High - African American, English learners, Filipino, Homeless, Hispanic, students of Two or More Races, Socioeconomically Disadvantages, Students with Disabilities, and White.

High - Asian and Filipino

2022-2023 local attendance data continues to show a high percentage of chronically absent students. Local trend data demonstrates an increase of parents/guardians reporting absences, so absences are unverified. However, excessive absences, verified or unverified, still lead to a high chronic absenteeism rate. Parent education and contact have significantly increased throughout the year. None the less, attendance continues to be an identified area of focus as the District seeks to meet the needs, conditions, and circumstances of unduplicated student groups.

To address these identified needs, the District is implementing the following:

- Continued tiered counseling services based on the comprehensive American School Counseling Association framework
- Continued administrative support, vice principals, at the two comprehensive middle schools
- Increased parent engagement workshops
- Continued support across the District from a Community Liaison
- Increased support from an Attendance Liaison to address the chronic absent trend specifically in transitional kindergarten and kindergarten
- Continued support for parents across the District from Attendance Liaisons to address barriers to attendance
- Access to Tier III crisis paraprofessionals
- Added services to address safety and security for students as well as services to increase wellness home visits for high risk students

LCAP Highlights

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

The three broad goals of Westside's 2023-2024 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. Updates to the Board goals are listed below. Throughout the LCAP development process, Board goals were communicated to stakeholders outlining the expectations for all students, which include the following:

- * All students reading at grade level 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
- * By the end of the 25-26 school year, student performance in all grades across the District will be at the 50th percentile or higher (NWEA and CASSPP related)

Core Beliefs and Board Goals are located on the District website at <https://www.westside.k12.ca.us/trustees/goals>

The results of the District's needs assessment has identified that all students have not met the core expectations in the 2022-2023 school year. This finding continues to ground the work in the development and revision of the 2023-2024 LCAP. This analysis has lead to the identifications of barriers and needs that impact the academic, behavior, and social-emotional growth for some students. This plan will outline core services for all students as well as identify actions and services that are above and beyond the core program; therefore, supplemental services 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 achieve 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 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 below by goal. If the action is contributing to increased and improved services for unduplicated student groups (English learners, foster youth, and low-income students) the service is indicated with an *.

Key Activities

Goal 1: Education for Life and Work

1. Extended Learning at Kinder Day Orientation*
2. Reading and Math Intervention from Kindergarten Through 8th 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
15. Universal Pre-Kindergarten
16. Extended Learning Opportunity Program

Goal 2: Access for All

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

Goal 3: Active and Responsible Citizenship

1. School Climate and Safety Survey
2. Anonymous Reporting System
3. Professional Development to Address Inequitable Barriers*
4. Implementing Systems for Academic, Behavior, and Social Emotional Support*
5. Targeted and Intensive Supports for Foster Youth*
6. Intensive Behavior Support*
7. Promoting Positive Social and Emotional Competency*
8. Access to a Co-located Social Worker*
9. School-Based Mental Health Services*
10. Health Services

11. Addressing Barriers to Student Attendance*
12. Building Social Emotional Competency*
13. Building Self-Efficacy Through Experiences*
14. Parent Engagement with Social Emotional Learning Curriculum*
15. Application of Professional Development for Certificated Staff*
16. Application of Professional Development for Classified Staff*
17. (Paraprofessionals) Access to the Curriculum for Students with Special Needs
18. Tier III Crisis Paraprofessionals
19. Elementary Physical Education and Paraprofessionals
20. Playground and Crossing Guards
21. Supplemental Support Staff to Address SEL and Trauma*

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.

The Westside Union School District does not have schools that qualify for comprehensive support and improvement.

Support for Identified Schools

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

The District does not have eligible schools receiving comprehensive support.

Monitoring and Evaluating Effectiveness

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

The District does not have eligible schools that receive comprehensive support.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 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.

Notification to the public to comment and review the draft LCAP was completed through an update announcement on the District's homepage of the website. The draft LCAP was available for review and comments by the public from May 10, 2023 through June 19, 2023. The superintendent consistently posts updates to the public on the District website as a clear form of communication to educational partners. Public feedback is encouraged through the use of the Let's Talk feature, which is a two-way form of communication that can be accessed from the website. A direct link to a Let's Talk message page titled Comments on LCAP and Budget can be completed by stakeholders. This link is provided to parents, staff, and advisory committees during the consultation process. Any Let's Talk messages for the LCAP and Budget are referred to the Educational Services Department and the Business Department.

The LCAP Public Hearing was held on June 6, 2023. Additionally, directions for locating the draft LCAP on the District website were again included in the presentation to the Board and community partners. Publication in the local paper was on May 16, 2023, which included an announcement that the Public Hearing for the budget and the presentation of the LCAP was scheduled for June 6, 2023, which provided communication to the general public. Additionally, the notification in the paper included that the

draft LCAP would be available at the District office for review. The District website (westside.k12.ca.us) also included the LCAP draft for review, and the community can correspond and ask questions through the Let's Talk two-way feature.

Stakeholder feedback contributing to the development of the LCAP included the following:

Instructional management (principals, vice principals, and directors) meet regularly throughout the school year, approximately twice each month. The meetings include ongoing analysis of data and review of implementation of actions and services. Topics include collaboration on leveraging 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. Instructional Management meetings were held on July 18, 19, 20, and 21; August 17; September 7 and 21; October 5 and 19; November 2; January 31; February 28; March 14; April 5 and 19; May 3 and May 17. The May 17 meeting included all management members (administrators, directors, psychologists, counselors, and behaviorist), and included a review of actions and services in the LCAP.

Members of the management team also participated in the Superintendent's Advisory meeting on April 17, 2023 and May 16, 2023, and they reviewed the items within the draft LCAP, discussed the effectiveness of the current actions, reviewed new and/or revised actions as well as the metrics.

District English Advisory Committee (DELAC/EL PAC)

DELAC/EL PAC meetings are held throughout the school year, and agenda items include discussions on state and local assessment measures, such as the English Language Proficiency Assessment for California (ELPAC); reclassification data and criteria; the reclassification process; ongoing progress monitoring of student academic growth; the results of the NWEA Map Growth local assessment; the CA Dashboard; identification of schools and student groups in ATSI; intervention opportunities; and ongoing and supplemental parent engagement opportunities. A representative from the DELAC is nominated by the DELAC to attend the Superintendent's Advisory.

On May 12, 2023 consolation of the proposed LCAP goals, actions, and services were presented and discussed with the Superintendent. Part of the presentation included directions on how to locate the draft LCAP and provide feedback on the two-way Let's Talk feature on the District website. A written response to comments by the Superintendent to the DELAC was completed and posted to the homepage of the District website under the announcement section on June 6, 2023. Information on all DELAC meetings can be located on the District website at <https://www.westside.k12.ca.us/departments/educational-services/special-programs/el/delac>

Superintendent's Advisory (PAC)

The Superintendent's Advisory (PAC) meets throughout the school year. Members of the advisory include parents from the site PTAs, school site council committee members, school safety committee members, the District English Language Advisory Committee (DELAC), the site English Language Advisory Committee (ELAC) members, parents representing students in special education, and any other parent or community member that would like to attend. Representative members of the committee reflect on the progress of all students as well as low-income students, foster youth, and English learners. District staff that attend include the Cabinet, site administrators, the Community Liaison, and directors. The advisory committee reviews data and student learning and collaborates on barriers impacting full participation to learning throughout the year. The proposed LCAP goals, actions, and services were presented and reviewed through consultation with the Superintendent on May 16, 2023. Part of the presentation included directions on how to locate the draft LCAP and provide feedback on the two-way Let's Talk feature on the District website. A written response to comments by the Superintendent to the Superintendent's Advisory was completed and posted on the homepage of the District website under the announcement section on June 6, 2023. Information on the Superintendent's Advisory can be located on the website at <https://www.westside.k12.ca.us/departments/educational-services/special-programs/supt-advisory>

Student Feedback

Student feedback was gathered through the annual California Healthy Kids Survey (CHKS), provided to 5th through 8th grade. The survey was administered online in March of 2023. A total of 693, 5th and 6th graders, took the elementary CHKS and a total of 1,832 students, 7th and 8th graders, took the secondary CHKS. Students surveyed included a wide variety of student groups (foster, low-income, and English learners). Additionally, middle school students in the support and AVID classes participated in an optional survey to provide feedback on intervention actions and services.

Collaboration with SELPA

Consultation with the local SELPA occurred on April 18, 2023. 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.

Classified Staff Consultation

An optional classified staff engagement meeting with the bargaining unit CSEA was held on May 10, 2023. 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. A total of 586 staff members completed the survey in March of 2023.

Teacher Consultation

The Educational Services Department met with members of the Westside Union Teachers Association (WUTA) on May 16, 2023. This was an optional online meeting and all teachers part of the bargaining unit were invited to attend and collaborate on the LCAP. Student outcomes, proposed goals, actions, and services were reviewed.

Parent Feedback

A total of 897 parents participated in the California Healthy Kids Survey in March of 2023. The District website features the Let's Talk platform, a two-way dialogue system to communicate with parents through an online platform throughout the school year. Community members and parents can present concerns and questions to the Board during open session.

Los Angeles County Office of Education (LACOE)

Throughout the LCAP development process, from April through June, the District Educational Services Department consulted with the LCAP/State and Federal Programs Department at the Los Angeles County Office of Education. Members of the Educational Department and Business Services Department attend the monthly State and Federal update meetings, Educational Services meetings, Multi-Lingual Department meetings, and Assessment and Accountability meetings.

A summary of the feedback provided by specific educational partners.

A summary of feedback on the LCAP is broken down by educational partners, including advisory committees.

District English language Advisory Committee (DELAC) Feedback

Throughout the year, the DELAC meets to review the progress of English Learners. A full listing of agenda items and minutes can be located on the District website at <https://www.westside.k12.ca.us/departments/educational-services/special-programs/el/delac>

The proposed 2023-2024 LCAP was presented to the DELAC on May 12, 2023. The DELAC reviewed the programs offered, assessments and proposed goals, planned and expended funds, and suggested increased/improved actions.

The DELAC provided the following input:

Additional or Increases to services:

- * Academic support classes for both parents and students to work together on academics and technology
- * Additional enrichment opportunities, such as sports, music, art, yoga, and mindfulness
- * Increase counseling supports
- * Increase paraprofessionals in the classrooms
- * Increase Campus Climate Assistants (CCAs) to work with students across campus, during unstructured play, and during structured activities
- * Increase supplemental language support for English learners

Improving Parent Communication:

- * Anonymous Stopit app promoted to increase students using the system
- * Updates on newsletters added to the website and/or flyers sent home
- * Increase teacher conferences
- * Additional translations for the handbooks, flyers, and messages sent home
- * Increase positive interactions with families and parents
- * Inviting parents to school to share ideas
- * Increase bilingual assistants at Back to School Night
- * Continue with Latino Literacy groups and Rosetta Stone programs for parents
- * Vary times of meetings to increase attendance and consider modality of meeting (in-person or online)

- * Workshops for parents - social media, drugs, PowerSchool, technology

Campus Climate and Safety

- * Increase and/or add security on campus
- * Additional monitoring of campus for safety
- * Student education on vaping and drugs
- * Increase training for staff on campus
- * Building a culture in which students can share

Superintendent's Advisory (Parent Advisory Council or PAC)

The proposed 2022-2023 LCAP was presented at the Superintendent's Advisory meeting on May 16, 2023. The Superintendent's Advisory meets throughout the year. Information presented and discussed can be located on the District website at <https://www.westside.k12.ca.us/departments/educational-services/special-programs/supt-advisory>

The following suggestions and comments were gathered:

Additional or Increases to Services:

- * Access to supplemental reading instruction over the summer
- * Increase access to counselors
- * Increase in remedial services to middle school students
- * Increase in extracurricular programs, such as choir, drama, strings, sports programs, GATE activities, and leadership
- * Increase in structured play activities during lunch/recess by CCAs
- * Workshops for parents, such as reading programs for children and parents
- * Increased access to library services

Improving Communication with Families:

- * Use of text notifications, newsletters, emails, public service announcements, and information on PowerSchool
- * Add connections to local services to school events
- * Opportunities to meet with staff and admin in a more social atmosphere
- * Proactive and positive conversations with parents
- * Parent workshops on topics such as social media and safety
- * Take into consideration the times events are planned to ensure a larger number of participants

Campus and Safety

- * Students are unmotivated, feel disconnected, poor decisions lead to loss of privileges
- * Some students feel good about being on school campus, specifically elementary
- * Need for increased security and supervision
- * Students want to participate in extracurricular activities

Students

A sample group of 7th and 8th graders from different middle schools were asked a brief set of questions in regards to interventions and useful strategies that would be helpful in the 2023-2024 school year. The intention of the poll was to determine what options for interventions would be received as meeting the needs of the students. The outcome of the poll is listed as follows:

- * 33% of students would like to have in-person tutoring available after school with 23% of students wanting tutoring available before school.
- * 28% of students would like to have additional staff in class to assist with learning.
- * 66% of students have had the opportunity to review NWEA results with a teacher or staff member.
- * Students noted the lessons from the counselors that helped them this year included A-G requirements in high school, mental health including anxiety, anti-bullying, and peer pressure.
- * Strategies that are useful in the classroom included partnering with others and collaborating, note-taking, and graphic organizers.

Classified Union (CSEA) Partners

CSEA members provided the following input on May 17:

Suggestions to provide additional support to increase student outcomes:

- * Additional professional development to engage students in learning (Ex. AVID), to increase strategies for students that may learn differently, to assist with de-escalating situations, to increase hands-on learning
- * Bring in consultants to provide professional development
- * Include optional child care for professional development workshops that are scheduled on non-student days
- * Increase hours of part-time paraprofessionals
- * Increase hours for Campus Climate Assistants during unstructured and structured time
- * Provide the PSAT assessment for middle school students

Westside Union Teachers Association (WUTA) Partners

A feedback session for WUTA members was held on May 24 and included the following input:

Improving the skill level of out staff:

- * Increase training for challenging student behaviors for both teachers and substitute teachers
- * Additional time for behaviorists to work with teachers on strategies to de-escalate and implement behaviors
- * Training opportunities through the local SELPA
- * Math intervention to support other grade levels

Increasing member engagement to improve effectiveness and implementation of professional development:

- * Professional development options that are not scheduled over school breaks, consider Saturday options
- * Produce a professional development calendar for the year

School environment:

- * Understanding the credibility of threats made is a concern for some teachers
- * There are concerns regarding parents and students making threats on campus
- * Added security would be helpful
- * Positive feelings from elementary schools

Communication with parents:

- * Sometimes communication may be delayed if it is in regards to a decision made at the district level
- * Translations have been delayed in some cases
- * There is a need to communicate the dangers of the internet and social media to parents

Staff California Healthy Kids Survey (CHKS)

Staff, students, and participants have the opportunity to provide input on the California Healthy Kids Survey, which is provided annually to all 5th through 8th grade students. An analysis of some of the key indicators in the CHKS are noted in the Student Outcome section as metrics.

Some of the key indicators noted on the parent survey include the following:

- * 36% of parents strongly agreed that the school promotes parent involvement.
- * 37% of parents strongly agreed that parents feel welcome to participate at school.
- * 37% of parents noted strongly agree that school motivates students to learn.
- * 39% indicated strongly agree that school has adults who care about students.
- * 84% of parents strongly agree that teachers are responsive to child's social and emotional needs.
- * 26% of parents noted a problem with substance use in middle school.
- * 21% of parents of middle school students noted harassment or bullying of students as a problem.

Some of the key indicators from the staff survey noted the following:

- * 41% strongly agree that adequate counseling and support services are available.
- * 36% strongly agree that parental participation is promoted.
- * 43% strongly agree that there are caring adult relationships.
- * 38% strongly agree that the school is a safe place for students.
- * 39% strongly agree that there is respect for diversity.
- * 44% of staff noted that student depression is a moderate/severe problem in middle schools while 26% of staff at the elementary schools noted that student depression is a moderate/severe problem.

The District School Climate Report Card for 7th graders in Middle School listed the following key findings:

- *34% of students experience chronic sadness compared to 36% in 2022.
- * 15% of students considered suicide, indicating no change from 2022.
- * 28% of students experience social and emotional distress compared to 29% in 2022.
- * 66% of students noted life satisfaction, indicating no change from 2022
- * 47% of students feel optimistic, compared to 49% in 2022.

The District Healthy Kids Survey for Middle School students listed the following key findings:

- * 49% of students agree or strongly agree that they feel connected to school.
- * 62% of students agree or strongly agree that they are motivated.
- * 53% of students agree or strongly agree that they have a caring adult relationship.

A synthesis of the feedback received from community partners demonstrates the following trends:

1. There is a need to provide services, which may include extracurricular programs, to increase student connectedness to school and student motivation.
2. There is a need for classified professional development that meets the needs of both the newly employed and veteran staff members to increase student engagement and motivation.
3. There is a need to increase parent communication and involvement through technology as well as through sending home information in a variety of forms. Additionally, there is a desire for parent workshops to address programs such as PowerSchool, Google, and online curriculum.
4. There is a need to increase student school connectedness, wellness, and safety during unstructured times through existing services such as the Campus Climate Assistants. Supports may include working with students on inappropriate use of social media.
5. There is a need to continue academic intervention supports at the elementary school and increase supports at the middle school.
6. There is a need to increase parent workshops to support students learning to read as well as students struggling in school.
7. There is a need for ongoing supports for students exhibiting extreme behaviors and/or risky behaviors needs to continue.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Throughout the process of collaboration with community partners, data was presented. Comments and input from the groups influenced the need for additional or increased services, specifically around addressing barriers, intervention supports, professional development, and communication.

A full description of the trends and findings from community partners are listed in the second prompt of the community engagement section. Input from the groups that influenced the goals, actions, and services are listed by theme below. A list of items is noted under each theme, which also indicates where in the LCAP expanded, revised, or added actions can be located.

1. Increased Opportunities for Parent Engagement and Communication:

- Increase parent workshops to support academics and reading (Goal 1 Action 7)
- Increase parent workshops to address students exhibiting risk taking behaviors (Goal 3 Action 11)

2. Increased Services to Address Risky Student Behavior, Attendance, and School Connectedness:

- Increase of Attendance Liaison to specifically address habits that lead to chronic absenteeism in Transitional Kindergarten and Kindergarten (Goal 3 Action 11)
- Increase in Campus Climate Assistance and Campus Climate Lead on school sites (Goal 3 Action 7)
- Increase in consultants to address social emotional challenges and behaviors (Goal 3 Action 6)
- Increase of paid counseling interns to expand opportunities for service (Goal 3 Action 21)
- Increase of student lessons/assemblies to address negative impact of social media (Goal 3 Action 12)
- Increase of bilingual assistants at middle schools (Goal 2 Action 1)

3. Classified and/or Certificated Professional Development:

- Increased certificated intervention to support Tier III Reading intervention (Goal 2 Action 15)
- Increase of classified professional development to include strategies for student engagement and motivation (Goal 3 Action 16)

4. Proactive Academic Supports and Interventions for Students:

- Expansion of enrollment dates for the Transitional Kindergarten program through September 1, 2024 (Goal 2 Action 23)
- Increased Tier III Reading Intervention embedded in reading and math supports (Goal 1 Action 2)
- Revision of services offered at Kinder Camp (Goal 1 Action 1)
- Revision of intervention supports to provide supplemental services in math (Goal 1 Action 2)

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 for 2023-2024
			100% of schools maintain		All schools will annually maintain

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	a rating of 'Exemplary' or 'Good' using the Facilities Inspection Tool		a rating of 'Exemplary' or 'Good' using the Facilities Inspection Tool
Teacher Credentialing	According to CAL-SASS 19-20 data, there were 9 total misassignments of which 8 were EL. Additionally, of 419 teachers, 364 were fully credentialed and 55 were intern or pre-intern for the 19-20 school year. In 20-21, of the 405 total teachers, 335 were fully credentialed and 70 were intern or pre-intern. CAL-SASS reporting for 20-21 misassignments is not available at this time.	According to CAL-SASS 20-21 data, there were 11 total misassignments of which 4 were EL. Additionally, of 406 teachers, 365 were fully credentialed and 41 were intern or pre-intern for the 20-21 school year.	According to CAL-SASS 21-22 data, there were 8 total misassignments of which 3 were EL. Additionally, of 406 teachers, 364 were fully credentialed and 42 were intern or pre-intern for the 21-22 school year.		0 teacher misassignments.
Academic Content & Performance Standards	100% of all academic content is aligned with the appropriate grade-level California Common Core State Standards and California English Language Development Standards. All district adopted instructional materials are CA CCSS based and provide resources for designated and integrated EL instruction in accordance with guidelines provided by the CDE.	100% of all academic content is aligned with the appropriate grade-level California Common Core State Standards and California English Language Development Standards. All district adopted instructional materials are CA CCSS based and provide resources for designated and integrated EL instruction in accordance with guidelines provided by the CDE.	100% of all academic content is aligned with the appropriate grade-level California Common Core State Standards and California English Language Development Standards. All district adopted instructional materials are CA CCSS based and provide resources for designated and integrated EL instruction in accordance with guidelines provided by the CDE.		100% of all academic content is aligned with the appropriate grade-level California Common Core State Standards and California English Language Development Standards. All district adopted instructional materials are standards based and provide resources for designated and integrated EL instruction in accordance with guidelines provided by the CDE.
Instructional Materials	100% of students will have standards aligned	100% of students have standards aligned	100% of students have standards aligned materials as evidenced in		100% of students will have standards aligned materials as evidenced in the 2020-21 district

	materials as evidenced in the 2020-21 district resource management system.	materials as evidenced in the 2021-22 district resource management system.	the 22-23 district resource management system.		resource management system.
Broad Course of Study Elementary K-6	100% of all elementary students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, and physical education as indicated in 2021 Powerschool course enrollment and master schedules.	100% of all elementary students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, and physical education as indicated in 2021 Powerschool course enrollment and master schedules.	100% of all elementary students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, and physical education as indicated in 2022 Powerschool course enrollment and master schedules.		100% of all elementary students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, and physical education as indicated in 2020-21 PowerSchool course enrollment and master schedules.
Broad Course of Study Middle School 7-8	100% of all middle school students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, physical education, and elective courses which may include but are not limited to fine arts, performing arts, and STEM related fields as indicated in 2021 PowerSchool course enrollment and master schedules.	100% of all middle school students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, physical education, and elective courses which may include but are not limited to fine arts, performing arts, and STEM related fields as indicated in 2021 PowerSchool course enrollment and master schedules.	100% of all middle school students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, physical education, and elective courses which may include but are not limited to fine arts, performing arts, and STEM related fields as indicated in 2022 PowerSchool course enrollment and master schedules.		100% of all middle school students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, physical education, and elective courses which may include but are not limited to fine arts, performing arts, and STEM related fields as indicated in 2021 PowerSchool course enrollment and master schedules.
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.	Of the 5,993 students tested in grades 3-8 in the 2021-22 school year, 44% were proficient on the ELA portion of CAASPP.		To increase the percent proficiency rate on the annual CAASPP ELA in grades 3rd through 8th grade to 53%

