

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Plan Summary [2021-22]

### General Information

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

The William S. Hart Union High School District is located in the City of Santa Clarita in the northern part of Los Angeles County. The Hart District serves approximately 22,500 students annually in grades 7 through 12 within six comprehensive junior high schools (grades 7-8), seven comprehensive high schools (grades 9-12), one continuation high school, one middle college high school, and one independent study program. The District also provides community education courses and various work-based learning programs through one adult school, and continued learning for students with severe needs between the ages of 18-22 through one transitional learning program. The District oversees three independent charter schools (which are required to create their own LCAPs.)

Santa Clarita includes the communities of Newhall, Valencia, Canyon Country, and Saugus. The Hart District also educates and serves students and families living in the surrounding unincorporated communities of Stevenson Ranch and Castaic. Since its incorporation in 1987, the City of Santa Clarita has diversified and grown significantly over the years to increase its population to over 213,000 residents in 2020. The District's student population is 40% Hispanic, 38% White, 13% Asian, 4% African American, and 5% two or more races. 31% are from low income families, 7% are English Learners, 14% are students with disabilities, 2% are experiencing homelessness, and 0.3% are foster youth. Seven of the District's 16 schools receive Title 1 funds to support schoolwide programs for assisting their socioeconomically disadvantaged populations, including: Bowman, Golden Valley, La Mesa, Canyon, Sierra Vista, Hart, and Placerita. The District annually applies for and receives Title I, Title II, Title III, and Title IV federal funding, as well as State funds through various annual grants available. The Departments of Special Programs, Student Services, and College & Career Readiness continue to apply annually for additional supplemental grants to fund special projects and improve services for all students on all school sites.

With an annual graduation rate of over 95%, more than 75% of Hart District graduates go on to post-secondary education in a four-year college or university, or a two-year community college, and another 15% enroll in career technical programs. Students district-wide receive millions of dollars in academic scholarships each year from colleges and universities throughout the country. Through a robust College and Career Readiness program, students in all schools are able to take career pathway courses, dual and concurrent college classes, and extended day learning opportunities. Students in all grade levels, with the guidance of academic and career counselors, use an online

college / career support program to explore personal learning styles, strengths, and interests in order to identify potential career paths and relevant post-secondary educational opportunities to meet their career goals. The Career Technical Education program provides students with hands-on laboratory and studio experience using industry-standard equipment and college-aligned curriculum.

Academically, the Hart District has embraced the Common Core State Standards since the initial implementation in 2013, the Next Generation Science Standards since 2016, and the California History / Social Science Framework since 2018. English Learners are fully integrated in all general education courses with designated language support throughout the school day. Students with Disabilities are taught in inclusive general education classes as much as possible according to the needs of their individualized education plans providing them with the least restrictive environment possible.

With a district-wide focus on Equity, each school provides professional development for their staff according to their annual PD plan, supporting goals, and individual action steps. New teachers are supported by the Hart Induction Program through the Center for Educator Preparation and Assistance. Using the California Standards for the Teaching Profession, consulting teachers guide and support their colleagues through developing an Individual Learning Plan, implementing intentional teaching strategies, collecting student performance data, and revising instruction as necessary to address the unique needs of English Learners, Students with Disabilities, students from low income families, those experiencing homelessness, and foster youth. Administrative candidates are also supported through the Induction program to clear their administrative services credential through the development of an action research project using the California Professional Standards for Education Leaders.

Wellness has become a District priority in recent years, addressing the social-emotional needs of students and staff through deliberate focus on the effects of stress and anxiety, resilience, mindfulness, self-care, healthy relationships, and trauma-informed practices. Student Wellness Centers have been built on all campuses to provide safe, confidential places for students to seek support as needed throughout the school day. The Santa Clarita community and our WiSH Education Foundation responded to this need with overwhelming support through donations of furnishings, flooring, interior decor, and student supplies to make these centers truly special for our schools, our students, and our staff. Social Workers, wellness coordinators, and counselors provide training and resources on how to manage stress, handle emotions, communicate effectively, build resilience, solve problems, and support mental health issues. They also manage caseloads of foster youth and students experiencing homelessness to provide basic supplies and services critical for our most fragile learners and their families.

## Reflections: Successes

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

One of the most recent successes was that the William S. Hart School District received the California Exemplary District award in 2019 for Los Angeles County. The Hart District was selected and recognized for making significant progress on the LCFF local priorities identified through the annual LCAP process, for having two schools in the District receiving the California Distinguished School award, and for having made exceptional progress in the area of positive school culture and climate with an emphasis on parent and family engagement, and in student achievement as measured on the California Dashboard.

Another exciting accomplishment was the opening of Castaic High School in August 2019 with its first class of 320 students in the 9th grade. After many years of planning, finally opening the District's 7th comprehensive high school was a highlight for the entire Santa Clarita community. Students from Castaic Middle School matriculate with their peers into this beautiful, new and innovative school along with additional students from all surrounding residency areas who choose to enroll at Castaic High School with its current open enrollment policy. Students at Castaic have multiple opportunities for involvement in activities, programs, and CTE pathways of their choice including Medical Assisting, Dental Assisting, Veterinary Science