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.	Of the 5,993 students tested in grades 3-8 in the 2021-22 school year, 28% were proficient on the MATH portion of CAASPP.		To increase percent proficient on the annual CAASPP math assessment in grades 3rd to 8th to 39% proficient.
NWEA Measures of Academic Progress (MAP) Student Growth Reading	Winter of 2019 was the last in-person MAP assessment and will serve as the most appropriate baseline as MAP was administered remotely in December 2020. Baseline Median Conditional Growth Percentiles are as follows: 2nd, 38; 3rd, 29; 4th, 38; 5th, 33; 6th, 33; 7th, 25; 8th, 30	According to the NWEA MAP Student Growth Summary Report, the Median Conditional Growth Percentile from Fall of 2021 to Spring of 2022 is as follows: 2nd, 68; 3rd, 49; 4th, 56; 5th, 49; 6th, 52; 7th, 46; 8th, 45.	According to the NWEA MAP Student Growth Summary Report, the Median Conditional Growth percentile from Fall of 2022 to Spring of 2023 is as follows: 2nd, 74; 3rd, 54; 4th, 51; 5th, 51; 6th, 46; 7th, 44; 8th, 46.		Students grades 2-8 will demonstrate ELA academic gains in achievement by maintaining a Winter NWEA MAP Student Median Conditional Growth Percentile of 45% or above.
NWEA Measures of Academic Progress (MAP) Student Growth MATH	Winter of 2019 was the last in-person MAP assessment and will serve as the most appropriate baseline as MAP was administered remotely in December 2020. Baseline Median Conditional Growth Percentiles for MATH are as follows: 2nd, 33; 3rd, 34; 4th, 38; 5th, 36; 6th, 35; 7th, 38; 8th, 29	According to the NWEA MAP Student Growth Summary Report, the Median Conditional Growth Percentile from Fall of 2021 to Spring of 2022 is as follows: 2nd, 70; 3rd, 51; 4th, 47; 5th, 49; 6th, 57; 7th, 38; 8th, 45.	According to the NWEA MAP Student Growth Summary Report, the Median Conditional Growth percentile from Fall of 2022 to Spring of 202 is as follows: 2nd, 69; 3rd, 48; 4th, 43; 5th, 57; 6th, 52; 7th, 41; 8th, 48.		Students grades 2-8 will demonstrate MATH academic gains in achievement by maintaining a Winter NWEA MAP Student Median Conditional Growth Percentile of 45% or above.
NWEA MAP Reading Fluency Foundational Skills K-1	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	Phonological Awareness: K, 59; 1st, 71% approaching Phonics/Word Recognition: K, 65; 1st, 67% approaching Listening Comprehension: K, 77; 1st 76	Phonological Awareness: K, 65% meets; 1st, 61% approaching Phonics/Word Recognition: K, 72% meets; 1st, 67% approaching Listening Comprehension: K, 76% meets; 1st, 67% meets		75 percent of all K-1 students will meet expectations on the NWEA MAP Reading Fluency Foundational Skills assessment

	<p>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>	<p>Picture Vocabulary: K, 82; 1st, 83</p> <p>36.5% of 1st grade students received Oral Reading Scores</p>	<p>Picture Vocabulary: K, 83% meets; 1st, 77% meets</p> <p>34% of 1st grade students received Oral Reading Scores</p>		
NWEA Measures of Academic Progress (MAP) Student Growth Reading K-1	<p>Spring of 2018-2019 was the last in-person MAP assessment for all K-1 students and will serve as the most appropriate baseline as MAP was administered remotely during the 2020-21 school year. NWEA MAP Spring 2018-19 mean normed percentile ranking was as follows: Kinder, 44th; 1st, 55th</p>	<p>According to the NWEA MAP Student Growth Summary Report, the Median Conditional Growth Percentile from Fall of 2021 to Spring of 2022 for 1st grade is at the 68th percentile*.</p> <p>*From Fall of 2021 to Spring of 2022, Kindergarten students participated in the NWEA Reading Fluency assessments.</p>	<p>According to the NWEA MAP Student Growth Summary Report, the Median Conditional Growth Percentile from Fall of 2022 to Spring of 2023, for 1st grade is at the 72nd percentile.</p> <p>*Kindergarten students participated in the NWEA Reading Fluency assessments.</p>		<p>NWEA MAP Spring mean normed percentile ranking at or above the 50th percentile for kinder and 60th percentile for 1st grade.</p>
CAST Results Science	<p>Of the 1,982 students tested in grades 5 and 8 in th 2021-22 school year, 30% of 5th graders and 24% of 8th graders met or exceeded the standard in science.</p>				<p>To increase the percent of students meeting or exceeding the standard on the CAST to 35% in 5th grade and 29% in 8th grade.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Extended Learning at TK Kinder Day Orientation	Teachers will provide one additional instructional day at TK Kinder Day Orientation 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.	\$15,185.00	Yes
2	Reading and Math Intervention from Kindergarten through 8th 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 kindergarten through second grade. Additionally, supplemental math curriculum and strategies will be provided to low income students to provide increased opportunities to grapple with real-world application while also providing increased opportunities for students to work collaboratively to clarify mathematical processes.	\$3,237,803.00	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.	\$212,893.97	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.	\$46,042,909.57	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.	\$12,000.00	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.	\$940,000.00	No
9	Clean and Safe School	The District will provide all students with clean, safe, and functional school facilities which	\$3,052,994.63	No

	Facilities	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.		
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.	\$30,000.00	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.	\$1,704,625.00	No
15	Universal Pre-Kindergarten	The District will hire certificated and classified staff to provide instruction for the students in the expanding transitional kindergarten program. This action will fund staff, core curriculum, and additional supplies to support program implementation for students qualifying for enrollment.	\$1,661,604.73	No
16	Extended Learning Opportunity Program	In order to address the needs of English Learners, low-income students, and foster youth with experiences beyond the school day that will increase language opportunities, academic interventions, and enrichment activities, the District will provide extended time to students, which will include choice time before the school day as well as additional time after school. Additional opportunities will open access to students to broaden exposure and therefore create additional learning opportunities for unduplicated students.	\$6,862,144.00	No

Goal Analysis for 2022-2023

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.

The following section is divided up into actions that were fully implemented and partially implemented. Actions described with a substantive difference between planning and implementation, are noted as partially implemented actions. Challenges with implementation may be noted alongside the action.

Action 4 and 14: Staffing Teachers Administrators, Office Staff, and Librarians

The Westside Union School District Board of Trustees continues to prioritize teachers and staff as our most valuable resource for students and families. During the 2022-2023 school year, the District has taken numerous steps to recruit and retain teachers. One significant improvement was the District was able to increase teacher salaries by 9% for the 2022-2023 school year with a scheduled additional 6% for the 2023-2024 school year. This, in combination with lower class size averages across the District for most grade levels, make working in Westside more desirable for potential employees. Teachers and administrators have seen increased levels of support through counselors, psychologists, health services and office staff. The District continues to offer grant opportunities up to \$10,000 for tuition reimbursement for new teachers in Special Education. Our Human Resources Department hosts regular job fairs and markets job opportunities at district events, during advisory panels, through social media, and through partnership with local universities. The Human Resources department has attended numerous job fairs in and out of state as well as visited local university programs to share benefits of joining the profession. Although fully implemented, hiring and maintaining fully credentialed staff maintains a challenge due to the nationwide teacher shortage.

Action 9: Clean and Safe Schools

The Westside Union School District Maintenance and Operations Department continues to work hard for the students and staff of the District. Safe and clean schools continues to be a significant focus. All jobs to replace and upkeep areas as well as remodels were completed in an efficient manner. The following includes a list of successful repairs and upkeeps that were completed during the year.

This past year, five of our sites had Williams Facility Inspections by the Los Angeles County Office of Education (LACOE). All five sites received excellent ratings.

- * Anaverde Hills received 96.34%
- * Del Sur received a 99.48%
- * Joe Walker Middle School received a 98.47%
- * Leona Valley Elementary received a 100%
- * Quartz Hill Elementary received a 99.43%.

Routine and continuous upkeep across the District included:

- * Rancho Vista Elementary was painted during the summer of 2022.
- * Several office spaces at the District office complex were remodeled and reconfigured to make the space more accommodating.
- * At Del Sur, one of our older campuses, received a large parking lot and road renovation.
- * New flooring was also added to the Del Sur Office area.

Other projects completed during the summer included:

- * Safe Fallzone was added to the kindergarten and main playgrounds at Rancho Vista Elementary.
- * Ten classrooms throughout the District received new carpet.
- * Various parking lot and playground asphalt repairs were made throughout the District.
- * Eight of our sites received new solar panels. Four of these solar updates created shade structures for student playgrounds and the other four provided shade in school parking lots.
- * Concrete steps were added to the parking lot on the last phase of the solar installation. This particular site parking lot is on a slope with artificial grass and several parents and staff have slipped and fallen. The addition of concrete steps have made it much safer.
- * 181 of the HVAC units district wide are 15 years or older, and all of these units are in the process of being replaced with the project estimated to complete by summer 2023.

An additional area of focus was ensuring that the key cards across the District were updated in a timely manner. District key card door locks were at the end of life in the

spring of 2022. We secured a new contract with a different company in July of 2022 to replace all the door locks and make sure they are tied into our school wide lockdown system. Therefore, sites will be able to lock all of their doors quickly in the event of an emergency. This project will be completed on August 5, 2023.

Another area of safety updates included the cameras located across the District. Over the past 10 months all district cameras were replaced. The new cameras are much easier to use and provide greater coverage to our site properties.

The District grounds team focuses on one site a day to maintain the grass, trees, bushes, and weeds. As necessary they do field renovations to focus on uneven spaces during the summer months. Ground crews have removed several trees this past year due to safety reasons.

Action 5: Instructional Materials

All staff and students have full access to standards aligned instructional materials and digital resources. In accordance with Williams legislation, LACOE conducted an instructional materials review in Westside and was deemed fully compliant. The District additionally provides student devices to any student in need. Presently, over 2,800 students have checked out devices to use at home. This action has provided technology access to students that would otherwise not have these supports in the home.

Action 10: Standards-Based Instruction, Assessment and Collaboration to Support District Initiatives

Site administrators support and ensure rigorous standards-based instruction and assessment in a variety of ways such as class walkthroughs, pre-observations conferences, and formal observations. When conducting class visits and conferences, administrators are looking for evidence that the content presented in lessons appropriately aligns with the grade level standards. Site administrators continue to provide collaborative time for teachers during staff meetings, coordinated prep times, release time, and paid extra duty outside of contractual work time. These professional learning communities are designed to build teacher fluency by deconstructing standards, aligning assessments, analyzing student work, and evaluating present achievement levels. One area of challenge includes the large number of newer teachers to the profession that are both learning to use the curriculum and working on college courses at the same time. These teachers are supported by Teachers on Special Assignment, which has been highly effective.

One noted challenge, according to site administration, is the overuse of teacher created supplemental instructional materials that lack proper alignment with the scope and rigor of the CA State Standards.

Action 6 and 8: Professional Development & Curriculum and Instruction Staff

Curriculum and Instruction staff provide broad support services and professional development to all teachers and instructional assistants. This year's professional development training included, but was not limited to the following topics:

- * Instructional materials
- * Classroom management
- * Standards-based instruction
- * Standards-based grading
- * Data teams/professional learning communities
- * Reading intervention
- * Data management and analysis
- * Assessment delivery
- * Assessment design
- * Technology
- * Social emotional learning curriculum
- * English Language Development (ELD)

Due to the challenge of securing substitute teachers for trainings during the school day, a great deal of professional support was provided in small groups or 1 to 1 during prep times and after school. While this method of support is not typically cost effective, teachers have shared that the individualized support provided better "just in time" support that was particularly impactful.

Action 13: Implementing Systems of Support Schoolwide

District office staff in curriculum and instruction, special programs, student support services, fiscal services, and human resources facilitate collaborative work sessions with all site leadership including principals, vice principals, counselors, and school psychologists. These work sessions average two to three hours each month and are

largely spent conducting needs assessments and identifying best practices to address skills gaps, barriers to learning, and implementing purposeful systems of support. This concentrated time is highly effective since teams can work collaboratively to build their programs.

Action 2: Reading Intervention in TK through 2nd Grade

This year, the District has placed a priority focus on early learning in grades TK through second grade. To date, over 130 teachers, administrators, and educational services directors have completed the Online Elementary Reading Academy training hosted by CORE Learning. Each participant completed seven facilitated modules which included critical components of reading instruction, an introduction to dyslexia as well as fundamental knowledge in effective standards-aligned and research-based reading and assessment practices for all learners. Currently 55 more participants are scheduled to complete the program this summer. Teachers that are trained use the foundational reading strategies for first best instruction as well as during the Extended Day Reading Intervention Program for grades Kindergarten through 3rd grade. The use of these skills has proved to be highly effective and successful in increasing early reading skills.

All lower elementary teachers received Decoding Power curriculum kits and headphones for reading assessments within the MAP Reading Fluency assessment system including skills checklists, diagnostics, and dyslexia screening. The addition of teachers at these grade levels provided smaller learning environments where students received targeted intervention based on frequent formative assessments. With the ease of COVID restrictions in schools, sites have begun to flexibly group students with more formal systems to be in place for the 2023-2024 school year. Collaborative grade level teams are continuing to move towards sustainable practices to increase intentionality when addressing skill gaps; thus increasing implementation.

This action also included an expansion of services in the area of math. Due to the score results on the CAASPP taken in 2021 as well as the NWEA results, it was evident that additional supports in math were needed. With the additional supplemental math curriculum purchased, students will have an increased opportunity to explore rigorous mathematical concepts through collaboration and inquiry. Moving forward, this action title will change to include a math intervention opportunity.

Action 3: Extended Learning Time Beyond the School Day

Westside Union added extended learning time beyond the school day to provide systematic and explicit phonics instruction to our most struggling readers in grades Kindergarten through third grade. To date, nearly 1,200 students have participated in one or more intensive 7-week cycles of reading intervention three days a week for forty five minutes each day after school. Over 90% of the students who participated demonstrated growth in RIT (Rasch Unit) scores which is an increase from 80% last year. Teachers and parents equally observed gains in confidence, engagement, participation, and overall enjoyment of learning for participating students. This action was highly successful for our youngest readers.

Action 1: Extended Learning at TK Kinder Day Orientation

Three days of instruction for Kinder Camp prior to school starting added another layer of instructional support for our youngest learners. Students were invited to practice school routines and transition without other students on campus. The program provided an opportunity for students new to a school environment to participate with lower levels of anxiety. Students were assessed on basic fundamental skills such as the ability to hold a pencil and or scissors. Students practiced play routines on campus and were introduced to members of the staff. Although this action was fully implemented, the impact has decreased due to the increasing number of Transitional Kindergarten enrolling in school. Originally, the priority was to involve students on campus that have had little to no school experience. However, because many of our Kindergarten enrollers have attended Transitional Kindergarten, the need for this service has decreased. Due to the expansion of the Transitional Kindergarten program, Kinder Camp will be reduced to one day for the 2023-2024 school year.

Action 11: Identification of System Gaps as Barriers to Student Learning

Over the course of the 2022-2023 school year, Rancho Vista, Quartz Hill, and the IDEA Academy @ Cottonwood participated in the Western Association of School Colleges (WASC) self-reflection study which provides a process for regularly examining programs, processes, and data around school goals and student learning through data analysis, reflection, inquiry, and dialogue. In conjunction with a visiting committee, each site evaluates the following: clarification of the school's purpose and the schoolwide learner outcomes, assessment of the student program and its impact on student learning with respect to the ACS WASC criteria, development of a schoolwide action plan that addresses identified areas for improvement, and building a professional culture to support the schoolwide action plan. This action is highly effective in identifying the needs and next steps for all students on campus. The work contributes to the goals and services outlined in each school site plan, which identifies services for student groups that are underachieving.

The action listed below was partially implemented:

Action 7: Parent Workshops Supporting Standards Aligned Curriculum

Parent engagement rates continue to lag post COVID; thus, marking this action and service an area of focus. Parents have expressed that site-based events are more

appealing than district hosted events; therefore, sites continue to locally host STEM nights, math nights, literacy workshops, parent universities, etc. An unofficial organization of parents, Westside Parent Connection, has started a "parents for parents" support group with a strong social media presence. Their mission is to provide a one-stop resource to all families with reliable, credible, and accurate information in family friendly terms. This group strives to create a place for families to safely share resources promoting healthy living, academic supports, and social development information for children. They feel that hosting information on social media provides opportunities for on-demand learning. The District is supporting this organization in providing content that is timely and relevant. Although partially implemented because of scheduling challenges, the District will continue to build opportunities to increase parent engagement to support curriculum use.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The following Actions indicate a material difference of 20% or \$200,000 between budgeted expenditures and estimated expenditures:

Action 2: Reading Intervention in TK Through 2nd Grade
 The increase over budget is due to the expansion of this action to include math intervention for grades Kindergarten through 8th grade. Due to the underperformance in math for all student groups, the service was expanded to include additional mathematical supplemental resources.

Action 4: Qualified Teachers and Administrators
 The increase over budget is due to additional staffing, and general expenses that include statutory benefits.

Action 5: Standards Aligned Instructional Materials
 The cost of the curriculum resources were less than budgeted.

Action 9: Clean and Safe School Facilities
 The difference is a result of RRMA costs of personnel that maintain the cleanliness of the facilities. As a result, the expenditures were less than budgeted.

Action 14: Site Based Office Staff and Librarians
 The increase over budget is due to hiring additional office staff members to cover positions across the District caused by absences, which were a result of the health crisis.

Action 15: Universal Pre-Kindergarten
 The expenditures include personnel costs for teachers and aides and all statutory benefits. It also includes materials and supplies purchased for the Transitional Kindergarten classrooms. The excess above last years budget is a result of higher enrollment numbers than projected, which resulted in additional classrooms.

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

Action 4: Qualified Teachers and Administrators
Action 14: Site Based Office Staff and Librarians
 While attracting and retaining both well-qualified credentialed teachers and administrators remains a top priority for the District, we are equally impacted by the national teacher shortage. This year, approximately 10% of our teaching staff will be retiring, relocating, resigning, or will be temporarily released. As of the close of this year, 16.5% of our certificated staff is 55 years old and eligible for early retirement. Additionally, similar patterns and trends are reflected in our classified staffing. With just over 400 teachers in the District, approximately 10% are pre-interns or interns with another 10% who participate in a district sponsored induction program designed to assist teachers in clearing their preliminary credentials. Since approximately 20% of our teaching workforce is new to the profession, the District maintains a robust new teacher support program. A district level director, a district coordinator, and four full-time teachers on special assignment provide weekly support to approximately 90 teachers.

Promoting a strong, supportive, and collaborative culture is essential for retaining staff. According to the 2023 California School Staff Survey, 88% of staff strongly agree or agree that their school site is a supportive and inviting place for staff to work. Additionally, 84% percent strongly agreed or agreed that their school site promotes

personnel participation in decision-making that affects school practices and policies.

Action 6: Professional Development

Westside Institute is an annual professional development series offered throughout the year during non-contracted days for staff. Teachers and instructional assistants who attend these sessions are compensated via extra duty. This year, our summer institute session focused on district grade level collaboration and was attended by nearly 100 teachers. Teachers analyzed data for their incoming students, calibrated year-long plans, shared and designed common assessments, and revised classroom management systems. During this session, teachers discovered the need to take a deeper dive into standards-based grades and best practices for student assessment so the professional development facilitators pivoted on day two to accommodate this request. New teacher support offered a summer institute pathway for new teachers, which was attended by over 50 teachers. Special Programs hosted a virtual summer learning series that was focused on intentional integrated teaching practices for EL students, which was attended by 75 teachers. The winter institute brought back the Thinking Maps Narrative Writing training, which was attended by 60 teachers. This series will continue with Thinking Maps Responding to Informational Text in the 2023-2024 school year. AVID Foundations was offered at our Spring Institute and was attended by 35 teachers. Due to the lack of subs, there is limited opportunity to offer training during the school year. When professional development is offered during the school day, the size is limited to a dozen participants and is typically conducted by a district resident expert/trainer. Additionally, schools have leveraged site funds to host training, such as PLC's, RTI, Capturing Kids Hearts, etc.

Action 2: Reading Intervention TK through 2nd grade

Action 3: Extended Learning Time

Westside has seen significant growth in the literacy skills of our primary students. This is a direct result of our intensive focus on Tier 1 reading instruction/intervention as well as the targeted Tier 2 extended day reading program after school. According to NWEA MAP Student Growth Summary Report from Fall 2022 to Spring 2023, first grade students jumped from the 18th percentile in reading achievement to the 44th percentile and second grade students jumped from the 26th percentile in reading achievement to the 58th percentile. The school conditional growth percentile for the District was in the 99th percentile for both first and second grade.

The District provided Decoding Power kits for explicit phonological awareness and phonics instruction to all K-2 teachers as well as supplied 60 consumable decodable readers to each kindergarten student, and 100 decodable readers to each first and second grade student. Approximately 30% of K-2 teachers have participated in or are registered for CORE Online Elementary Reading Academy, which takes approximately 40 to 45 hours to complete. A district TOSA who is a literacy expert provided additional training for K-2 teachers at various sites upon site administration request. Sites and grade level teams that implemented explicit and systematic phonics instruction saw greater gains than those that did not.

To date, nearly 1,200 students have participated in the Tier 2 extended day reading intervention program over the last two years. 90% of participating students increased their NWEA Growth Reading RIT Scores with 47% of those students making significant gains as demonstrated by the students moving up to higher decile achievement band levels. The District anticipates seeing these academic achievement gains in the ELA Academic Indicator in the CA Dashboard in 2023.

Action 10: Collaboration to Support District Initiatives

Action 11: Identification of System Gaps as Barriers to Student Learning

All sites have dedicated grade level professional learning collaborative work time embedded in staff meetings, prep times, and or paid work sessions during non-contract hours. All grade levels are expected to identify essential standards, calibrate common learning expectations, and design common assessments with rubrics. Teacher teams leverage NWEA data to identify students with the greatest academic needs. The teams conduct a cause analysis to identify barriers to learning and determine the appropriate course of action to better support these students. Responses to intervention include individual goal setting with students, skills gap enrichment sessions either during or outside of school hours, and/or additional support staff pushed into classrooms.

According to the 2023 California School Staff Survey, 85% of responders strongly agreed or agreed that the adults who work at the school are collaborating regularly.

Additionally, 90 % of staff strongly agreed or agreed that adults who work at the school feel a responsibility to improve this school. With an effect size of $d=1.57$

Collective Teacher Efficacy is strongly correlated with student achievement responsibility to improve the school. According to the work of John Hattie, Collective Teacher Efficacy is strongly correlated with student achievement having an effect size of 1.57. The effect size, when student performance surpasses the expectation of one year's growth in one year's time, is 0.4.

According to the NWEA MAP Student Growth Summary Report all grade levels K-5 saw gains in the Reading Achievement Percentile with significant gains being made in the early primary grades. Grade levels 6, 7, and 8 saw slight declines. 50% of 6th grade teachers are relatively new to the profession as they are pre-interns, interns, or are participating in the induction program. With such a large percentage of new teachers with limited experience, identifying root causes, identifying best practices, and addressing barriers can be challenging. Providing greater support to 6th grade is needed. During observational class visits in middle school ELA classes, there was

limited evidence of collaboration and only sporadic use of the District adopted instructional materials.

Unfortunately, the District only saw significant gains in math achievement in grades K-2. This could be attributed to the services provided in Action 2 particularly because research indicates that reading ability promotes higher math achievement. The District feels that the current math instructional materials are antiquated and more closely align with instructional practices and assessments that pre-date the common core.

Action 7: Parent Workshops Supporting Standards Aligned Instruction

As stated previously, this action and service was partially implemented at the District level. The District is partnering with the Westside Parent Connection to establish a parent university that would host academic and social events throughout the school year as well as have a strong social media presence.

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.

Based on an analysis and reflection, the following actions were revised:

Action 1: Extended Learning at Kinder Camp

This action is revised slightly because of the expansion of the Transitional Kindergarten program. When this service was started, there was a small amount of students attending Transitional Kindergarten as their first year in school. Because the Transitional Kindergarten has been expanded, many of our students attended the Transitional Kindergarten program. Therefore, the program has been reduced to a 1/2 day introductory program because of current exposure for Transitional Kindergarten to school. Parents will continue to have the opportunity to engage with school staff at a welcome orientation meeting on the same day. This service will still provide access for students to an additional day of school beyond the regular program. The title has changed to Transitional Kinder and Kinder Day Orientation.

Action 2: Reading Intervention in Kindergarten Through 2nd Grade

As a result of analysis of CAASPP results and NWEA local assessments, this action expanded intervention services in math for students in kindergarten through 8th grade. Assessment results indicate a significant need to address academic achievement in math. This service will include a supplemental curriculum that is highly engaging, based on conversation of inquiry, and application of rigorous content. Reading intervention services will continue with the inclusion of services for kindergarten through 3rd grade. Pre-Kindergarten, or Transitional Kindergarten, has a specific curriculum to address developmentally appropriate content; therefore Transitional Kindergarten will not participate in this intervention. This title will change to Reading and Math Intervention Services for Kindergarten Through 8th Grade.

CAST Metric

A new metric was added to the 2023-2024 LCAP for the annual CAST (Science) assessment for grades 5 and 8.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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 for 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	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.	In ELA: All students: 16 points below standard Socioeconomically Disadvantaged students: 39 points below standard Homeless students: 39 points below standard Students with a disability: 89 points below standard Foster youth: 82 points below standard English learners: 49 points below standard In MATH:		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 to 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

	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		All students: 57.5 points below standard Socioeconomically Disadvantaged students: 81 points below standard Homeless students: 82 points below standard Students with a disability: 122 points below standard Foster youth: 114 points below standard English learners: 77 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	Percentage proficient on the ELA portion of the 2018-2019 CAASPP for unduplicated student groups as follows: low income, 39% Proficient; EL, 11% Proficient; students with disabilities, 14% Proficient; Foster 22%	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.	Percentage proficient on the ELA portion of the 2021-2022 CAASPP for unduplicated student groups as follows: low income, 34% Proficient; EL, 14% Proficient; students with disabilities, 16% Proficient; Foster 22%		To increase percent proficient on the annual CAASPP ELA assessment for unduplicated student groups as follows: low income, 43% Proficient; EL, 15% Proficient; students with disabilities, 18% Proficient; Foster 25%
CAASPP Results Math UDP	Percentage proficient on the MATH portion of the 2018-2019 CAASPP for unduplicated student groups as follows: low income, 23% Proficient; EL, 7.5% Proficient; students with disabilities, 9.5% Proficient; Foster 12%	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.	Percentage proficient on the MATH portion of the 2021-2022 CAASPP for unduplicated student groups as follows: low income, 20% Proficient; EL, 11% Proficient; students with disabilities, 11% Proficient; Foster 9.5%		To increase percent proficient on the annual CAASPP MATH assessment for unduplicated pupil groups as follows: low income, 27% Proficient; EL, 12% Proficient; students with disabilities, 14% Proficient; Foster 16%
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	Results for NWEA MAP Winter 2021-2022 grade and normed percentile rankings: 2nd, 32; 3rd, 30; 4th, 35; 5th, 31; 6th, 34; 7th, 29; 8th, 31	Results for NWEA MAP 2022-2023 grade and normed percentile rankings: 2nd, 44 3rd, 36 4th, 33 5th, 36		To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment to at or above the 35th percentile for all low income students grades 2nd to 8th.

			6th, 33 7th, 36 8th, 35 *Spring results used.		
NWEA Measures of Academic Progress (MAP) Student Growth Math for low income students	NWEA MAP Winter 2019-20 grade and normed percentile ranking 2nd, 25; 3rd, 26; 4th, 30; 5th, 24; 6th, 27; 7th, 26; 8th, 24	Results for NWEA MAP Winter 2021-2022 grade and normed percentile rankings: 2nd, 23; 3rd, 21; 4th, 23; 5th, 20; 6th, 29; 7th, 24; 8th, 27	Results for NWEA MAP 2022-2023 grade and normed percentile rankings: 2nd, 35 3rd, 27 4th, 25 5th, 26 6th, 27 7th, 29 8th, 27 *Spring results used.		To increase the normed percentile ranking on the NWEA MAP Growth Math assessment to at or above the 35th percentile for all low income students in grades 2nd to 8th grade
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;	Results for NWEA MAP Winter 2021-2022 grade and normed percentile rankings: 2nd, 21; 3rd, 24; 4th, 21; 5th, 16; 6th, 20; 7th, 8; 8th, 7	Results for NWEA MAP 2022-2023 grade and normed percentile rankings: 2nd, 32 3rd, 23 4th, 24 5th, 18 6th, 16 7th, 19 8th, 14 *Spring results used.		To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment for EL students as follows: 2nd, 25; 3rd, 25; 4th, 15; 5th, 15; 6th, 15; 7th, 10; 8th, 10
NWEA Measures of Academic Progress (MAP) Student Growth Math for EL	NWEA MAP Winter 2019-20 grade and normed percentile ranking 2nd, 20; 3rd, 19; 4th, 26; 5th, 11; 6th, 10; 7th, 9; 8th, 7;	Results for NWEA MAP Winter 2021-2022 grade and normed percentile rankings: 2nd, 20; 3rd, 19; 4th, 33; 5th, 15; 6th, 18; 7th, 12; 8th, 7	Results for NWEA MAP 2022-2023 grade and normed percentile rankings: 2nd, 27 3rd, 20 4th, 22 5th, 12 6th, 14 7th, 16 8th, 11 *Spring results used.		To increase the normed percentile ranking on the NWEA MAP Growth Math assessment for EL students as follows: 2nd, 25th; 3rd, 25th; 4th, 28; 5th, 15; 6th, 15; 7th, 15; 8th, 15;
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	Results for NWEA MAP Winter 2021-2022 grade and normed percentile rankings: 2nd, 19; 3rd, 17; 4th, 26; 5th, 14; 6th, 22;	Results for NWEA MAP 2022-2023 grade and normed percentile rankings: 2nd, 50 3rd, 23	.	To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment for foster youth as follows: 3rd, 28; 4th, 25; 5th, 20; 6th, 1; 7th, 16; 8th, 14

		7th, 15; 8th, 12	4th, 23 5th, 29 6th, 21 7th, 21 8th, 33 *Spring results used.		
NWEA Measures of Academic Progress (MAP) Student Growth Math for Foster	NWEA MAP Winter 2019-20 grade and normed percentile ranking 2nd, 10; 3rd, 12; 4th, 11; 5th, 26; 6th, 15; 7th, 10; 8th, 7	Results for NWEA MAP Winter 2021-2022 grade and normed percentile rankings: 2nd, 11; 3rd, 15; 4th, 18; 5th, 7; 6th, 15; 7th, 17; 8th, 11	Results for NWEA MAP 2022-2023 grade and normed percentile rankings: 2nd, 25 3rd, 13 4th, 15 5th, 11 6th, 19 7th, 20 8th, 27 *Spring results used.		To increase the normed percentile ranking on the NWEA MAP Growth Math assessment for foster youth as follows: 3rd, 16; 4th, 15; 5th, 30; 6th, 19; 7th, 14; 8th, 11
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	The ELPI English Learner Proficiency is an Indicator on the CA Dashboard, and this data has not been released. The 2021 ELPAC scores for students enrolled in the District are as follows: 71 (11%) of students received a 4; 277 (44%) of students received a 3; 202 (32%) of students received a 2; and 78 (13%) of students received a 1.	According to the 2022 CA Dashboard 42.3% of English learners are making adequate progress towards English proficiency as measured by the English Learner Proficiency Indicator. 33.8% of English learners remained at the same proficiency level, and 24% of English learners decreased at least one ELPI level.		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	In 2020-2021, 11.0% (71) EL students were reclassified	According to local data and CALPADS reporting for the 21-22 school year 55 students (6.7%) of EL students were reclassified.		In 2023-24, 20% of EL students will be reclassified

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Learner Paraprofessional and Teacher 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	\$557,592.00	Yes

		content language within the classroom and increase parent involvement and communication. An additional certificated teacher will also be supporting training for both the bilingual assistants as well as supplemental support for teachers to address engagement of English Learners. The metric used to evaluate this service will include site administration observation of student engagement and student assessment data.		
2	English Learners Language Acquisition Program (ELD)	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 language acquisition program offered for all English learners across the district. 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.	\$0.00	No
3	Professional Development for ELD Support for English Learners	Certificated staff will apply learning of the components of English Language Development (ELD), which include language goals and strategies to English learners. This action includes the professional development in ELD, both integrated and designated as well as strategies to support English learners. Professional development will occur during designated staff collaboration time. There are no additional funds allocated to this action.	\$0.00	No
4	English Learner District Support Staff	The District will employ three 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 three district-level bilingual assistants as part of the Base program.	\$122,516.00	No
5	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 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.	\$37,825.00	Yes
6	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
7	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	\$35,000.00	Yes

		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.		
8	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.	\$5,000.00	No
9	Equitable Access to Technology	School staff will provide additional Chromebooks and/or connectivity to low-income students to ensure access and connectivity. This action will fund Chromebooks and hotspots.	\$1,425,000.00	Yes
10	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.	\$297,000.00	Yes
11	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.	\$542,724.09	No
12	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.	\$34,000.00	Yes
13	Community Engagement Workshops	Instructional management team members (Directors, Administrators, Counselors, Behaviorist, and Psychologists) will provide workshops and training for parents/educational partners to develop strategies and provide needed resources to assist with the unique needs of low-income students. This action will include needed staff to coordinate trainings, consultant fees, and materials for workshops.	\$177,925.00	Yes
14	(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.	\$43,621.00	Yes
15	(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.	\$115,050.00	Yes

16	Access to College and Career Assessment	Teachers will provide access for 8th grade low-income students tasks and questions from a PSAT practice assessment. This action will fund the cost of materials needed to implement this practice assessment and/or additional staff, if needed.	\$0.00	Yes
17	Equitable Access to the Programs	Teachers will provide access for 4th 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.	\$10,600.00	Yes
18	Increased Arts Program	Roving fine art teachers will provide increased access to the music to low-income students, lower elementary through 6th grade, at elementary schools with the greatest low-income rates. This action will fund music teachers.	\$136,495.00	Yes
19	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.	\$533,687.00	Yes
20	Supplemental Supports for Universal Pre-Kindergarten Program	In order to address the needs of English learners, low-income students, and foster youth with early exposure to language, social emotional wellness, and development of interpersonal and intrapersonal skills, the District will provide supplemental materials for the Universal preschool program. Transitional kindergarteners lacking exposure to a range of experiences and language development will benefit from trained staff and additional materials and supplies to accelerate learning and prepare them for enrollment in kindergarten.	\$20,000.00	Yes
21	Diagnostic Assessments	Teachers will identify achievement gaps to inform instructional practice and personalized, targeted interventions for low-income students using diagnostic assessments.	\$0.00	No
22	Expansion of Pre-Kindergarten	In order to provide additional opportunities for transitional kindergarten students to participate in the UPK program, the District will expand the dates for enrollment through September 2 so a larger number of students may experience the benefits of early education.	\$360,000.00	No

Goal Analysis for 2022-2023

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.

The following section is divided up into actions that were fully implemented, partially implemented, and services on hold. Actions described with a substantive difference between planning and implementation, are noted as partially implemented or actions on hold. Challenges with implementation may be noted alongside the action.

A brief summary of fully implemented actions is below:

Action 1: English Learner Paraprofessional and Teacher Support

Sites are staffed with bilingual assistants according to the number of English learners at that school site. There was some disturbance in providing consistent staffing due to challenges as a result of shortages of people applying for positions; therefore, some positions remained open longer than expected. Bilingual assistants are available

as a supplemental support for English learners during instruction. Additionally, the assistants serve as a liaison to parents through program implementation and provide translation services.

Action 2: English Learners Language Acquisition Program (ELD)

Teachers provided English Language Development, both designated and integrated. Professional development in ELD and goal setting was in place across the District during staff meetings and New Teacher Support workshops.

Action 3: Professional Development for ELD Support of English Learners

Supplemental English Language Development workshops were provided across the District at staff meetings. Workshops for teachers in the New Teacher Support Program, which included close to 100 teachers. Program review using the ELLevation system was completed with the administrators in the fall, and follow-up meetings were done with Vice Principals and the Director of Special Programs at school sites.

Action 4: English Learner District Support Staff

This action supports the bilingual assistants employed at the school District complex. They provide ongoing translation services, facilitate English language acquisition assessments, and monitor state and federal requirements.

Action 5: Parent Literacy Program

The Parent Literacy Program is currently in place weekly; however, participation has waned since the health crisis. Meetings have moved to in-person and include both time on the online Rosetta Stone program as well as group collaboration time focusing on all language domains.

Action 6: Monitoring RFEP Student Progress

Reclassified English Learners are monitored for four years. Parent/Teacher conferences are scheduled for reclassified English learners not making adequate academic progress, and parents are informed through progress reports and ongoing communication from staff.

Action 7: Maintaining School of Origin

Approximately 8 foster students have participated in Hop, Skip, Drive transportation, which is provided for foster youth to maintain attendance at their School of Origin (SOO). The program includes roundtrip transportation to school and home with approved drivers. The District participates in this program through a split financial agreement with the Department of Child and Family Services (DCFS).

Action 8: Tutoring Services for Homeless

Few families have taken advantage of this service; however, it is fully implemented. The program provides free tutoring services (online) to homeless students through School on Wheels, and it is designed with incentives when students participate, which can include extracurricular scholarships, additional supplies, and technology for use at home.

Action 9: Equitable Access to Technology

Chromebooks and hotspots have been distributed to students needing technology at home, which increases access to both day to day curriculum and online supports. The District received Chromebooks and hotspots through a private connectivity grant.

Action 10: Management, Distribution, and Repair of Student Technology

This action includes four employees available to assist with the technology helpline, repair of student Chromebooks and hotspots, and trouble-shooting connectivity with online curriculum. The helpline is used by staff and families and includes assistance with devices distributed to children for access at home.

Action 11: Technology Department

The District is staffed with technology assistants. The staff supports the online platform, website, student data systems, as well as other base functions operated across the District.

Action 12: Connecting Resources to Families

This event was held on May 6, after a 3 year closure due to the health crisis. The event included over 45 vendors from across the valley. Families were connected to agencies providing summer programs; health services including mental health, dental care, and vaccinations; organizations including 4H, Boys and Girls Club, YMCA, and Scouts; and performances from groups included a BMX bike safety show, cheer, and a variety of dancers. Local organizations such as Westside Rotary, Lancaster

Sunrise Rotary, and the West Antelope Valley Education Foundation provided grants along with Lakay Bike repair offering free youth bike repair. The event was well attended and focused on health and wellness for all ages.

Action 13: Community Engagement Workshops

With the full return of students to school in the 2022-2023 school year, staff assisting with the parent engagement workshops are in place. The District is very limited on space, and to provide workshops, they need to be scheduled after school hours or at locations outside of the District. Additionally, turnover in staffing and/or our staff available to facilitate workshops has been a challenge. These conditions limit the full implementation of workshops. Planning will continue to add a series of workshops for parents in the 2023-2024 school year to include issues such as challenging student behaviors, curriculum support, and attendance.

Action 14: (AVID) Student Engagement in a Challenging and Relevant Program

The AVID program was implemented at each school site with a broader range of school-wide implementation. 35 teachers participated in the in-person AVID Foundations professional development in March. With the full return to in-person learning and the reduction of health restrictions, there has been an increase in participation as well as sustained leadership teams to provide AVID professional development at staff meetings. Each school site continued to coordinate a site AVID team, and the elements of certification, data collection and the Coaching and Certification Instrument (CCI), were completed in order to maintain site certification.

Action 15: (AVID in Middle School) Student Engagement in Structured Collaborative Learning

AVID elective classes are in place at Joe Walker and Hillview. Del Sur is moving towards implementation of an AVID elective class, which will be fully implemented in the 2024-2025 school year. All three school sites have AVID tutors that work to facilitate AVID tutorials. It is anticipated that Hillview and Joe Walker will continue with two AVID Elective classes and Del Sur will hold an AVID Support class.

Action 17: Equitable Access to the Programs

All 4th grade students across the District had the opportunity to take the OLSAT-8 assessment to determine eligibility for Gifted and Talented Education (GATE) programs. Differentiated instruction for GATE students is provided within the regular grade level class

Action 19: Parent Teacher Collaboration with English Learners, Foster Youth, and Low-Income Student Families

Parent/Teacher conferences were held across the District both in-person and online during the month of October. Additional, conferences are held as needed throughout the school year. This contact time with parents is highly effective in meeting the needs of unduplicated students.

Action 21: Diagnostic Assessments

Professional Learning Community teams at each grade level are using diagnostic data from NWEA, Interim Assessment Blocks, and IXL to identify patterns of strength and weakness and adjust instruction. Data from these assessments provide teachers, administrators and families with accurate and actionable evidence to target instruction to close learning gaps as well as identify areas for enrichment. NWEA Measures of Academic Progress (MAP) Growth and NWEA Reading Fluency assessments are given district wide three times a year. Interim Assessment Blocks are given annually. IXL is an additional resource provided across the District. Approximately 85% of elementary, ELA, and Math teachers continue to actively use the platform to practice essential skills based on weekly diagnostics.

Actions Partially Implemented include the following:

Action 18: Increased Arts Program

This action included staffing three music and/or art teachers across the District at elementary sites with the highest poverty levels. During the 2022-2023 school year, one teacher was serving students. Challenges to full implementation include locating and hiring credentialed staff.

Actions on hold for the 2022-2023 school year include the following:

Action 16: Access to College and Career Assessment

Due to the changes in college assessment and enrollment requirements, the District held on providing the PSAT for the 2022-2023 school year. Additionally, the implementation of NWEA does provide a projected score on the SAT, and the high school district is providing two opportunities for students during their high school career to take the PSAT.

Action 20: Supplemental Supports for the Universal Pre-Kindergarten Program

This action was on hold because other funds were used in the implementation of UPK.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The following Actions indicate a material difference of either 20% or \$200,000 between budgeted expenditures and estimated expenditures:

Action 4: English Learner District Support Staff

The material difference of unspent funds is a result of a change in staffing and their positions on the salary schedule.

Action 7: Maintaining School of Origin

The material difference of unspent funds is due to the procedures in depositing and accessing these funds through joint distribution with the Department of Child and Family Services. The District partners with DCFS in funding these costs, and the funds previously deposited from the 2021-2022 school year were not fully expended; therefore, there was a decrease in the actual funds deposited in 2022-2023 to fulfill this service.

Action 8: Tutoring Services for Homeless

The District is in partnership with School on Wheels. There were no additional fees needed to fulfill their service, so there is a material difference in unspent funds.

Action 9: Equitable Access to Technology

The District applied for and received a second grant from the Emergency Connectivity Fund to address equitable access to technology. Therefore, there is a material difference of unexpended funds. The Chromebooks and hotspots are available for students to use at home. However, the amount of Chromebooks received exceeded the number of families that had originally requested the technology. Because of this surplus the District may not meet the requirements of the grant, and the carryover budget may need to be used to fully fund this action.

Action 10: Management, Distribution, and Repair of Student Technology

The material difference of unspent funds is due to staffing changes and vacancies.

Action 12: Connecting Resources to Families

The material difference of unspent funds is due to both receiving community sponsorships to support this action and slightly overbudgeting the costs.

Action 15: (AVID in MS) Student Engagement in Structured Collaborative Learning

The material difference of unexpended funds is due to both unfilled vacancies and staff turnover. Additionally, Del Sur did not fully staff AVID tutors until later in the school year.

Action 16: Access to College and Career Assessment

With the changes in college assessment requirements, this action was put on hold for the 2022-2023 school year.

Action 17: Equitable Access to Programs

During the 2022-2023 school year, 5th graders took the assessment used for qualifying for the GATE program instead of both 4th and 5th graders taking the assessment

in the 2021-2022 school year. This resulted in a material difference of unexpended funds.

Action 18: Increased Arts Program

The material difference of unexpended funds is due to the challenges of finding and hiring credentialed arts and music teachers.

Action 20: Supplemental Supports for Universal Pre-Kindergarten Program

The supplemental materials for this program were funded with other available monies; therefore, there is an unexpended material difference.

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

Overall, the actions within Goal 2 were effective in making progress toward Goal 2. The majority of actions were implemented at a higher level compared to 2021-2022. Progress toward the goal as well as strengths and challenges are identified. The actions are grouped by theme.

English Learner Progress

Action 1: English Learner Paraprofessional Support

Action 2: English Learners Language Acquisition Program (ELD)

Action 3: Professional Development for English Language Development Support for English Learners

Action 4: English Learner District Support Staff

These actions were fully implemented and are beginning to show a greater impact compared to 2021-2022. During the 2021-2022 school year, stalled learning due to the pandemic was evident. With continued progress in this area, preliminary district data shows a reclassification rate in 2022-2023 close to 100 students, which is an increase from 55 students in 2020-2021. Thus, a decrease in Long-Term English Learner rates. Growth in this area is contributed to an increase in work with Long-Term English Learners, which involved discussing the purpose and impact of taking the Summative ELPAC seriously, specifically in the middle school grades.

Records indicate that the District shows full participation rates on the Initial ELPAC and the Summative ELPAC, which will continue to impact the number of English learners that may meet criteria to reclassify in the 2022-2023 school year.

The English Language Performance Indicator (ELPI) from the CA Dashboard indicates that 42.3% of English learners are making adequate progress towards English proficiency compared to 39.8% making adequate proficiency in 2019.

Progress on the ELPI indicates the following:

- * 40.2% progressed at least one level
- * 2% maintained a score of 4
- * 33.8% maintained their previous ELPI level of proficiency
- * 24% decreased at least one ELPI level

The average student median conditional growth percentiles for English learners on NWEA Map Growth is 56 percentile in reading and 55 percentile in math. The student normed percentile ranking for growth is showing pockets of growth at various grade levels. There is inconsistent growth across the District and growth of English learners is still lagging.

With the addition of a Teacher on Special Assignment (TOSA) supporting English learners, there has been an increase in supplemental professional development focusing on high leverage evidence-based strategies to use in the classroom, goal setting for English learners, and ongoing progress monitoring in the ELLevation system. Additionally, the TOSA has provided on-the-spot co-teaching opportunities to demonstrate strategies that can be easily replicated by the teacher. Therefore, impacting academic achievement.

The District will continue with these actions. Changes include an increase in one bilingual assistant at Joe Walker Middle School to expand supplemental support for English learners in content instruction.

Foster Youth Services and Progress

Action 7: Maintaining School of Origin

Hop, Skip, Drive is an effective service for providing foster youth student transportation to their School of Origin (SOO) when school bus transportation isn't feasible or available. This service affords the foster youth continuity in educational services and programs. 8 foster students participated in transportation through Hop, Skip, Drive. While students were able to maintain their school of origin, according to NWEA scores between all students and all foster students, there continues to be a significant academic growth disparity. As documented on the CA Dashboard, foster students are scoring 81.7 points below standard in English Language Arts and 114.4 points below standard in math. At some grade levels, pockets of increase in growth are observed; however, overall academic percentile rankings are low. To continue to support academic achievement of foster youth, the District will continue this action.

Parent Engagement Opportunities

Action 5: Parent Literacy Program

Action 12: Connecting Resources to Families

Action 13: Community Engagement Workshops

Action 19: Parent/Teacher Collaboration with ELs, Foster Youth, and Low-Income Students

The District continues to involve parents in a variety of services. It is reasonably expected that when parents participate in the school environment, there is an increased connectedness to the school. Therefore, student attendance and academic rates will increase. According to the parent responses on the California Healthy Kids Survey between 2019-2020 and 2020-2021, there was a slight decrease from 38% to 36% of parents that "strongly agree" that school allows input and welcomes parent contributions. In 2022-2023, the District percentage remained at 36%. Therefore, increasing parent participation and connections to school will remain an area of focus for the District.

Parent/Teacher conferences continue to be an area of strength. This action is highly effective in increasing parent involvement. 100% of low performing students, low income students, English learners, and foster youth were highly encouraged to attend parent teacher conferences. Parent survey results for parent/teacher conferences showed that 3,281 families completed an online survey sent through email and text message. 2,420 responded that they went to a parent/teacher conference. 416 parents participated by phone. 271 participated through an online platform such as Zoom/Google Meets, and 1,733 participated in person. The teacher survey showed 4,623 elementary student conferences and 1,658 middle school conferences. This is an overall increase of 462 held parent teacher conferences during October.

The Parent Literacy Program is specific to English learner parents and includes opportunities to work independently and in collaborative groups to learn English. Steady participation has declined in the 2022-2023 school year. The program is offered during the school day at two different school sites. For parents that cannot attend consistently, they are still offered the use of Rosetta Stone, so they can continue practice online. To increase participation, the team will provide additional messaging in the 2022-2023 school year to reach more families.

After three years, the District was able to hold the Empowering YOUth Family Festival to assist in connecting families to local resources. According to attendance data, a minimum of 300 students attended along with adults. The event housed a variety of resources from across the Antelope Valley in one location to promote access to events and services, such as summer programs; physical activity; dental health; and medical health. The festival promoted healthy living choices through a rock painting activity, read aloud opportunities, a youth farmers market; and a bike safety lesson provided after a BMX bike show. Close to 30 students were able to receive free bike repair from a local vendor and hundreds of bike helmets were provided to youth. This action was highly effective in engaging families in a fun and interactive atmosphere centered around health and wellness.

Addressing Barriers to Increase Access to a Broad Course of Study

Action 9: Equitable Access to Technology

Action 10: Management, Distribution, and Repair of Student Technology

Action 11: Technology Department

Providing student access to technology and connectivity both at home and at school significantly reduces the barriers for unduplicated student groups; therefore, increasing engagement in a broad course of study, full engagement in a rigorous standards-based program, and academic achievement. Students with barriers to technology were offered Chromebooks and or hotspots for home use. The District continues to maintain a 1:1 device ratio at all school sites for access during the school day.

This action continues to be considered as a highly effective service for students in need of technology. Some aspects of importance include the following:

* Components of the District adopted instructional materials programs are provided online. Students provided with Chromebooks have access to the curriculum;

therefore, increasing the completion rate of assignments and access to student and teacher shared materials.

- * The technology helpline is provided by the District Technology Department, which is used by parents to troubleshoot issues on devices used in the classroom and at home.

- * Chromebooks and hotspots are utilized by the students in the District Long-Term Independent Study Program, which includes general education and special education students.

- * Supplemental online intervention programs, such as IXL, Newsela, Lexia English, and Rosetta Stone, are more readily accessible with devices at home; therefore, increasing student activity and academic growth.

Access to a Broad Course of Study and College and Career Readiness Skills

Action 14: (AVID) Student Engagement in a Challenging and Relevant Program

Action 15 (AVID in MS) Student Engagement in Structured Collaborative Learning

Action 16: Access to College and Career Assessment

Action 15 and 16 are highly effective in supporting student access to a broad course of study, development of college and career skills, and increased engagement in rigorous lessons. Skills used throughout the AVID program are increasingly effective for low-income students that may lack consistency and scaffolded access to content. All school sites are at various levels of AVID implementation, with 11 sites AVID certified.

Continued strengths evident as a result of the AVID program include the following:

- * Intentional use of engaging strategies embedded in Writing, Inquiry, Collaboration, Organization, and Reading (WICOR)

- * Middle school students participating in the AVID elective show passing grades as a result of collaborative groups using the inquiry method to determine points of confusion in content courses.

- * The AVID elective student participants includes collaboration opportunities to learn the content at a deeper level.

- * Participation in the middle school elective is highly encouraged for first generation college bound students and also includes field trip opportunities to colleges.

- * There is evidence of high academic expectations for students through discussions

- * Some school sites have identified a Key Signature Practice, which is an evidenced-based strategies with high impact results as a schoolwide focus. An example of this includes a close reading strategy in which students are instructed how to mark and interact with a text to access core content.

- * 30 elementary teachers participated in the AVID Foundations training in the spring of 2023, which directly impacts the application of evidenced-based strategies such as student organization and note-taking practices.

- * Approximately, 50 teachers and administrators are registered to attend AVID Summer Institute.

The AVID program is principally directed to support embedded strategies for low-income students. NWEA student growth for both math and reading for low-income students has shown inconsistent and marginal growth in some grade levels. On the CA Dashboard Low-Income students are scoring 39 points below standard compared to All Students at 16 points below standard in English Language Arts. In math, Low-Income students are scoring 80.6 points below standard compared to All Students at 57.5 points below standard. Low-income student growth continues to lag behind non low-income students. With more consistent implementation and the the use of consistent AVID leadership teams at the school sites in the 2023-2024 school year, the District reasonably expects to see academic gains for this student group.

Equitable Programs to Enhance Learning

Action 18: Increased /Arts Programs

Action 20: Supplemental Supports for Universal Pre-Kindergarten Program

Action 21: Diagnostic Assessments

Action 18 was partially implemented. Challenges of implementation included the inability to locate and hire credentialed music teachers. Therefore, the elementary school with the highest poverty rate has an elementary music teacher. Many of these students do not have access to extracurricular programs. This program is highly effective and contributes to a positive school climate. Based on the feedback from community partners, there is a need to provide programs such as music to build connections with students and to motivate students to engage in learning. This action also continues to provide access to students to a broad course of study as well as provides a positive school culture. Increased opportunities to embrace learning through music creates a positive impact on interpersonal and intrapersonal skills; therefore, connecting students to learning and increasing self-confidence through expression. The District reasonably expects that these outcomes will contribute to student attendance, lower disciplinary referrals, and social-emotional growth.

Action 20 was not implemented in the 2022-2023 school year; however, this action will continue in the 2023-2024 school year. The District believes that early access to school prior to kindergarten provides opportunities for creativity and language development. Thus, these skills are foundational to ongoing academic achievement as

students move through elementary school. Other funds were available to allocate supplemental materials to the Pre-Kindergarten classrooms in the 2022-2023 school year; however, with the added action of extending the enrollment for Pre-Kindergarten through September 1, 2024, supplemental materials will need to be provided to a larger number of low-income students. Therefore, this action will remain in place.

Action 21 was highly effective in the 2022-2023 school year. Professional Learning Community teams at each grade level are using diagnostic data from NWEA, Interim Assessment Blocks, and IXL to identify patterns of strength and weakness and adjust instruction. Data from these assessments provide teachers, administrators and families with accurate and actionable evidence to target instruction to close learning gaps as well as identify areas for enrichment. NWEA Measures of Academic Progress (MAP) Growth and NWEA Reading Fluency assessments are given district wide three times a year. Interim Assessment Blocks are given annually. IXL is an additional resource provided across the District. Approximately 85% of elementary, ELA, and Math teachers continue to actively use the platform to practice essential skills based on weekly diagnostics.

Consistent use of the NWEA assessment system has led to 78 teachers (3rd through 6th grade) moving student progress. These teachers saw significant gains that moved the achievement percentile ranking beyond their growth targets; therefore, these students are projected to make farther gains in academic achievement results on the ELA and math portions of the CAASPP. Therefore, the District will continue to utilize this supplemental assessment system to both identify gaps in learning and plan for targeted instruction that will maximize student achievement.

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.

Based on analysis and reflection, changes to actions added to Goal 2 include the following:

Action 1: English Learner Paraprofessional and Teacher Support

This action includes an increase of bilingual assistants at the middle school to address the master schedule and core content support needed for Long-Term English Learners.

Action 16: Access to College and Career Assessment

This action was put on hold in the 2022-2023 school year because of changes made to university admission requirements. Additionally, students are provided the PSAT as a high school student. This action will remain in the LCAP, but it may be placed on hold in the 2023-2024 school year. The assessment will be re-evaluated as a possible action in the 2024-2025 LCAP.

Action 17: Equitable Access to the Programs

During the 2022-2023 school year, the 4th and 5th grade students were offered the OSLAT assessment because the assessment was not offered to 4th graders during the health crisis in 2021-2022. Moving forward to 2023-2024, the OSLAT assessment will only be provided to 4th grade students.

Action 22: Expansion of Pre-Kindergarten

This is an added action to specifically address the opportunity for more young learners to participate in the Transitional Kindergarten program by expanding the enrollment window for students turning 5 through September 1, 2024. The action will fund additional staffing and supplies needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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 addressed 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 provide 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 for 2023-2024
District Attendance Rate	According to the 19-20 CALPADS 14.2 Student Absences Report, the District attendance rate is 96.4%	According to the 20-21 CALPADS 14.2 Student Absences Report, the District attendance rate was 96.6%. Please note the majority of the 20-21 school year was remote learning. 21-22 CAPADS EOY data will be certified in August of 2022; however, preliminary attendance data in the PowerSchool Attendance	According to the 2021-22 CALPADS 14.2 Student Absences Report, the District attendance rate was 91.1%. 22-23 CAPADS EOY data will be certified in July of 2023; however, preliminary attendance data in the PowerSchool Attendance Summary by Grade report indicates the 22-23 District attendance rate was 91.1%		To maintain District attendance rates at or above 96%

		Summary by Grade report indicates the 21-22 District attendance rate was 90.36%			
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	Due to Senate Bill (SB) 98, state and local indicators were not published for the 2020 CA School Dashboard. According to preliminary data gathered from the A2A District Summary Year-to-Date Report the percentage of chronically absent students for the 21-22 school year is as follows: 22% of all students 27.9% of socioeconomically disadvantaged students 31.8% of homeless students 30.5% of students with a disability 21.9% English learners *Foster Youth attendance rates were not available in the A2A data set	According to the 2022 CA School Dashboard, the percentage of chronically absent students were as follows 34.4% of all students 41% of socioeconomically disadvantaged students 45.1% of homeless students 44.9% of students with a disability 37.1% of foster youth 34.5% English learners		To reduce the percentage of chronically absent students as follows 8% of all students 11.5% of socioeconomically disadvantaged students 14.5% of homeless students 14.5% of students with a disability 8% of foster youth 9% English learners
Chronic Absentee Rate Kindergarten	According to Attention 2 Attendance (A2A) 2019-2020 reports, the chronic absentee rate for Kinder students is 20%.	According to Attention 2 Attendance (A2A) 2021-2022 reports, the chronic absentee rate for Kinder students is 35%.	According to Attention 2 Attendance (A2A) 2022-2023 reports, the chronic absentee rate for Kinder students is 40.1%.		To reduce the chronic absentee rate for kinder to less than 15%.
Middle School Drop Out rate	According to 2019-20 CALPADS report 8.1, there was one middle school drop out.	According to 2020-21 CALPADS report 8.1, the middle school drop out rate was 0.	According to 2021-22 CALPADS report 8.1, the middle school drop out rate was 0.		To maintain a middle school drop out rate of zero.
Expulsion Rate	According to 2019-20 CALPADS report 7.15,	According to 2020-21 CALPADS report 7.15,	According to 2021-22 CALPADS report 7.15, there were zero students		Maintain an expulsion rate of zero students

	there were zero students expelled in Westside.	there were zero students expelled in Westside. 21-22 CAPLADS data will be certified in August 2022.	expelled in Westside. 22-23 CAPLADS data will be certified in July 2023. Preliminary district data indicates that there were 2 students expelled during the 22-23 school year.		
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	Due to Senate Bill (SB) 98, state and local indicators were not published for the 2020 CA School Dashboard. Local data pulled from the Student Incident Profile Report in PowerSchool for the 20-21 school year indicate only 1 suspension as the vast majority of the school year was conducted via distance learning. CALPADS Suspension data for the 21-22 school year will be certified in August of 2022 for the 21-22 CA School Dashboard.	According to the 2022 CA School Dashboard, the following percentage of students were suspended at least once: 3.4% of all students 4.5% of socioeconomically disadvantaged students 3.6% of homeless students 6.5% of students with a disability 18.6% of foster youth 2.8 % English learners		To reduce percentage of students suspended at least once as follows: 2.5% of all students 3% of socioeconomically disadvantaged students 3% of homeless students 4% of students with a disability 8% of foster youth 2% English learners
School Discipline	PowerSchool discipline data will track the number of students reporting 5 or more incidents resulting in referrals to administration. Baseline will be established during the 2021-22 school year.	According to Performance Matters YTD reports pulled mid May 2022: 434 Students with 5 or more school rule violations of which 334 were 7th or 8th grade 77 students with 3 or more incidents involving defiance or disrespect of which 66 were 7th or 8th grade 409 students with one or more severe infractions of which 167 were 7th or 8th grade	According to Performance Matters YTD reports pulled end of May 2023: 589 Students with 5 or more school rule violations of which 474 were 7th or 8th grade 46 students with 3 or more incidents involving defiance or disrespect of which 32 were 7th or 8th grade 299 students with one or more severe infractions of which 136 were 7th or 8th grade 9 students with one or more incidents involving drugs or alcohol of which 8 were 7th or 8th grade		Reduce the number of students with 5 or more incidents by a total of 5% over three years

		13 students with one or more incidents involving drugs or alcohol of which 12 were 7th or 8th grade			
California Healthy Kids Survey Elementary Pupil Engagement & School Climate	<p>In the 2019-2020 CHKS the following was reported for 5th grade</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> <p>In the 2019-2020 CHKS the following was reported for 6th grade</p> <p>69% 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>70% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time"</p>	<p>In the 2021-2022 CHKS the following was reported for 5th and 6th grade:</p> <p>68.5% report a feeling of connectedness to the school "Yes, most of the time" or "Yes, all of the time"</p> <p>60.5% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time"</p> <p>73% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time"</p> <p>65.5% report there are social and emotional learning supports "Yes, most of the time" or "Yes, all of the time"</p>	<p>In the 2022-2023 CHKS the following was reported for 5th and 6th grade:</p> <p>65% report a feeling of connectedness to the school "Yes, most of the time" or "Yes, all of the time"</p> <p>61.5% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time"</p> <p>67.5% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time"</p> <p>64% report there are social and emotional learning supports "Yes, most of the time" or "Yes, all of the time"</p>		<p>Maintain or exceed the percentage of students reporting "Yes, most of the time" or "Yes, all of the time" as follows:</p> <p>75% report a feeling of connectedness to the school "Yes, most of the time" or "Yes, all of the time"</p> <p>75% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time"</p> <p>75% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time"</p> <p>75% report there are social and emotional learning supports "Yes, most of the time" or "Yes, all of the time"</p>

	76% report there are social and emotional learning supports "Yes, most of the time" or "Yes, all of the time"				
California Healthy Kids Survey Middle School Pupil Engagement & School Climate	<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>	<p>In the 2021-2022 CHKS the following was reported:</p> <p>54.5% report a feeling of connectedness to the school "Yes, most of the time" or "Yes, all of the time"</p> <p>53% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time"</p> <p>53% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time"</p> <p>21% report meaningful participation "Yes, most of the time" or "Yes, all of the time"</p>	<p>In the 2022-2023 CHKS the following was reported:</p> <p>49% report a feeling of connectedness to the school "Yes, most of the time" or "Yes, all of the time"</p> <p>53% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time"</p> <p>46% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time"</p> <p>21% report meaningful participation "Yes, most of the time" or "Yes, all of the time"</p>		<p>Increase the percentage of students reporting "Yes, most of the time" or "Yes, all of the time" as follows:</p> <p>70% report a feeling of connectedness to the school "Yes, most of the time" or "Yes, all of the time"</p> <p>70% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time"</p> <p>65% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time"</p> <p>35% report meaningful participation "Yes, most of the time" or "Yes, all of the time"</p>
California Healthy Kids Survey Parent Engagement & School Climate	<p>In the 2019-2020 CHKS the following was reported:</p> <p>38 % of parents "strongly agree" school allows input and welcomes parents' contributions</p> <p>42 % of parents "strongly agree" school promotes academic success for all students</p> <p>37 % of parents "strongly agree" school is a safe place for my child</p> <p>31% of parents "strongly agree" school promotes</p>	<p>In the 2021-22 CHKS the following was reported:</p> <p>36 % of parents "strongly agree" school allows input and welcomes parents' contributions</p> <p>42 % of parents "strongly agree" school promotes academic success for all students</p> <p>39 % of parents "strongly agree" school is a safe place for my child</p> <p>31% of parents "strongly agree" school promotes respect of all cultural</p>	<p>In the 2022-23 CHKS the following was reported:</p> <p>36 % of parents "strongly agree" school allows input and welcomes parents' contributions</p> <p>40 % of parents "strongly agree" school promotes academic success for all students</p> <p>35 % of parents "strongly agree" school is a safe place for my child</p> <p>28 % of parents "strongly agree" school promotes respect of all cultural beliefs and practices</p>		<p>Increase the percentage of parents reporting "Yes, Strongly Agree"</p> <p>42 % of parents "strongly agree" school allows input and welcomes parents' contributions</p> <p>45 % of parents "strongly agree" school promotes academic success for all students</p> <p>41 % of parents "strongly agree" school is a safe place for my child</p> <p>35% of parents "strongly agree" school promotes respect of all cultural beliefs and practices</p>

	respect of all cultural beliefs and practices	beliefs and practices			
California Healthy Kids Survey Staff School Climate	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 students	49% of staff "strongly agree" there are caring adult relationships 37% of staff "strongly agree" school promotes parent involvement 36% of staff "strongly agree" school promotes opportunities for meaningful student participation 39% of staff "strongly agree" school is a safe place for students	43% of staff "strongly agree" there are caring adult relationships 36% of staff "strongly agree" school promotes parent involvement 37% of staff "strongly agree" school promotes opportunities for meaningful student participation 38% of staff "strongly agree" school is a safe place for students		Increase the percentage of staff reporting "Strongly Agree" as follows: 50% of staff "strongly agree" there are caring adult relationships 40% of staff "strongly agree" school promotes parent involvement 40% of staff "strongly agree" school promotes opportunities for meaningful student participation 45% of staff "strongly agree" school is a safe place for my child
California Healthy Kids Survey Elementary & Middle School Mental Health	This metric was added in the 21-22 school year; therefore, there is no year 1 Outcome noted. In the 2021-2022 CHKS the following was reported: 23.5% of 5th and 6th grade students reported Frequent Sadness "Yes, most of the time" or "Yes, all of the time." 35.5% of middle school students experienced chronic sadness/hopelessness in the past 12 months 15% of middle school students considered suicide in the past 12 months		This metric was added in the 21-22 school year; therefore this is not data included in the Year 1 Outcome. 23% of 5th and 6th grade students reported Frequent Sadness "Yes, most of the time" or "Yes, all of the time." 33.5% of middle school students experienced chronic sadness/hopelessness in the past 12 months 14.5% of middle school students considered suicide in the past 12 months		

Parent Participation in Parent Teacher Conferences	Baseline for the percentage of parents participating in parent teacher conferences will be established during the 2021-22 school year.	100% of parents of low performing students, low income, English learners, and foster youth were highly encouraged to attend parent teacher conferences. Conducted conferences held during the 2021-2022 school year totals 5,819, which includes 4,575 elementary student conferences and 1,244 middle school conferences.	100% of parents of low performing students, low income, English learners, and foster youth were highly encouraged to attend parent teacher conferences. Conducted conferences held during the 2022-2023 school year totals 6,281, which includes 4,623 elementary student conferences and 1,658 middle school conferences.		100% of parents of low performing, low income, English learner, and foster youth will be invited and highly encouraged to attend parent teacher conferences. Parent participation rates will be established during the 2021-22 school year with a goal of increasing parent participation rates annually.
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Actions

Action #	Title	Description	Total Funds	Contributing
1	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.	\$8,000.00	No
2	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
3	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.	\$60,000.00	Yes
4	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.	\$1,994,812.00	Yes
5	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.	\$12,000.00	Yes

6	Intensive Behavior Support	The behaviorist and four behaviorist consultants will provide systemic Tier III behavioral supports, resources, and training for staff low-income students and their families. This action will fund a behaviorist and four consultants.	\$747,291.00	Yes
7	Promoting Positive Social and Emotional Competency (CCA)	Campus Climate Assistants and Campus Climate Leads 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.	\$1,375,052.00	Yes
8	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
9	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
10	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.	\$966,691.00	No
11	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 5 Attendance Workers, supplies to implement the program, professional development as needed, certificated extra duty, and school supplies and backpacks for low-income students.	\$986,111.00	Yes
12	Building Social Emotional Competency	Physical education teachers, elementary teachers, counselors, site administrators 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/consultant, and extra duty for certificated and/or classified staff.	\$854,319.00	Yes
13	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.	\$175,560.00	Yes
14	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.	\$38,340.00	Yes
15	Application of Professional Development for	School site staff will apply learning of supplemental curriculum support, Leadership Development Through Education, trauma-informed practices, reading and math	\$995,919.00	Yes

	Certificated staff	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.		
16	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.	\$90,000.00	Yes
17	(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.	\$0.00	No
18	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.	\$7,284,912.67	No
19	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.	\$107,217.79	No
20	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.	\$890,462.57	No
21	Supplemental Support Staff to Address SEL and Trauma	To meet the needs of low-income students and foster youth experiencing trauma and underdeveloped interpersonal and intrapersonal skills embedding full engagement in the classroom, additional paid counseling interns will be provided to work in conjunction with the counselors. The counseling interns will work directly with students at the District's highest poverty schools. This action is funded with the 15% increase to Concentration Grant Funding.	\$349,267.00	Yes

Goal Analysis for 2022-2023

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.

The following section is divided up into actions that are fully implemented, partially implemented, and services on hold. Actions partially implemented and on hold are considered actions with a substantive difference. The brief descriptions may include challenges to implementation.

The following actions are considered to be fully implemented:

Action 1: School Climate and Safety Survey

The CHKS survey is administered each year between February and March. The survey includes opportunities for students, parents, and staff to provide feedback on the school environment and safety.

Action 2: Anonymous Reporting System

The anonymous reporting system, Stopit, is present on all school campuses. Reports are sent directly to administrative staff and included a variety of incidents, such as bullying, vandalism, student behavior, suicidal ideation, and self-harm.

Action 3: Professional Development to Address Inequitable Barriers

The majority of school site administrators attended professional development opportunities to strengthen multi-tiered systems of support across school campuses, which focused on equitable practices for all students.

Action 4: Implementing Systems for Academic, Behavior, and Social Emotional Support

A full team of counselors is employed across the District. Each comprehensive middle school has two counselors. All other sites have one counselor. The counseling program embeds the American School Counselor Association framework, which focuses on College and Career Readiness, attendance, academics, and social emotional competency. Five school sites are prepared to apply as a Recognized ASCA Model Program in October 2023.

Action 5: Targeted and Intensive Supports for Foster Youth

Counselors at each school site support foster students in a variety of programs, such as small group supports, consistent check-ins, and or individual support.

Action 6: Intensive Behavior Support

A district Behavioral Specialist provides consultation and training to district staff relating to improving behaviors of students with behavioral challenges. The behaviorist also assists teachers with developing classroom management strategies that lead to improved positive classroom culture, this also extends to the overall culture/community of the school site. The behaviorist also works with students experiencing social-emotional crisis and assisting them with developing appropriate strategies to develop positive behavioral and emotional responses to situations. Additionally, the behaviorist provides consultation and training to assist parents in developing effective and positive parenting strategies in order to reduce parent vs child conflict, which can interfere with the educational process.

Action 7: Promoting Positive Social and Emotional Competency

Campus Climate Assistants are staffed at each school site. This is a team of support staff that work in conjunction with the school counselor to address on-the-spot support for students during unstructured times. The staff works with students to build skills to de-escalate situations and conflicts during play. Additionally, the staff provides structured and inclusive activities on the playground as well as other activities for students that need a quieter space during recess and lunch.

Action 9: School-Based Mental Health Services

All school sites in the District receive support from a school-based mental health service provider at no cost to the District. Students must be eligible for Medi-Cal to receive services.

Action 10. Health Services

Each school site is staffed with appropriate health staff to address day to day illness and/or injury. The staff prepares specific health plans for the unique needs of students.

Action 11: Addressing Barriers to Student Attendance

A Community Liaison is staffed to oversee the cadre of Attendance Liaisons. The team monitors attendance from the manageable to chronic absentee levels, and they continually connect with families to address potential barriers to consistent attendance. The team is now fully trained to begin workshops for parents to address challenging student behaviors in the 2023-2024 school year.

Action 12: Building Social Emotional Competency

The Boys Town Educational Model continues to be implemented across the District. Boys Town consultants visited all participating schools four times (quarterly) throughout the school year. Two initial implementation trainings were provided this year for new classified and playground employees.

Action 13: Building Self-Efficacy Through Experiences

This action supports the curriculum, Leadership Development Through Physical Education. Students apply their skills at an all day 6th grade day camp. Approximately, 1,000 students attended the All It Takes Camp.

Action 15: Application of Professional Development for Certificated Staff

Westside Institute and the 90-minute certificated training sessions were in place throughout the school year. The eight 90-minute sessions were embedded at the end of the school day. Some of the Westside Institute topics included supplemental ELD training, reading instruction, and use of data in PLCs.

Action 17: (Paraprofessionals) Access to the Curriculum for Students with Special Needs

Instructional assistants are working with students with special needs to assist students with accessing the curriculum in the classroom. They also work to support students social emotional needs in the classroom as well as in all areas of the school.

Action 18: Tier III Crisis Paraprofessionals

Three instructional assistants have been trained at a higher level and work closely with the Behaviorist to assist with implementing positive behavior support strategies for students experiencing social-emotional crisis. These assistants are also trained to collaborate with the teachers and site staff on improving classroom behavioral strategies.

Action 19: Elementary Physical Education and Paraprofessionals

A cadre of paraprofessionals works with the elementary PE teachers to support instruction and lower student to adult ratios.

Action 20: Playground and Crossing Guards

Crossing guards and playground staff are employed at each site. Challenges continue with full staffing.

Actions partially implemented include:

Action 8: Access to a Co-located Social Worker

This action was not fully in place. Although, the District continues partnering with DCFS, the co-located CSW did not participate at the school sites to a high degree because of the placement of foster students on their caseload.

Action 16: Application of Professional Development for Classified Staff

Collaborative tutorial group training for the AVID students was in place. Due to a shortage of staff and resources, there was not full implementation of this action.

Actions on hold for the 2022-2023 school year included:

Action 14: Parent Engagement with Social Emotional Learning Curriculum

Due to the outdoor camp property sold during the year, this parent engagement action was placed on hold.

Action 21: Supplemental Support Staff to Address SEL and Trauma

Due to challenges addressing the components with the university MOUs as well as hiring interns to be paid, this action was on hold. The District is expecting fuller implementation in the 2023-2024 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The following Actions indicate a material difference of approximately 20% or \$200,000 between budgeted expenditures and estimated expenditures:

Action 3: Professional Development to Address Inequitable Barriers

The increase of expenditures in this action is a result of professional development moving from online to in-person.

Action 5: Targeted and Intensive Supports for Foster Youth

The material difference of unexpended funds is a result of the cost of additional supplies and services less than budgeted.

Action 13: Building Self-Efficacy Through Experiences

The increase in expenditures for this action is due to cancelled field trips supporting the program in the 2021-2022 school year. Therefore, additional trips were scheduled. Additionally, transportation costs increased significantly.

Action 14: Parent Engagement with SEL Curriculum

The unspent material difference is due to the cancellation of parents participating in the field trips. The outdoor camp used was sold, which restricted availability dates.

Action 15: Application of PD for Certificated Staff

The cost of salaries was less than budgeted resulting in a material difference.

Action 16: Application of PD for Classified Staff

The unspent material difference is due to holding on participation of staff attending the CSEA conference and resources available to facilitate training.

Action 17: (Paraprofessionals) Access to the Curriculum for Students with Special Needs

The material difference of spent funds is due to the total number of paraprofessionals increasing significantly this year and full-time positions added to assist with onboarding and backfilling positions.

Action 18: Crisis Paraprofessionals

The material difference of spent funds is due to additional staffing utilized throughout the year.

Action 21: Supplemental Support Staff to Address SEL and Trauma (Paid Counseling Intern)

The material difference of unspent funds is a result of the time needed to amend MOUs with universities as well as hiring additional interns.

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

Overall, the actions in Goal 3 were effective in making some progress toward the overall broad goal. The majority of actions were implemented at a higher level compared to the 2021-2022 school year. Progress toward the goal as well as strengths and challenges are identified. The actions are grouped by theme.

Social Emotional Learning

Action 1: School Climate and Safety Survey

Action 12: Building Social Emotional Competency

Action 13: Building Self-Efficacy Through Experiences

Action 14: Parent Engagement with SEL Curriculum

Action 1 includes the tool, the California Healthy Kids Survey (CHKS), the District uses to measure school connectedness and a safe and supportive school climate. The data reported in the CHKS indicates a continued need to develop student interpersonal and intrapersonal skills. This data correlates to the results in the area of attendance and suspensions on the CA Dashboard, since a higher rate of students motivated and connected to school are most likely to attend school regularly without serious incidences of behavior.

The CHKS data, Year 2 Outcome data in Goal 3, shows a decline of 3.5% of elementary students feeling a connectedness to school; an increase of 1% of students identifying a caring adult in school; a decline of 5% of students feeling safe at school; and a decline of 1.5% reporting there are social and emotion learning supports at school.

The CHKS data, Year 2 Outcome data in Goal 3 for middle school students, shows a decline of 4.5% of students feeling a connectedness to school and a decline of 7%

of students feeling safe on campus. There was no change for students reporting a caring adult on campus and no change for meaningful participation in school.

When comparing parent responses from the California Healthy Kids Survey in the Year 2 Outcome data in Goal 3, the responses noted:

- * A decline from 42% to 40% of parents stating "strongly agree" that school promotes academic success for all students
- * A decline from 39% to 35% of parents indicating "strongly agree" that school is a safe place for my child
- * A decline from 31% to 28% of parents stating "strongly agree" that school promotes respect of all cultural beliefs and practices

The reflection of the CHKS data informed the implementation of actions providing social emotional learning lessons and opportunities. The implementation and effectiveness of Actions 12, 13, and 14 are addressed together as they all support the social-emotional learning curriculum and the Leadership Development Through Physical Education (LDTPE) program, which is the social-emotional learning curriculum for 4th, 5th, and 6th grade students across the District. Challenges with full implementation of this program included 1/3 of the physical education teachers new to the District and 1/3 of the teachers working in the teaching profession for less than one year. Professional development was offered with two coaching cycles to review implementation in the winter and spring. The LDTPE curriculum is grounded in foundational relationships with adults and peers. With these challenges, there is evidence that full implementation of the curriculum is not at a sustainable level, yet. Moving into the 2023-2024 school year, the District has planned fewer staff changes and will plan for additional professional development opportunities. Thus, the District reasonably anticipates that this program will impact student motivation and school connections.

The Boys Town Educational Model also continued to be implemented across the District as part of Action 12; however training during the health crisis was significantly impacted. Thus, creating a larger gap between staff that was trained and staff that was yet to be trained in the 2022-2023 school year. Both Boys Town and LDTPE work together as the Boys Town Educational Model provides scripted intentional lessons to teach students to more effectively communicate and respond to situations. The District will continue both of these programs in tandem as the use of the SEL curriculum is revitalized.

The District was successful in providing every six grade student the opportunity to participate in the leadership camp (Action 13), which is an extension of the LDTPE SEL curriculum. At camp students used the Notice - Choose - Act framework to address problematic issues that are impeding the school community's ability to promote a positive and safe school culture. The experience allowed students to practice teamwork, problem solving, communication, and the art of apologizing. The 6th grade teachers attend the day camp with their students, and the feedback is overwhelming positive and results in building trusting relationships. This action was fully implemented and is scheduled to continue in the 2023-2024 school year.

Action 14 was on hold during the 2022-2023 school year because the day camp property was sold. However, we continue to discuss the action with parents moving forward into the 2023-2024 school year as well as the strategies parents learn at the day camp. Community engagement feedback has noted a need for continued parent engagement on campus, so this action will continue.

The suspension rate of 3.4% for All Students on the CA Dashboard was also reviewed as this impacts how students feel on campus. Internal data and feedback from community partners indicates the need for addressing risky behaviors that are leading to suspension and/or a disconnect on campus. Behaviors such as vaping, drugs, and violence on social media lead to poor health outcomes, with higher impacts on marginalized student groups such as low-income students because of access to care and support. Additionally, these actions result in suspension from school, which is impacting the 2022-2023 suspension rates across the District. Therefore, Action 12 will also include an increase in education for students on the impact of risky behaviors and continue in the 2023-2024 school year.

The District reflected on the immense need to support intrapersonal and interpersonal skill development, measured using the CHKS data and the CA Dashboard suspension rates. The District has not yet seen the impact of these programs on increasing school connectedness and motivation and decreasing suspension rates. However with consistency in implementation, the District reasonably expects a change in data, specifically for low-income students.

Addressing Barriers to Learning

Action 3: Professional Development to Address Inequitable Barriers

Action 15: Application of Professional Development for Certificated Staff

Action 16: Application for Professional Development for Classified

The focus on professional development in Goal 3 is to address barriers that hinder the overall growth and development of the whole child. Highly trained staff can have a positive impact on student absences, suspension rates, school discipline, and dropout rates. Based on reflection of measurable outcome data, the District will continue these actions and make adjustments to training opportunities to impact change.

With the return to in-person professional development, the majority of the site administrators were able to attend professional learning specifically on the Response To Intervention (RTI) framework and Professional Learning Communities (PLC). The impact of this work is documented in the WASC self-reflection review process as three of the sites were reviewed for WASC accreditation this year. Each site is at different levels of full implementation of the RTI framework, but it is evident that all sites are using the PLC model/data teams as a core function to review common assessments and build ongoing services to support low-income students, English learners, and foster youth.

The results of this training are evident in the increase in the local assessment, NWEA. And, the District expects to see the results reflected in the CA Dashboard academic indicators. Areas of professional development for certificated staff that proved more effective included:

- * "Just in time" support, from the New Teacher Support Program for teachers, which included designing lessons, planning, and evaluating student work directly impacted by classroom instruction.
- * AVID training in the spring to introduce teachers to evidence-based strategies in the areas of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR).
- * Exposure and practice in the proposed supplemental program Illustrative math, which uses high impact inquiry and collaboration to grapple with rigorous mathematical concepts.
- * Thinking Maps training as a strategy to provide access to core concepts and the organization of theme connections in writing.
- * CORE Reading training, which is an extensive program of 40 hours diving into pre-reading skills and comprehension.

Professional development for classified instructional aides, playground supervisors, and Campus Climate Assistants is optional and in the past has been poorly attended. Therefore, this action has not had the impact anticipated. Barriers to attendance include the training dates on non-student days, and with so many members having students that attend school, child care has been an issue. Therefore, the District is evaluating how to assist with this barrier to increase classified participation. Classified members have provided input on the workshop topics that they would like to receive, and the District will open up registration to the CSEA professional development conference for members to attend.

Chronic Absenteeism

Action 11: Addressing Barriers to Student Attendance

Four attendance liaisons and a community liaison were hired as a part of Action 11. The team received training on how to address barriers with families to increase consistent attendance for students beginning at age 6. As part of their work, the cadre of staff conducted home visits to locate students and work with parents with students exhibiting anxiety as a result of returning to in-person learning and students refusing to attend school. When families could not be reached, the team worked with the local law enforcement to conduct wellness checks at the student's home.

Barriers addressed by the attendance team for low-income students included providing school supplies and backpacks, hygiene kits, Chromebooks and hotspots, information on local resources, and connections to resources at the school site. Building relationships with families is a key component of this action, and the team, including the vice principals, have conducted over 3,000 attendance conferences. Internal data on the A2A system notes that 779 students have excellent attendance, 3,376 have satisfactory attendance, 3,370 have manageable attendance, 1,795 students are chronically absent, and 497 students have severe chronic attendance. Many of the conversations with families revolve around how to verify/clear an absence, the requirements for attendance according to law, and the potential academic outcomes for students that are chronically absent. As a result of ongoing conferences, internal data on the A2A system shows that there is an improvement rate of 46% for students six weeks after a conference is held. Therefore, attendance is improving for these students.

The 2022 CA Dashboard Attendance Indicator notes 34.4% (Very High) of students in the District are chronically absent from school. Attendance is continually addressed, and internal systems show that more parents are verifying absences. So, attendance verification has moved from unexcused to verified. However, the District has not yet seen a significant decline in the number of students chronically absent.

Moving forward, the District will be adding an additional attendance liaison for the Transitional Kindergarteners and Kindergartners, since data indicates a 40% chronically absent rate at these levels. This focus will include working with families of low-income students in building strong habits that will lead to increased attendance habits. This action will remain in place and the District anticipates that this action will be consistently implemented, thereby impacting chronic attendance rates.

Supplemental Supports

Action 4: Implementing Systems for Academic, Behavioral, and Social Emotional Support

Action 9: School-Based Mental Health Services

The District employs 13 counselors. Each elementary school has one full-time counselor with the exception of Cottonwood and Gregg Anderson. The counselor at

Gregg Anderson assists the 7th and 8th grade Long-Term Independent Study students at Leona Valley, and the counselor at Cottonwood supports the elementary Long-Term Independent Study students at Leona Valley. In 2021-2022, the District increased counselor staffing to two at the comprehensive middle schools, Hillview and Joe Walker. The team of counselors works collaboratively across the District, and their work is founded in the American School Counselor Association framework which supports attendance, academics, and behavior. Their work is grounded in the local and state data, including the CA Dashboard.

The team of counselors presents calibrated Tier I lessons in every classroom in all grades on topics such as time management, zones of regulation and coping skills, academic goal setting, and A-G high school requirements. The hundreds of lessons presented result in face-to-face contact between the counselors and students each month. Thereby, increasing the supports for low-income students. All lessons are connected to the mindsets and behavior standards, and the majority of lessons include pre and post student assessments, which measure the impact of the lesson content. Tier II lessons are conducted each quarter and focus on attendance, academic goal setting, and suspension. Tier II, six to eight week lessons, are smaller groups of students that have an increased need for support and regular check-ins. A sampling of middle school students from 7th through 8th grade were provided a survey, and the counseling lessons that had the highest impact included topics on the meaning of words, A-G high school requirements, self-control, and bullying.

With the full return to in-person learning, many student challenges including extreme behaviors have continued. In the 2022-2023 school year incidents of vandalism and risky behaviors resulted in school discipline, which may or may not have included suspension. Social media impacts these behaviors as students are responding to Fincidents on campus through documentation on social media platforms in lieu of regularly reporting events. Thereby, the long-term issues of the pandemic are continuing to ripple into incidents of student behaviors and mental health. In 2021-2022, 108 students were referred to a School-Based Mental Health program (Action 9). In 2022-2023, student referrals have increased to 150. Of those students referred for school-based mental health services throughout the school year, approximately 25% of those students are currently receiving services at their school site, 25% are pending intake, and 50% are not receiving services (did not qualify or the referral process was abandoned by the parent).

Both of these actions are highly effective and are combatting the increase in student need even though the results of the work are not yet verified in the the CA Dashboard and the CHKS survey. The District will continue these services, and with consistent implementation expects to see a decrease in chronic absenteeism rates, and increases in growth and academic achievement on state and local assessments as a result of these actions.

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.

Based on analysis and reflection of actions and services in the 2022-2023 school year, the following revisions will be made:

Goal 3 Action 6: Intensive Behavior Support

Due to the increase in low-income students experiencing trauma and challenging situations, there is a need to add behavior consultants as an extension to this service. This expanded action will fund four additional consultants.

Goal 3 Action 7: Promoting Positive Social and Emotional Competency (CCA)

The scope of this action is expanded to include increased hours for the Campus Climate Assistants and to add Campus Climate Assistants. This action directly connects to input from community partners to add increased opportunities for students to feel connected to school through activities during unstructured times. Additionally, the CCAs will promote positive and proactive interaction with students on-the-spot to enrich student connectedness to adults on campus.

Goal 3 Action 11: Addressing Barriers to Student Attendance

To address the chronic absenteeism rates of our youngest low-income learners in Transitional Kindergarten and Kindergarten, an additional Attendance Liaison will be staffed to work with families on the positive academic outcomes when students consistently attend school.

Goal 3 Action 12: Building Social Emotional Competency

This action will increase services to provide low-income students opportunities to learn about the impact of risky behaviors such as vaping, drugs, and social media.

Goal 3 Action 15: Application of Professional Development for Certificated Staff

As a result of some students not making the reading gains needed in the Tier II after school reading intervention program, this action is increased to include additional training to be available for a small group of teachers. This high-impact training will support students that may learn to read through other modalities.

Goal 3 Action 21: Supplemental Support Staff to Address SEL and Trauma

This action will increase in scope to provide paid counseling interns to address social emotional learning and trauma at the highest poverty schools. A minimum of three school sites will qualify for this service.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$11,994,227.00	\$349,588.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.18%	2.59%	\$2,261,227.34	15.77%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 TK Kinder Day Orientation

In reviewing the needs and circumstances of low-income students, the District has implemented a TK Kinder Orientation Day 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 the orientation day is for students to attend one partial day of school, which allows them to learn the routines of the campus without the commotion of all students on campus. This time also allows the teachers to complete informally assess student readiness to learn and establish routines. Additionally, this program increases parent engagement and awareness of expectations as an orientation meeting is provided on the same day.

This action was implemented in August of 2021. The effectiveness of this action shows evidence that kindergarteners that attended 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 of the first day of school, which allowed the teachers to accelerate the learning program. Parents also exhibited additional knowledge of the academic structures and routines of the school system.

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 Transitional Kindergarteners and Kindergarteners in this program upon enrollment in the District. Outcome measures will include continued observations from school site staff as well as input from parents. This is principally directed and effective in meeting the needs of the District's low-income students.

Goal 1 Action 2: Reading and Math Intervention from Kindergarten Through 8th 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 continues to show a discrepancy in ELA NWEA scores as well as the CA Dashboard Academic Indicators. Therefore, the District's experience demonstrates that reading challenges for low-income students have not yet be fully addressed in Kindergarten through 2nd grade. The impact of the extended reading program and first instruction in the classroom indicates that reading growth is taking place; however, there is still a need to continue this action. The District focuses on the necessity to address foundational early reading strategies as quickly as possible in order to close the reading gaps. This service will build a foundation for reading, which students need in all content areas from 3rd grade and beyond. Evaluation of barriers for low-income students identifies the need to continue this reading and language development program.

Education research parallels the District's analysis of student reading abilities and gaps in the lower elementary grades. Education theory, as articulated by Musen, suggests that interventions in the early elementary grades will support academic gains for students in the grades that follow. To address this need of low-income students, the District developed additional means and methods of support with single grade levels for teachers to hone in on targeted skills and accelerate learning, demonstrating fundamental language skills that impact reading fluency growth. The means and methods of support include creating rich lessons embedding practice in all language domains, additional professional development in language acquisition and reading (CORE), access to training in the Decoding Power supplemental reading program, an increase in certificated staff in Kindergarten through 2nd grade, a reduction in the need for combination classrooms, and organization and implementation of Tier II and Tier III student learning groups to accommodate fewer students in order to target academic gaps as viewed in diagnostic assessments.

As a needed expansion of services in this action, the District is adding a rigorous supplemental math curriculum as an additional piece of curriculum for Kindergarten students through 8th grade. The need for this expansion is evident in the CA Dashboard math Indicator as well as the NWEA local assessment data with widening gaps for low-income students. The action will also research and implement a service model either during the school day or outside of the school day to provide targeted intervention services to address achievement gaps.

This action has been in place since the 2021-2022 school year, and will continue as an LEA wide service. As a result of this service, the District continues to see that low-income student scores in Reading Fluency and NWEA ELA scores are increasing; thus, closing the achievement gap between low-income students and non low-income students. Progress monitoring of this service will include completion of additional professional development in CORE Reading; and the use of student formative, diagnostic assessments. This comprehensive service is principally directed and effective in meeting the needs of low-income students.

Goal 2 Action 9: Equitable Access to Technology

Goal 2 Action 10: Management Distribution, and Repair of Student Devices

This description will include both Goal 2 Action 9 and 10 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 at home. 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, the District is providing additional devices for students at home to use beyond the school day in order to access learning platforms as well as supplemental online programs.

Additional technology will remain at home and students will still have access to a device in the classroom. During the 2021-2022 school year, the District received a grant funding through the Emergency Connectivity Fund, which allowed for the purchase of devices and hotspots. The District continues to distribute these devices upon enrollment for students that do not have sufficient access at home.

These actions are 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 is 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 12: Connecting Resources to Families

Goal 2 Action 13: Community Engagement Workshops

In analyzing the needs of low-income students across the District, it is evident that families lack access to agencies, resources, and workshops to increase the learning outcomes for students. This description will address Goal 2 Actions 12 and 13 as inter-related 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 the few services available are within the city center, both Lancaster and Palmdale. According to the US Census American Community Survey, the estimated residents below the poverty line in 2015 was 23.5% in Lancaster City and 21.3% in Palmdale City. Additionally, the needs of the community are noted within the research from Policy Analysis for California Education (PACE) in the study (2015) titled The Antelope Valley: over the hill and out of sight. The study found that the Antelope Valley has high rates of mental illness, substance abuse, and domestic violence as well as an identified gap in services to support the community. Additionally, the low-income rate over the last two years, has increased in the District as evident by low-income verifications completed annually.

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. Research supporting this phenomenon appears in the work of Nadine Burke Harris, previous Surgeon General of California. Her research links Adverse Childhood Experiences (ACES) and toxic stress to harmful effects and lower health outcomes. Additional support for this action is continually provided by community partners, specifically parents asking for resource support and workshops.

These actions provide bridges to services and learning opportunities for parents. In order to address this need, the District organizes an Empowering YOUth Festival as a means of pulling resources together for families to access in one location. Additionally, the District works with parents to arrange for services to more adequately communicate and provide services that are needed.

These actions are provided on an LEA-wide basis, and we expect to see an increase in parent participation in workshop sessions and the Empowering YOUth Festival. Additional monitoring of action outcomes will be done through surveys to parents participating. Outcomes will include proactive outreach for parents to services and connections in the community. The Empowering YOUth Family Festival was held in May of 2023, and over 300 school age children and their parents participated in the interactive and fun event centered around health and wellness. Through consideration of the most efficient actions to meet the needs of low-income families, the District continues to believe that this improved services is principally directed and the most effective in meeting the needs of low-income families.

Goal 2 Action 14: (AVID) Student Engagement in A Challenging and Relevant Program

Goal 2 Action 15 (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 and or entry in tech programs. 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 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 Hillview Middle School. Del Sur is moving towards full implementation of an AVID elective, and will continue to offer a support class until staff is fully trained. This course is not considered an AVID elective course, yet. Students in the AVID elective are first generation college bound low-income students that learn how to persevere and conquer challenges. The AVID schoolwide program in elementary and middle school creates a college going atmosphere beginning in kindergarten, and many AVID students continue in the AVID program in the local high school district. Ongoing data collection 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 these actions.

In continuing this service, the District expects to see low-income students participating in class to use increased depth of knowledge, inquiry, collaboration skills, organization, and goal setting. The AVID program is monitored through walk-throughs and evidence of student work. Each school site continues to complete the annual Coaching and Certification Instrument 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 16: Access to College and Career Assessment

Goal 2 Action 17: Equitable Access to the Programs

In reviewing the circumstances of low-income students, the District has determined, based on extensive experience in dealing with demographic and geographic challenges distinctive to our region, 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, the District has learned over time through experience that these barriers impact a low-income students' practice opportunities on the PSAT pre-collegiate exam in 8th grade. This description will address services in Goal 2 Actions 16 and 17.

Students can qualify for the GATE program by meeting determined scores on the Otis-Lennon School Ability Test 9th 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, universally employed nationwide that has demonstrated enhanced student performance on 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, which is an experience not unique but distinctive to the District. As the District continues to monitor the changes in admission requirements to colleges and universities, the District may provide this practice opportunity. During the 2022-2023 school year, this service was on hold due to the changes in admission requirements.

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 2022-2023 school year, the OSLAT-8 was provided to 4th grade students. The qualifying assessment to the GATE program is offered without charge and parents are notified of scores and eligibility in the GATE program.

The OSLAT is offered at all elementary sites, and the PSAT, if offered, is provided at the middle schools. This is a continuing action. The completion of the assessment will be monitored by the District staff. 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 18: Increased Arts Program

In assessing the needs of low-income students, the District has identified that students from low-income household entering elementary school can show 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 the 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 a supplemental music instruction program at elementary school sites with the highest low-income levels. The intention is to expand this program to other schools. The music program is a hands-on experiential model in which students move, sing, and play instruments.

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, high levels of communication, and increased collaboration. In considering other options for students, which included extended day programs and enrichment programs during the intersession, the District determined that this service is the most effective and principally directed in meeting the needs of low-income students.

Goal 2 Action 19: 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. Persistent and long-standing experience with the District indicates that there is a need for flexible times to arrange student conferences; a need for bilingual assistants to attend conferences to translate information; and a need for support staff within the District and external to the District, such as counselors, social workers, and administrators to participate in conversations with parents. Based on the research from Policy Analysis of California Education (PAC) in the study (2015) titled the Antelope Valley; Over the hill and out of sight, these services represent a major need for low-income students in the District.

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 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.

This action will continue on an LEA-wide basis, and we expect to see an increase in parent engagement. In 2022-2023, 3,282 families completed an online survey sent through email and text message; 2,421 responded that they attended conferences, which included 417 families that participated by phone, 272 participated through an online platform such as Zoom/Google Meets, and 1,734 participated in person. According to data from the certificated staff, 4,623 elementary conferences were held and 1,658 middle school conferences were conducted, which is an increase from 2021-2022. Early conversations with parents regarding academic performance is critical in supporting the needs of students. And, the ability 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 intervention results in timely supports and a decrease in students below grade level. The action will continue to be monitored through a survey provided to parents as well as through the teaching staff. The District believes that this service is the most effective and principally directed method to support the needs of the unduplicated student groups.

Goal 2 Action 20: Supplemental Supports for Universal Pre-Kindergarten

Through review of the needs and circumstances of low-income students and English learners, supplemental supports will be provided to the Pre-Kindergarten program. Enrollment for Transitional Kindergarteners will expand beyond the required timeline provided by the state. Instead of enrollment for students turning 5 by April 2, 2024, enrollment will include students turning 5 by September 1, 2024. This will provide options for our youngest learners to enroll in a formal education setting earlier than required. Students will have access to a rigorous and language rich environment, one that will prepare them for a reading and writing program based on the challenging Common Core Standards implemented in elementary school. Because of the expansion in enrollment, supplemental supports serving a larger number of low-income students is needed.

In order to fully address these barriers, additional services beyond the core program may include the following:

- * materials to use to increase engagement, which involve items and experiences low-income students may not have access to
- * additional staffing to increase conversation and communication in a language rich environment servicing both low-income students and English learners
- * additional professional development to increase the knowledge of the staff on strategies to use with students that may include an inquiry driven and collaborative pedagogical approach

Action 20 is an existing action that was added in the 2022-2023 school year. The District expects to see students prepared for a rigorous Kindergarten through 2nd grade program, one in which students have the prereading and writing skills to be successful. The District has determined that Action 20 is the most appropriate and principally directed service to meet the needs of our youngest low-income students and English learners.

Goal 3 Action 3: 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 completed through the District Needs Assessment, shows that to increase student academic and behavior outcomes, the requirement for unduplicated student groups to fully engage in learning is critical. Additionally, the increase in the number of suspensions, severe behaviors, and students working below grade level continues to be exasperated upon the return to in-person learning, which further identifies the need for increased professional development for the number of either newly hired or newly placed instructional administrators, counselors, and psychologists in the District.

In order to continue to address discrepancies, there is also a need for continuing professional development for 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 will continue to include workshops and seminars through the Association of California School Administrators (ASCA), the American School Counselors Association (ASCA), the National Association of School Psychologists (NASP), the California Association of School counselors (CASC), and the Los Angeles County Office of Education (LACOE). Decades of experience within the District has demonstrated a high degree of correlation between professional development and the effective implementation of programs that remove barriers.

With a formally trained professional staff, the District expects to see decreases in suspension rates, decreases in chronic attendance, increases in student achievement, and increases in sustainable systems of support utilizing the RTI or MTSS frameworks. Additionally, the District will measure the application of learning through program development and systems that intentionally support the needs of unduplicated student groups. This action will be monitored through qualitative data based on communication with site leaders. The effectiveness of systems will be verified in the self-reflection study when sites participate in the WASC accreditation process. The District has determined that this action is the most efficient and principally directed method for meeting the needs of unduplicated student groups.

Goal 3 Action 4: 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 involves tiers of intervention in academics, at-risk behaviors, college and career skill development, attendance, and social/emotional development. Research indicates that these tiered systems are effective in addressing interventions in a productive and timely manner. It should be emphasized that 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), a part of the Multi-tiered System of Support, emerged from federal legislation and is embedded in the American School Counselors Association Model. This model includes assessment data, evidence-based activities, student engagement, and academic achievement. With the greater impact of trauma on low-income families, this action will continue across the District. The team of counselors provide a program grounded in the ASCA model. In fact, five out of the District school sites will be applying as schools with a recognized ASCA model in October 2023. The remainder of the school sites are preparing their programs for RAMP certification submission in October 2024.

District data indicates an increased need for counselor check-ins at school as well as a need to continue risk assessments, which range from mild risk to high. This action is provided on an LEA-wide basis. Metrics used to monitor progress will include lesson implementation, pre and post assessment student data; increases in student work completion; numbers of students participating in the School-Based Mental Health Program; numbers of risk assessment conducted; and key indicators noting school connectedness and mental health and wellness within the California Healthy Kids Survey. This action is principally directed to meeting the needs of low-income students.

Goal 3 Action 6: 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. Conditions of a child's home such as substance abuse, poverty, 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; the District hired a behaviorist. As the need for the behaviorist increased after the pandemic, additional consultants will be increased in the 2023-2024 school year to help address this need.

The team of behaviorists will work with students and staff to collaborate on effective strategies to assist with challenging behaviors, developing coping skills for students to use, and building resiliency and self-regulation techniques to curb incidents. This action has contributed to positive changes in behaviors for many students that have shown features of long-term and extreme trauma. The service is monitored by the Director of Student Support. As a result of this action, the District expects to see student behaviors de-escalate with the use of students applying coping strategies. Therefore, students will exhibit shorter time spans of outbursts so they can then fully engage and participate in academic instruction.

The team of behaviorists will provide services LEA-wide and the action is considered an increased service for low-income students with extreme behaviors. Because of these unique needs, the District believes this is the most effective action in principally directing services to low-income students.

Goal 3 Action 7: Promoting Positive Social and Emotional Competency

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. District data in 2021-2022 and 2022-2023 indicates a rise in extreme behaviors, such as defiance, vandalism, social media postings, peer relationships, and drug use. As a result, there is a rise in suspension data as well as a rise in chronic absenteeism. This action supports the staff that works with students using the social-emotional curriculum during unstructured times of the day. A full description of the curricula is noted in Goal 3 Actions 12, 13, and 14.

This will be a continuing action, which is an increased service beyond what is available during unstructured play times. Playground supervisors are staffed across the District during recess and lunch. 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 SEL curriculum to de-escalate issues and problem solve. Due to the increased behaviors noted above, this action will include an increase in hours for the Campus Climate Assistants as well as an additional Campus Climate Assistants. The cadre of staff within this action will continue to provide on-the-spot supports and work to build relationships with students to mitigate issues.

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

Goal 3 Action 11: Addressing Barriers to Student Attendance

In assessing the chronic absenteeism rates within the District and the needs for low-income students, English learners, and foster youth, it was determined that a comprehensive approach to the issue is still required. The chronic absenteeism rates for all students based on the 2022 CA Dashboard is 34.4% with students in Transitional Kindergarten and Kindergarten at 40%. Since the return of students from the pandemic, absentee rates are turbulent.

Historically, the District attendance rate has not increased, and now as a result of the health crisis, attendance is a significant issue. Therefore, the District will continue with a robust and increased attendance team to identify the root cause of the chronic absences. The team will continue to set-up equitable systems of monitoring, which will include Tier II and Tier III supports for the identified unduplicated student groups. This service includes notifications, proactive collaboration meetings with families, home visits, and connections to needed resources both within the district and outside the District. The attendance liaison team service 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. Attendance liaisons were hired during the 2021-2022 school year, and a community liaison was hired to oversee the team in 2022-2023. Data shows that the team is making significant progress in notifying parents and addressing barriers to attendance. Reports also show that attendance conference with parents lead to positive changes in daily attendance. Internal data also shows that parents are verifying absences at a greater rate; however, the number of chronic absences has not yet declined. With the absentee rate of Transitional Kindergarteners and Kindergarteners at 40%, an additional attendance liaison will be hired to increase the scope of this service.

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 at parent attendance conferences. 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 12: Building Social Emotional Competency

Goal 3 Action 13: Building Self-Efficacy Through Experiences

Goal 3 Action 14: Parent Engagement with SEL Curriculum

As a result 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. Additional analysis of suspension data and challenging behaviors reported across the District as a result of the trauma from the health crisis, target the intensive need for additional social-emotional support. 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 can hinder their development. Therefore, this may impact the way children interact and respond to the world.

As a result, the District will continue to implement actions LEA-wide through the use of the evidence-based program, Leadership Development Through Physical Education (LDTPE). 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 services, 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 the past, they communicated a sense of empowerment as well as new strategies to use with their children. Additionally, community feedback from parents included verbal comments on continuing this support for parents. Unfortunately, during the 2022-2023 school year, the parent event was on hold because the physical property of the day camp was sold. Student field trips were still scheduled, but the parent component did not fit the camp schedule.

LDTPE has been used across the District over the past several years. And, the increase in behavior and suspension data indicates a comprehensive social-emotional curriculum and program that needs to continue. In the past, LDTPE was solely implemented through the classroom teachers and elementary physical education teachers, which is not fully sustainable. This action will continue as a comprehensive system approach to include oversight and implementation of services by the vice principals. Boys Town curriculum is also included in Action 12. The program uses scripts of support to use on-the-spot to correct behaviors. Students learn a variety of skills that can be used throughout the school day, including how to accept no for an answer and how to take turns. Each school site participated in a series of coaching days to support this ongoing program in the elementary school.

As a result of suspension rates due to challenging behaviors in the middle school and upper elementary, additional work will be provided by consultants and through assemblies. The expansion of this action is connected to the input from community partners to address an increase in observed vandalism on campus, negative use of social media, and increased risky behaviors. Therefore, this is considered an improved service. The District believes these actions are the most effective and principally directed services to meet the social emotional growth of low-income students.

Goal 3 Action 15: Application of Professional Development for Certificated Staff

In analyzing the needs, conditions, and circumstances previously addressed in Goal 1 Action 2: Reading and Math Intervention from Kindergarten Through 8th Grade; Goal 2 Action 14: (AVID) Student Engagement in a Challenging and Relevant Program; Goal 2 Action 15 (AVID in Middle School): Student Engagement in Structured Collaborative Learning; and Goal 3 Action 12: Building Social Emotional Competency, 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, the expansion of vocabulary through evidence-based strategies; understanding mathematical application of rigorous concepts through inquiry; and instruction in interpersonal and intrapersonal skills to develop social emotional competency. This professional development will continue to provide the skills for teachers to increase services for students that had a decreased opportunity for an enriching program, a lack of resources supporting the skills needed for college and career, and experiences that had led to a lack of personal skill development.

To address the intentional application of learning, the professional development will be delivered through the Westside Institute series, which increases days to 5 optional workshop opportunities before school begins in August. Training will also move from eight 90-minute sessions to 2 days of required professional development in October. All the training involved in these sessions is above and beyond the core curriculum and standards-based trainings offered to support all students.

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 Math and ELA Indicators, suspension rates, chronic absenteeism rates, and the Local Indicator data. The District believes that this professional development series is the most effective and principally directed method of supporting the core expectations of the District outlined by the Board.

Goal 3 Action 16: Application of Professional Development for Classified Staff

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, at a minimum, four 3.0 hour sessions throughout the school year. Additionally, classified employees can opt to attend the in-person CSEA conference.

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

The District data continues to verify a significant discrepancy between low-income students and non low-income students on academic assessments. Based on the need for intensive support in ELA, math, and social skills, the District will continue to provide staff with supports using the social-emotional learning curriculums, Boys

Town and LDTPE, and academic strategies.

This action is LEA-wide and professional development is an ongoing service. 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.

Goal 3 Action 21: Supplemental Support Staff to Address SEL and Trauma

In analyzing the needs, conditions, and circumstances of low-income students at the highest poverty elementary schools in the District, it is evident that supplemental supports are needed to provide increased Tier II and Tier III supports for low-income students. This is an expanded service that is beyond base services and the comprehensive counseling program. This service is provided to a minimum of three schools and is funded with the additional concentration grant add-on funds to provide direct services to low-income students.

Elementary counselors are placed one per school site, and this action would provide a paid counseling intern, which is a counseling service above and beyond what the other elementary school sites have in place. Because of the impact of environmental and chronic exposure to trauma, low-income students can demonstrate increased behaviors and the need for additional social emotional lesson support. The expected outcomes will result in an increase in attendance, increase in student engagement in learning, reduced suspension rates, and increased student confidence. The District has determined that this increased support is the most effective and principally directed service to support low-income students impacted by the effects of poverty.

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 description includes how the designated actions for unduplicated student groups are increasing and improving services by the percentage required, 15.77%. The text is dividend into three sections and outlines services for each identified student group: foster youth, English learners, and low-income students. Within each section, the actions are listed by inter-related themes.

Foster Youth

The actions supporting foster youth are listed under the three associated themes, which include maintaining school stability, parent engagement, and professional development.

Maintaining School Stability

The following actions and services are limited to foster youth across the District:

Goal 2 Action 7: Maintaining School of Origin

Goal 3 Action 5: Targeted and Intensive Supports for Foster Youth

Goal 3 Action 8: Access to a Co-located CSW

Through the implementation of these services, the District foresees a decrease in the chronic absenteeism rate for foster youth, increased parent/guardian communication, and increased academic achievement as a result of maintaining School of Origin (SOO), which is established through the Best Interest Determination (BID) process and occurs when a foster youth has a change of home placement. When students have opportunities for a consistent school placement, academic achievement is substantially improved. Continual changes in schools can lead to drastic declines in student achievement and increased trauma. The increased access to counselors providing Tier II and Tier III supports as well as access to a social worker from the Department of Child and Family Services at the two elementary school sites with the highest foster student count, will increase management of school stability and enhance learning engagement. Goal 2 Action 7 and Goal 3 Action 5 include increased services to quality as consistent established systems are in place within the counseling department. Goal 3 Action 9 is an improved service since the co-located social worker is a partnership between the District and the Department of Child and Family Services.

Parent Engagement

This action is LEA-wide and supports foster students across the District.

Goal 2 Action 19: Parent Teacher Collaboration

Through increased parent engagement opportunities for foster youth at parent and teacher conferences, the District anticipates improved communication with foster parents; increased academic achievement on assessments and grades; and a decrease in the foster chronic absenteeism rate. It is reasonable to anticipate, as a result of this action, the District data will show an increase in parent participation for guardians of foster youth above the increases seen for all students district wide. This action addresses the needs and conditions of foster youth, which includes access to supports in the school setting including specialized school staff and flexible times of scheduled conferences. By scheduling conferences during the school day, school staff and outside agency staff are made readily available to support foster youth. As a result, increased two-way communication with the student's support team allows for proactive and intentional interventions to be implemented.

Professional Development

This action is LEA-wide and supports foster students across the District.

Goal 3 Action 3: Professional Development to Address Inequitable Barriers

Additional professional development for management staff, including administrators, counselors, psychologists, and directors will provide learning opportunities to address barriers impacting foster youth with evidenced-based practices and programs. The District expects that the implementation of principles learned during targeted professional development will lead to a decrease, beyond the decreases for all students, in the foster youth chronic absenteeism rate, a reduction in foster youth suspension rates, and increases in student engagement. The application of programs or practices will mitigate the barriers identified for foster youth, which include supports needed for students impacted by trauma, improved supports adding to school connectedness, and school stability. With the challenges of the health crisis as well as the data on the CA Dashboard Indicators for foster youth, training for instructional and management staff that is specifically designed to address the unique needs of foster youth is a priority.

English Learners

This section lists actions supporting increased and improved services for English learners. The actions are divided into three common themes, supplemental language support, parent engagement, and professional development.

Supplemental Language Support

The following actions are limited services supporting English learners across the district:

Goal 2 Action 1: English Learner Paraprofessional Support

Goal 2 Action 6: Monitoring RFEP Student Progress

English learners have unique learning needs, which require consistent progress monitoring and interventions to support on-the-spot learning. Goal 2 Action 1 includes increased paraprofessionals within the classroom to provide supplemental interventions beyond the instruction of ELD by a certificated teacher. This service is well beyond the supports provided for all students. The goal for this service is to increase student English language skills within all language domains: reading, writing, speaking, and listening. As an added increase in service for English learners, the District will continue to provide assistance from a Teacher on Special Assignment (TOSA) focusing on creating school wide systems and supplemental classroom strategies to improve engagement for English learners. In the 2022-2023 school year, the District enrolled a larger amount of Newcomer English learners from various countries around the world. The TOSA worked immediately with the newcomer students and families to assess the student's language, to work with the school staff to form a welcoming environment, and to build a learning plan with the teacher to accelerate language acquisition.

Additionally spot checking the progress of reclassified English learners, Goal 2 Action 6 provides an extended layer of proactive supports in the event that a reclassified English learner falls below grade level. As a result of this improved service, the District expects to see increases in academic achievement for English learners on the CAASPP, NWEA assessments, and the Reading Fluency assessment. Additionally, this support will lead to a greater number of English learners increasing one or more language levels on the English Language Proficiency Assessment for CA (ELPAC), which is documented on the California Dashboard, English Language performance Indicator (ELPI). With positive progress in English proficiency for English learners on the ELPAC assessment, the District reasonably expects to see an increase in reclassification rates for English learners.

Goal 2 Action 20: Supplemental Supports for Universal Prekindergarten Program

This action provides needed supplemental supports for students that are attending the Transitional Kindergarten program within the new Universal Prekindergarten Program. The needs and circumstances of identified English learners include a lack of access to a rigorous and language rich environment, one that will prepare them for a reading and writing program based on the challenging Common Core Standards in the elementary program. English learners will also have access to supplemental paraprofessionals to support learning within the classroom. Additional professional development, for certificated and classified staff, would focus on strategies to use with students that may include an inquiry driven and collaborative pedagogical approach. These strategies will increase the opportunity for speaking and listening, which are essential skills embedded in the foundations of reading and writing. Supplemental supports are considered above and beyond the services provided for all students.

Parent Engagement

Goal 2 Action 5 is a limited action for parents of English learners participating in the Parent Literacy Program, and Goal 2 Action 19 is an LEA-wide service provided for parents of English learners. Both of these services include increased parent engagement opportunities.

Goal 2 Action 5: Parent Literacy Program

Goal 2 Action 19: Parent Teacher Collaboration

Goal 2 Action 5 is a continuing service for parents of English learners. This program, exclusive to the parents of English learners, is over and above services provided for all students. The projected outcomes of this service include opportunities for parents to acquire English in order to support student assignments and reading at home. Parents are celebrated in their progress of learning English as a second language. The service is slowly increasing in participants as families are becoming more comfortable returning to an in-person environment. It is anticipated that this action will again be fully implemented in the 2023-2024 school year. This service has resulted in additional parents of English learners participating in school programs and committees, such as volunteering at school sites, ELAC, Site Council, and DELAC. Additionally, parents have an added awareness of the school system and are able to advocate for their children at the school level. The District continues to expect to observe an increase in participation rates for parents of English learners as well as increased family reading at home.

Goal 2 Action 19 involves the opportunity for parents of English learners to attend parent teacher conferences. Historically, parents of English learners struggle to attend school conferences due to conflicts in work schedules. Conferences for English learners are held on non-student days, which allow for bilingual translators to participate during scheduled work hours. Meetings held include a discussion of academic progress, review of strategies used to support English proficiency, and an opportunity to establish a language goal for the student. For the majority of English learners, a language goal is created in the online ELlevation system, a platform used to monitor English language progress and required parent notifications. Teachers add notes to capture the main ideas covered at the conference and can provide a summary of the notes and services in place. This improved monitoring system, ELlevation, is an online data collection program that allows the District to monitor student progress throughout their school career in the District. As a result of this action, the District expects to see enhanced parent engagement and participation as well as an increase in student work completion and academic progress. This action is primarily directed to support the needs of unduplicated student groups and is a service above and beyond what is offered to all students.

Professional Development

Goal 3 Action 3: Professional Development to Address Inequitable Barriers

Additional professional development beyond the base service for management staff, including administrators, counselors, psychologists, and directors, will provide learning opportunities to address barriers impacting English learners through the implementation of evidenced-based practices and programs. The District anticipates that targeted professional development, which may include acquiring strategies centered on language development for Long-Term English Learners (LTEL), will lead to English learners demonstrating increased language acquisition, school connectedness, and academic achievement through the application of targeted and timely interventions. The District anticipates that the implementation of revised and new programs and services will result in system changes, which will mitigate barriers for English learners. This action will be monitored through qualitative observation data as well as the District local metrics. As a result of this action, the District reasonably expects to see decreases in chronic absenteeism rates, increased reclassification rates, increased growth on language levels on the ELPI, and application of strategies to improve learning opportunities for Long-Term English learners.

Low-Income Students

This section lists the actions and services contributing to increased and improved services for low-income students. The actions are sorted into common themes, which include school readiness and language fluency, equitable access, parent engagement, college readiness, professional development, increased supports (SEL and intervention), and addressing chronic absenteeism.

School Readiness and Language Fluency

The following actions support low-income students LEA-wide:

Goal 1 Action 1: Extended Learning at TK Kinder Day Orientation

Goal 1 Action 2: Reading and Math Intervention from Kindergarten Through 8th Grade

Goal 2 Action 20: Supplemental Supports for Universal Prekindergarten Program

Goal 1 Action 1 provides an additional day of instruction to introduce low-income students to the school environment, and Goal 1 Action 2 will provide increased reading and math intervention opportunities for small group instruction for students in Kindergarten through 8th grade. These opportunities will assist with proactive services to promote school readiness as well as the development of language fluency in order to accelerate academic achievement. Low-income students enroll in the District with limited exposure to school

and pre-reading skills, resulting in reduced language exposure and limited skills demonstrating a lack of reading readiness. These actions are principally directed to the needs of low-income students, and the services are increased as compared to all students. The District reasonably expects to see increased reading fluency scores on local metrics, which would indicate a closing of the achievement gap between low-income students and other students. The District anticipates that the reading fluency rates of low-income students will increase at a greater rate, thus closing the achievement gap. Schedules and observation will show that low-income students are participating in additional small group instruction targeting specific learning gaps. It is important to note, that students attending TK Kinder Day Orientation also meet the enrollment requirements for the transitional kindergarten program, now under the Universal Prekindergarten program. These students may attend TK Kinder Day Orientation with their Kindergarten peers. This change in service from prior years allows our youngest learners to participate in this extended service.

Goal 2 Action 20: Supplemental Supports for Universal Prekindergarten Program

This action provides needed supplemental supports for low-income students that are attending the transitional kindergarten program within the new Universal Prekindergarten Program. The needs and circumstances identified for low-income students, foster youth, and English learners include a lack of access to a rigorous and language rich environment, one that will prepare them for a reading and writing program based on the challenging Common Core Standards in the elementary program. Supplemental materials, professional development, and staff would include services above and beyond the base service that all transitional kindergarteners are receiving. Supplemental materials would involve the purchase of items to increase experiences that low-income students may not have access to within their homes. Additional staffing may be used to increase the opportunity for conversation and communication to ensure a high level of language use in a language rich environment. Additional professional development, for certificated and classified staff, would be focused on strategies to use with students that may include an inquiry driven and collaborative pedagogical approach.

Equitable Access

The actions addressed in this section are centered around equitable access to technology, programs, pre-collegiate exams, and the arts. All of these actions are LEA-wide and principally directed to increasing opportunities for low-income students.

Goal 2 Action 9: Equitable Access to Technology

Goal 2 Action 10: Management, Distribution, and Repair of Student Technology

Goal 2 Action 16: Access to College and Career Assessment

Goal 2 Action 17: Equitable Access to the Programs

Goal 2 Action 18: Increased Arts Program

Goal 2 Actions 9 and 10 promote equitable access to technology. Low-income students enrolled in the District have a need for technology, which include Chromebooks and connectivity, in order to complete assignments primarily offered through the online curriculum and/or continue to use the online intervention platforms. Goal 2 Action 10 meets the needs of distribution, repair, and monitoring the student/parent technology helpline for devices at home. Each of these actions is principally directed at meeting technology access and connectivity for low-income students. This action supplies devices beyond what is provided for all students within the classroom. Technology may remain at home, which increases access for students while keeping devices at school to a 1:1 ratio. The District expects to observe low-income students receiving consistent access to connectivity and devices. As a result, low-income students will increase work completion rates as well as demonstrate increased academic achievement on state assessments and local benchmarks, which include NWEA and Reading Fluency. These actions are increased services as additional devices are distributed and additional technology staff is available for timely distribution, repair, and technology support.

Goal 2 Action 16 and 17 support access to supplemental assessments. Action 16 provides 8th grade low-income students the opportunity to a practice PSAT, a precollegiate exam, which is a stepping stone to college. This practice allows students to begin to prepare for the college entrance exam, SAT. Action 17 supports access

to the assessment used to determine entry in the GATE program for 4th grade students. Historically, these optional exams were offered outside of the school day, at various locations, and in the case of the PSAT, the District requested families to pay for this optional assessment. In order to provide equitable access to these optional assessments, low-income students are provided the assessment during the school day at no charge to families. These services are improved supports and principally directed at meeting the needs of low-income students. As a result, the District reasonably anticipates to see an increase in low-income students qualifying for the GATE program. Additionally, low-income 8th grade students will demonstrate greater preparedness for the SAT exam.

Goal 2 Action 18 involves increased exposure to the arts through a supplemental music program. The service is provided at the highest poverty school sites. Low-income students historically have less access to extracurricular activities outside of the school day. Supplemental exposure to music increases student confidence, collaboration, and overall mental health. As a result of this program, the District will observe low-income students with an increased connectedness to school, opportunities for enhanced creativity, and the development of social emotional competence.

Parent Engagement

The following actions support increased parent engagement for low-income families. The actions are provided on an LEA-wide basis.

Goal 2 Action 12: Connecting Resources to Families

Goal 2 Action 13: Community Engagement Workshops

Goal 2 Action 19: Parent Teacher Collaboration

Goal 3 Action 14: Parent Engagement with SEL Curriculum

Low-income families within the District have a need to access resources, provided both within the school setting and outside of the school setting. In order to address access to resources, the District will implement Goal 2 Action 12. The Empowering YOUth Festival will bring resources to a central location for ease of access. An array of agencies will provide information, which may include basic first aid, mental health services, access to dance and fitness programs, bike safety, and incorporating healthy vegetables into a balanced diet. Goal 2 Action

13 includes the ability for the District to provide workshops for parents to address challenges, which may include coping skills, suicide prevention, difficult student behaviors, and strategies to promote academics. This action will provide the materials needed for workshops as well as outside consultants. As a result of this service, the District reasonably anticipates an increase of low-income parent participation as compared to all students. These principally directed actions will be monitored through parent feedback.

Due to conflicts in work schedules as well as communication barriers for low-income families, the District will provide an increased opportunity for parent teacher collaboration to review student academic achievement, attendance, and/or behavior challenges. Goal 2 Action 19 incorporates two non-student days to address the need for collaborative communication with parents of low-income students. The service is provided as an increased service, which is beyond school-home communication throughout the school year for all students. As a result of this action, the District reasonably anticipates an additional increase in parent engagement as compared to all students.

As an extension of the District's Social Emotional Learning (SEL) curriculum, the District will implement Goal 3 Action 14 with the specific intention of increasing parent awareness and skills to incorporate strategies at home to build student self-efficacy. Historically, low-income students enter the District with an increased need to develop interpersonal and intrapersonal skills. When students do not thrive, emotionally and socially, there is a corresponding decrease in academic achievement. This action includes a one-day field trip for parents of low-income students, in which they experience opportunities to collaborate with other parents, build on social emotional learning strategies to use at home, and learn how to promote communication skills with their children. The District reasonably anticipates higher rates of parent engagement for low-income families as compared to other student groups as a result of this action. This action was on hold for the 2022-2023 school year because the physical property was sold, and the schedule was unable to accommodate this parent training. The District expects to implement this event for parents in the 2023-2024 school year.

College Readiness

The following two actions are implemented LEA-wide and support college and career readiness skills and a broad course of study:

Goal 2 Action 14: (AVID) Student Engagement in a Challenging and Relevant Program

Goal 2 Action 15: (AVID in Middle School) Student Engagement in Structured Collaborative Learning

Due to barriers to college for low-income students, the District is providing the Advancement Via Individual Determination (AVID) program with the specific intent of building college readiness skills for low-income students. AVID is provided in kindergarten through 8th grade, with evidence-based strategies centered around writing, inquiry, collaboration, organization, and reading (WICOR). These strategies support an increase in comprehending content; thus increasing academic achievement and

closing the achievement gap between low-income students and non low-income students. The middle school program includes an additional AVID elective to support students in understanding the content in core classes. The program is considered an improved service. Joe Walker and Hillview will continue this program with two elective classes each, and Del Sur will be in a transition process and incorporating an AVID Support elective class. This action will be monitored through qualitative observation showing increases in student engagement and collaboration as well as through local metrics. It is reasonably anticipated that low-income students enrolled in an AVID elective in the middle school or in an AVID elementary classroom will demonstrate higher rates of engagement and learning growth. Currently 11 schools in the District are AVID certified and are continuing professional development for teachers.

Professional Development

The following actions are implemented LEA-wide and provide the needed professional development to address barriers and build the capacity of the staff to increase learning opportunities, through targeted instruction and evidence-based strategies for low-income students:

Goal 3 Action 3: Professional Development to Address Inequitable Barriers

Goal 3 Action 15: Application of Professional Development for Certificated Staff

Goal 3 Action 16: Application of Professional Development for Certificated Staff

Additional professional development beyond the base service for teachers, paraprofessionals, administrators, counselors, psychologists, and directors, will provide learning opportunities to address barriers impacting low-income students. Due to the unique conditions and circumstances of low-income students as well as the established analysis of skill gaps for low-income students, these actions will be in place. The intention is to address barriers that may be prohibiting full access to education. Additionally, professional development will provide teachers and paraprofessionals with the needed skills and strategies to accelerate learning in the classroom. Topics will include early reading foundational skills, math intervention strategies, and intentional interventions as a result of analysis of formative and summative assessments. The District reasonably anticipates, as a result of the application of professional development, that low-income student achievement will increase on state and local metrics at a faster rate. Thus, closing the achievement gap between low-income students and non low-income students. The actions will be monitored through qualitative observation and feedback.

Increased Supports (SEL and Intervention)

The listed LEA-wide actions support social emotional learning and increased interventions used to develop the whole child. All actions are principally directed to meet the unique needs and conditions of low-income students. The needs addressed may include the lack of coping skills that emerge from environmental trauma, expressions of self-harm or dangerous behaviors, and/or a lack of social skill development required to be academically successful.

Goal 3 Action 4: Implementing Systems for Academic, Behavior, and Social Emotional Support

Goal 3 Action 6: Intensive Behavior Support

Goal 3 Action 7: Promoting Positive Social and Emotional Competency (CCA)

Goal 3 Action 9: School-Based Mental Health Services

Goal 3 Action 12: Building Social Emotional Competency

Goal 3 Action 13: Building Self-Efficacy Through Experiences

Goal 3 Actions 4, 6, and 7 include increased staffing to provide Tier II and Tier III interventions for low-income students. Action 4 includes a team of 13 counselors, which is an increase of two additional counselors added in the 2022-2023 school year. With the increased behavior challenges and social emotional support needed in the middle schools, an additional counselor was placed at both Hillview Middle School and Joe Walker Middle School. The team provides lessons and support beyond the classroom instruction that is particularly necessary for low-income students.

Action 6 includes a behaviorist and consultants to assist with implementation of strategies to mitigate extreme behaviors, many times as a result of trauma. Services provided by the behaviorist are well above the classroom paraprofessionals supporting these students.

Action 7 builds upon the existing Campus Climate Assistant (CCA) program. This action will increase in service to include additional hours for CCAs. The team will work on the playground and in the classroom with students on the development of interpersonal and intrapersonal skills. The team will work on-the-spot with students to de-escalate situations through communication strategies, while integrating the SEL curriculum practices. Thus, they provide Tier II supports in order to build on foundational social skills. Services supported by the team are well beyond those provided by the staff working on the playground supervising all students. As a result of these actions, the District reasonably anticipates increased connectedness as evidenced in the California Healthy Kids Survey data, decreases in chronic absenteeism rates for low-income students, and increased student engagement for low-income students in the classroom and on the playground.

Goal 3 Action 9 supports increased mental health services exclusively for low-income students. Community agencies work in partnership with the District to provide services at the school site to qualifying low-income students. This service is beyond the supports provided by the school psychologist. The District will monitor participation rates of students and collaborate with the agencies on additional supports and/or the development of student safety plans.

Goal 3 Action 12 and 13 support the implementation of the social emotional learning curriculum, which includes targeted interpersonal and intrapersonal skill development. The curriculum, Leadership Development Through Physical Education, is implemented during the physical education block and it includes the development of social emotional competency and self-efficacy. The curriculum is targeted to provide the needs of low-income students reviewed above. This program is an improved service as it supports collaboration and skill development beyond the core physical education program. Action 13 includes an extension of the program in which 6th grade students experience a day at camp designed to enhance communication and collaboration skills. Thus, this action increases student self-efficacy. This program is monitored through a collection of qualitative data and observation, through decreased interpersonal conflict referrals that remove students from the classroom, and through the California Healthy Kids Survey data. These actions are principally directed at serving low-income students, and the District reasonably expects to see a decrease in referrals for low-income students as well as a decrease in suspension rates for low-income students, thus closing the gap between low-income student outcomes and non low-income student outcomes.

Addressing Chronic Absences

The following LEA-wide action includes services designed to decrease the chronic absenteeism rate for low-income students:

Goal 3 Action 11: Addressing Barriers to Student Attendance

With unique conditions and circumstances of low-income students, the chronic absenteeism rate for low-income students is above the rate for non low-income students district wide. This is considered an increased service as it incorporates additional staffing, a community liaison and five attendance liaisons, to address the root causes of chronic absences for low-income students. This service is above the day-to-day reporting of absences as it includes collaboration with families to address resource needs and home visits. As a result of this action, the District reasonably anticipates a re-education in chronic absenteeism rates for low-income students, which will result in a rate comparable to all students.

Goal 3 Action 21: Supplemental Support Staff to Address SEL and Trauma

Additional counselor support beyond the counseling staff and basic services will be in place for low-income students and foster youth at Quartz Hill Elementary. This action is funded with additional concentration grant add-on funds, which is fully summarized in the following prompt. School sites with the highest poverty level include Quartz Hill, Valley View, and Esperanza. It is evident that low-income students have struggled with both the trauma of the pandemic as well as ongoing environment trauma as a result of poverty. An additional team of paid counseling interns will work under the general direction of the elementary school counselor to provide added supports in Tier II and Tier III interventions. This service is principally directed to low-income students, and the District believes that this additional support is the most effective in expanding services for low-income students.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The District has projected to continue to receive Concentration Grant funding for the 2023-2024 school year. Based on current projections, the District estimates a total of \$349,588.00 Concentration Grant add-on funds. This action is titled Supplemental Support to Address SEL and Trauma, Goal 3 Action 21.

The District was unable to use the Concentration Grant add-on funds for the 2022-2023 school year due to challenges in full implementation, which included agreements with the university MOUs for paid intern counselors as well as the ability to fully staff these positions. However, the District will continue this action into the 2023-2024 school year, and it is anticipated that this action will be fully implemented in the fall of 2023.

The District has ranked schools by poverty level, and the three highest poverty elementary schools above 55% include Quartz Hill Elementary, Valley View Elementary, and Esperanza. Therefore, because of the high needs of low-income students, these three schools will be provided this additional service.

The District will allocate additional funds to paid counselor intern staff members that will work in conjunction with the assigned full-time counselors at the school sites. With guidance from the counselors on specific needs of low-income students demonstrating challenging behaviors and a lack of full engagement in the academic

program, the interns will act as an additional means of support while working directly with students in one-to-one situations and/or Tier II small structured groups. The District believes that this is the most appropriate and effective service to address the needs of low-income students and foster youth at Quartz Hill Elementary, Valley View Elementary, and Esperanza.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Gregg Anderson Academy 1:13.1	Anaverde Hills 1:24.4 Cottonwood 1:52.3 Del Sur Elementary 1:32.2 Esperanza 1:22.1 Hillview 1:17.1 Joe Walker 1:49.1 Leona Valley 1:62.8 Quartz Hill 1:17.7 Rancho Vista 1:20.1 Sundown 1:26.5 Valley View 1:21.8
Staff-to-student ratio of certificated staff providing direct services to students	Gregg Anderson Academy 1:23.4	Anaverde Hills 1:22.7 Cottonwood 1:24 Del Sur Elementary 1:21.8 Esperanza 1:23.2 Hillview 1:21.6 Joe Walker 1:21.6 Leona Valley 1:22.8 Quartz Hill 1:22 Rancho Vista 1:24.7 Sundown 1:21.7 Valley View 1:24

Action Tables

2023-2024 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$77,474,078.48	\$7,688,071.54	\$0.00	\$0.00	\$85,162,150.02	\$74,252,594.67	\$10,909,555.35

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Extended Learning at TK Kinder Day Orientation	Low Income	\$15,185.00	\$0.00	\$0.00	\$0.00	\$15,185.00
1	2	Reading and Math Intervention from Kindergarten through 8th Grade	Low Income	\$3,237,803.00	\$0.00	\$0.00	\$0.00	\$3,237,803.00
1	3	Extended Learning Time Beyond the School Day	Low Income	\$0.00	\$212,893.97	\$0.00	\$0.00	\$212,893.97
1	4	Qualified Teachers and Administrators	All	\$46,042,909.57	\$0.00	\$0.00	\$0.00	\$46,042,909.57
1	5	Standards-Aligned Instructional Materials	All	\$12,000.00	\$0.00	\$0.00	\$0.00	\$12,000.00
1	6	Professional Development of Research-Based Practices	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	7	Parent Workshops Supporting Standards-Aligned Curriculum	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	8	Curriculum and Instruction Staff	All	\$940,000.00	\$0.00	\$0.00	\$0.00	\$940,000.00
1	9	Clean and Safe School Facilities	All	\$2,540,564.35	\$512,430.28	\$0.00	\$0.00	\$3,052,994.63
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	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00

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	All	\$1,704,625.00	\$0.00	\$0.00	\$0.00	\$1,704,625.00
1	15	Universal Pre-Kindergarten	All	\$1,661,604.73	\$0.00	\$0.00	\$0.00	\$1,661,604.73
1	16	Extended Learning Opportunity Program	Foster Youth, Homeless, Low Income, English learner (EL), Student with Disabilities (SWD)	\$6,862,144.00	\$0.00	\$0.00	\$0.00	\$6,862,144.00
2	1	English Learner Paraprofessional and Teacher Support	English learner (EL)	\$557,592.00	\$0.00	\$0.00	\$0.00	\$557,592.00
2	2	English Learners Language Acquisition Program (ELD)	English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	3	Professional Development for ELD Support for English Learners	English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	4	English Learner District Support Staff	English learner (EL)	\$122,516.00	\$0.00	\$0.00	\$0.00	\$122,516.00
2	5	Parent Literacy Program	English learner (EL)	\$37,825.00	\$0.00	\$0.00	\$0.00	\$37,825.00
2	6	Monitoring RFEP Student Progress	English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	7	Maintaining School of Origin	Foster Youth	\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00
2	8	Tutoring Services for Homeless	Homeless	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
2	9	Equitable Access to Technology	Low Income	\$1,425,000.00	\$0.00	\$0.00	\$0.00	\$1,425,000.00
2	10	Management, Distribution, and Repair of Student Technology	Low Income	\$297,000.00	\$0.00	\$0.00	\$0.00	\$297,000.00
2	11	Technology Department	All	\$542,724.09	\$0.00	\$0.00	\$0.00	\$542,724.09
2	12	Connecting Resources to	Low Income	\$34,000.00	\$0.00	\$0.00	\$0.00	\$34,000.00

		Families						
2	13	Community Engagement Workshops	Low Income	\$177,925.00	\$0.00	\$0.00	\$0.00	\$177,925.00
2	14	(AVID) Student Engagement in a Challenging and Relevant Program	Low Income	\$43,621.00	\$0.00	\$0.00	\$0.00	\$43,621.00
2	15	(AVID in Middle School) Student Engagement in Structured Collaborative Learning	Low Income	\$115,050.00	\$0.00	\$0.00	\$0.00	\$115,050.00
2	16	Access to College and Career Assessment	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	17	Equitable Access to the Programs	Low Income	\$10,600.00	\$0.00	\$0.00	\$0.00	\$10,600.00
2	18	Increased Arts Program	Low Income	\$136,495.00	\$0.00	\$0.00	\$0.00	\$136,495.00
2	19	Parent Teacher Collaboration with English Learners, Foster Youth and Low-Income Student Families	English learner (EL), Foster Youth, Low Income	\$533,687.00	\$0.00	\$0.00	\$0.00	\$533,687.00
2	20	Supplemental Supports for Universal Pre-Kindergarten Program	English learner (EL), Low Income	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
2	21	Diagnostic Assessments	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	22	Expansion of Pre-Kindergarten	All	\$0.00	\$360,000.00	\$0.00	\$0.00	\$360,000.00
3	1	School Climate and Safety Survey	All	\$8,000.00	\$0.00	\$0.00	\$0.00	\$8,000.00
3	2	Anonymous Reporting System	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3	Professional Development to Address Inequitable Barriers	Foster Youth, English learner (EL), Low Income	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00
3	4	Implementing Systems for Academic, Behavior, and Social Emotional Support	Low Income	\$1,994,812.00	\$0.00	\$0.00	\$0.00	\$1,994,812.00
3	5	Targeted and Intensive	Foster Youth	\$12,000.00	\$0.00	\$0.00	\$0.00	\$12,000.00

		Supports for Foster Youth						
3	6	Intensive Behavior Support	Low Income	\$747,291.00	\$0.00	\$0.00	\$0.00	\$747,291.00
3	7	Promoting Positive Social and Emotional Competency (CCA)	Low Income	\$1,375,052.00	\$0.00	\$0.00	\$0.00	\$1,375,052.00
3	8	Access to a Co-located CSW	Foster Youth	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	9	School-Based Mental Health Services	Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	10	Health Services	All	\$966,691.00	\$0.00	\$0.00	\$0.00	\$966,691.00
3	11	Addressing Barriers to Student Attendance	Low Income	\$986,111.00	\$0.00	\$0.00	\$0.00	\$986,111.00
3	12	Building Social Emotional Competency	Low Income	\$854,319.00	\$0.00	\$0.00	\$0.00	\$854,319.00
3	13	Building Self-Efficacy Through Experiences	Low Income	\$175,560.00	\$0.00	\$0.00	\$0.00	\$175,560.00
3	14	Parent Engagement with SEL Curriculum	Low Income	\$38,340.00	\$0.00	\$0.00	\$0.00	\$38,340.00
3	15	Application of Professional Development for Certificated staff	Low Income	\$995,919.00	\$0.00	\$0.00	\$0.00	\$995,919.00
3	16	Application of Professional Development for Classified	Low Income	\$90,000.00	\$0.00	\$0.00	\$0.00	\$90,000.00
3	17	(Paraprofessionals) Access to the Curriculum for Students with Special Needs	Student with Disabilities (SWD)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	18	Tier III Crisis Paraprofessionals	Student with Disabilities (SWD)	\$682,165.38	\$6,602,747.29	\$0.00	\$0.00	\$7,284,912.67
3	19	Elementary Physical Education and Paraprofessionals	All	\$107,217.79	\$0.00	\$0.00	\$0.00	\$107,217.79
3	20	Playground and Crossing Guards	All	\$890,462.57	\$0.00	\$0.00	\$0.00	\$890,462.57
3	21	Supplemental Support Staff to Address SEL and Trauma	Low Income, Foster Youth	\$349,267.00	\$0.00	\$0.00	\$0.00	\$349,267.00

2023-2024 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$91,030,874.00	\$11,994,227.00	13.18%	2.59%	15.77%	\$14,355,454.00	0.00%	15.77%	Total:	\$14,355,454.00
								LEA-wide Total:	\$13,112,225.00
								Limited Total:	\$642,417.00
								Schoolwide Total:	\$600,812.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Extended Learning at TK Kinder Day Orientation	Yes	LEA-wide	Low Income	Specific Grade Spans,TK and K	\$15,185.00	0.00%
1	2	Reading and Math Intervention from Kindergarten through 8th Grade	Yes	LEA-wide	Low Income	Specific Schools,AH, CW, LV, EZ, DS, RV, QH, VV, SD, GAA, Specific Grade Spans,TK through 2nd grade	\$3,237,803.00	0.00%
2	1	English Learner Paraprofessional and Teacher Support	Yes	Limited	English learner (EL)	All Schools	\$557,592.00	0.00%
2	5	Parent Literacy Program	Yes	Limited	English learner (EL)	All Schools	\$37,825.00	0.00%
2	6	Monitoring RFEP Student Progress	Yes	Limited	English learner (EL)	All Schools	\$0.00	0.00%

2	7	Maintaining School of Origin	Yes	Limited	Foster Youth	All Schools	\$35,000.00	0.00%
2	9	Equitable Access to Technology	Yes	LEA-wide	Low Income	All Schools	\$1,425,000.00	0.00%
2	10	Management, Distribution, and Repair of Student Technology	Yes	LEA-wide	Low Income	All Schools	\$297,000.00	0.00%
2	12	Connecting Resources to Families	Yes	LEA-wide	Low Income	All Schools	\$34,000.00	0.00%
2	13	Community Engagement Workshops	Yes	LEA-wide	Low Income	All Schools	\$177,925.00	0.00%
2	14	(AVID) Student Engagement in a Challenging and Relevant Program	Yes	LEA-wide	Low Income	All Schools	\$43,621.00	0.00%
2	15	(AVID in Middle School) Student Engagement in Structured Collaborative Learning	Yes	Schoolwide	Low Income	Specific Schools,HV and JW	\$115,050.00	0.00%
2	16	Access to College and Career Assessment	Yes	LEA-wide	Low Income	Specific Grade Spans,8th grade, Specific Schools,AH, JW, HV, and DS	\$0.00	0.00%
2	17	Equitable Access to the Programs	Yes	LEA-wide	Low Income	Specific Grade Spans,4th and 5th grade	\$10,600.00	0.00%
2	18	Increased Arts Program	Yes	Schoolwide	Low Income	Specific Schools,High poverty elementary school sites	\$136,495.00	0.00%
2	19	Parent Teacher Collaboration with English Learners, Foster Youth and Low-Income Student Families	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$533,687.00	0.00%
2	20	Supplemental Supports for Universal Pre-Kindergarten Program	Yes	LEA-wide	English learner (EL), Low Income	Specific Grade Spans,Transitional kindergarten	\$20,000.00	0.00%
3	3	Professional Development to Address Inequitable Barriers	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$60,000.00	0.00%

3	4	Implementing Systems for Academic, Behavior, and Social Emotional Support	Yes	LEA-wide	Low Income	All Schools	\$1,994,812.00	0.00%
3	5	Targeted and Intensive Supports for Foster Youth	Yes	Limited	Foster Youth	All Schools	\$12,000.00	0.00%
3	6	Intensive Behavior Support	Yes	LEA-wide	Low Income	All Schools	\$747,291.00	0.00%
3	7	Promoting Positive Social and Emotional Competency (CCA)	Yes	LEA-wide	Low Income	All Schools	\$1,375,052.00	0.00%
3	8	Access to a Co-located CSW	Yes	Limited	Foster Youth	Specific Schools,SD and QH	\$0.00	0.00%
3	9	School-Based Mental Health Services	Yes	Limited	Low Income	All Schools	\$0.00	0.00%
3	11	Addressing Barriers to Student Attendance	Yes	LEA-wide	Low Income	All Schools	\$986,111.00	0.00%
3	12	Building Social Emotional Competency	Yes	LEA-wide	Low Income	All Schools	\$854,319.00	0.00%
3	13	Building Self-Efficacy Through Experiences	Yes	LEA-wide	Low Income	Specific Grade Spans,6th Grade	\$175,560.00	0.00%
3	14	Parent Engagement with SEL Curriculum	Yes	LEA-wide	Low Income	All Schools	\$38,340.00	0.00%
3	15	Application of Professional Development for Certificated staff	Yes	LEA-wide	Low Income	All Schools	\$995,919.00	0.00%
3	16	Application of Professional Development for Classified	Yes	LEA-wide	Low Income	All Schools	\$90,000.00	0.00%
3	21	Supplemental Support Staff to Address SEL and Trauma	Yes	Schoolwide	Low Income, Foster Youth	Specific Schools,Quartz Hill Elementary	\$349,267.00	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$77,776,643.10	\$80,419,922.10

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Extended Learning at Kinder Camp	Yes	\$52,229.00	\$42,862.37
1	2	Reading Intervention in Kindergarten through 2nd Grade	Yes	\$1,960,036.00	\$3,093,294.20
1	3	Extended Learning Time Beyond the School Day	No	\$420,000.00	\$391,478.00
1	4	Qualified Teachers and Administrators	No	\$50,964,901.00	\$51,827,579.52
1	5	Standards-Aligned Instructional Materials	No	\$240,000.00	\$182,187.00
1	6	Professional Development of Research-Based Practices	No	\$0.00	\$0.00
1	7	Parent Workshops Supporting Standards-Aligned Curriculum	No	\$0.00	\$0.00
1	8	Curriculum and Instruction Staff	No	\$920,000.00	\$964,076.41
1	9	Clean and Safe School Facilities	No	\$3,120,247.00	\$2,679,338.00
1	10	Collaboration to Support District Initiatives	No	\$0.00	\$0.00
1	11	Identification of System Gaps as a Barrier to Student Learning	No	\$20,000.00	\$19,290.00
1	12	Parent Training for Advisory Committees	No	\$0.00	\$0.00
1	13	Implementing Systems of Support Schoolwide	No	\$0.00	\$0.00

1	14	Site-Based Office Staff and Librarians	No	\$1,657,520.00	\$1,856,101.62
1	15	Universal Pre-Kindergarten	No	\$1,283,804.00	\$1,828,332.00
1	16	Extended Learning Opportunity Program	No	\$2,462,384.00	\$2,462,384.00
2	1	English Learner Paraprofessional and Teacher Support	Yes	\$511,796.00	\$441,394.22
2	2	English Learners Language Acquisition Program (ELD)	No	\$0.00	\$0.00
2	3	Professional Development for ELD Support for English Learners	No	\$0.00	\$0.00
2	4	English Learner District Support Staff	No	\$118,000.00	\$92,550.44
2	5	Parent Literacy Program	Yes	\$36,000.00	\$36,303.79
2	6	Monitoring RFEP Student Progress	Yes	\$0.00	\$0.00
2	7	Maintaining School of Origin	Yes	\$35,000.00	\$21,426.16
2	8	Tutoring Services for Homeless	No	\$5,000.00	\$0.00
2	9	Equitable Access to Technology	Yes	\$600,000.00	\$0.00
2	10	Management, Distribution, and Repair of Student Technology	Yes	\$281,205.00	\$191,899.22
2	11	Technology Department	No	\$657,824.00	\$705,248.61
2	12	Connecting Resources to Families	Yes	\$34,000.00	\$20,538.86
2	13	Community Engagement Workshops	Yes	\$139,655.00	\$141,328.31
2	14	(AVID) Student Engagement in a Challenging and Relevant Program	Yes	\$40,958.00	\$40,958.00
2	15	(AVID in Middle School) Student Engagement in Structured Collaborative Learning	Yes	\$115,000.00	\$64,409.49
2	16	Access to College and Career Assessment	Yes	\$5,000.00	\$0.00
2	17	Equitable Access to the Programs	Yes	\$10,600.00	\$7,296.00

2	18	Increased Arts Program	Yes	\$351,132.77	\$128,164.08
2	19	Parent Teacher Collaboration with English Learners, Foster Youth and Low-Income Student Families	Yes	\$596,487.00	\$501,110.54
2	20	Supplemental Supports for Universal Pre-Kindergarten Program	Yes	\$20,000.00	\$0.00
2	21	Diagnostic Assessments	No	\$0.00	\$0.00
3	1	School Climate and Safety Survey	No	\$7,000.00	\$6,900.00
3	2	Anonymous Reporting System	No	\$0.00	\$0.00
3	3	Professional Development to Address Inequitable Barriers	Yes	\$30,000.00	\$41,442.52
3	4	Implementing Systems for Academic, Behavior, and Social Emotional Support	Yes	\$1,698,090.73	\$1,825,243.89
3	5	Targeted and Intensive Supports for Foster Youth	Yes	\$12,000.00	\$4,911.66
3	6	Intensive Behavior Support	Yes	\$149,260.00	\$158,958.04
3	7	Promoting Positive Social and Emotional Competency (CCA)	Yes	\$311,690.00	\$339,034.72
3	8	Access to a Co-located CSW	Yes	\$0.00	\$0.00
3	9	School-Based Mental Health Services	Yes	\$0.00	\$0.00
3	10	Health Services	No	\$770,859.00	\$833,411.28
3	11	Addressing Barriers to Student Attendance	Yes	\$900,249.00	\$867,067.57
3	12	Building Social Emotional Competency	Yes	\$646,469.00	\$675,331.62
3	13	Building Self-Efficacy Through Experiences	Yes	\$149,361.00	\$209,589.50
3	14	Parent Engagement with SEL Curriculum	Yes	\$22,750.00	\$0.00
3	15	Application of Professional Development for Certificated staff	Yes	\$988,459.00	\$697,736.63
3	16	Application of Professional Development for Classified	Yes	\$50,000.00	\$2,316.45

3	17	(Paraprofessionals) Access to the Curriculum for Students with Special Needs	No	\$4,447,156.00	\$5,979,011.33
3	18	Tier III Crisis Paraprofessionals	No	\$91,700.00	\$114,206.67
3	19	Elementary Physical Education and Paraprofessionals	No	\$96,400.00	\$98,764.73
3	20	Playground and Crossing Guards	No	\$713,333.00	\$826,444.65
3	21	Supplemental Support Staff to Address SEL and Trauma	Yes	\$33,087.60	\$0.00

2022-2023 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$10,368,033.00	\$9,780,515.10	\$9,552,617.84	\$227,897.26	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Extended Learning at Kinder Camp	Yes	\$52,229.00	\$42,862.37	0.00%	0.00%
1	2	Reading Intervention in Kindergarten through 2nd Grade	Yes	\$1,960,036.00	\$3,093,294.20	0.00%	0.00%
2	1	English Learner Paraprofessional and Teacher Support	Yes	\$511,796.00	\$441,394.22	0.00%	0.00%
2	5	Parent Literacy Program	Yes	\$36,000.00	\$36,303.79	0.00%	0.00%
2	6	Monitoring RFEP Student Progress	Yes	\$0.00	\$0.00	0.00%	0.00%
2	7	Maintaining School of Origin	Yes	\$35,000.00	\$21,426.16	0.00%	0.00%
2	9	Equitable Access to Technology	Yes	\$600,000.00	\$0.00	0.00%	0.00%
2	10	Management, Distribution, and Repair of Student Technology	Yes	\$281,205.00	\$191,899.22	0.00%	0.00%
2	12	Connecting Resources to Families	Yes	\$34,000.00	\$20,538.86	0.00%	0.00%
2	13	Community Engagement Workshops	Yes	\$139,655.00	\$141,328.31	0.00%	0.00%

2	14	(AVID) Student Engagement in a Challenging and Relevant Program	Yes	\$40,958.00	\$40,958.00	0.00%	0.00%
2	15	(AVID in Middle School) Student Engagement in Structured Collaborative Learning	Yes	\$115,000.00	\$64,409.49	0.00%	0.00%
2	16	Access to College and Career Assessment	Yes	\$5,000.00	\$0.00	0.00%	0.00%
2	17	Equitable Access to the Programs	Yes	\$10,600.00	\$7,296.00	0.00%	0.00%
2	18	Increased Arts Program	Yes	\$351,132.77	\$128,164.08	0.00%	0.00%
2	19	Parent Teacher Collaboration with English Learners, Foster Youth and Low-Income Student Families	Yes	\$596,487.00	\$501,110.54	0.00%	0.00%
2	20	Supplemental Supports for Universal Pre-Kindergarten Program	Yes	\$20,000.00	\$0.00	0.00%	0.00%
3	3	Professional Development to Address Inequitable Barriers	Yes	\$30,000.00	\$41,442.52	0.00%	0.00%
3	4	Implementing Systems for Academic, Behavior, and Social Emotional Support	Yes	\$1,698,090.73	\$1,825,243.89	0.00%	0.00%
3	5	Targeted and Intensive Supports for Foster Youth	Yes	\$12,000.00	\$4,911.66	0.00%	0.00%
3	6	Intensive Behavior Support	Yes	\$149,260.00	\$158,958.04	0.00%	0.00%
3	7	Promoting Positive Social and Emotional Competency (CCA)	Yes	\$311,690.00	\$339,034.72	0.00%	0.00%
3	8	Access to a Co-located CSW	Yes	\$0.00	\$0.00	0.00%	0.00%
3	9	School-Based Mental Health Services	Yes	\$0.00	\$0.00	0.00%	0.00%
3	11	Addressing Barriers to Student Attendance	Yes	\$900,249.00	\$867,067.57	0.00%	0.00%
3	12	Building Social Emotional Competency	Yes	\$646,469.00	\$675,331.62	0.00%	0.00%
3	13	Building Self-Efficacy Through Experiences	Yes	\$149,361.00	\$209,589.50	0.00%	0.00%
3	14	Parent Engagement with SEL Curriculum	Yes	\$22,750.00	\$0.00	0.00%	0.00%

3	15	Application of Professional Development for Certificated staff	Yes	\$988,459.00	\$697,736.63	0.00%	0.00%
3	16	Application of Professional Development for Classified	Yes	\$50,000.00	\$2,316.45	0.00%	0.00%
3	21	Supplemental Support Staff to Address SEL and Trauma	Yes	\$33,087.60	\$0.00	0.00%	0.00%

2022-2023 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
\$87,306,075.00	\$10,368,033.00	1.65%	13.53%	\$9,552,617.84	0.00%	10.94%	\$2,261,227.34	2.59%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 students
- 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

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

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

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

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

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

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

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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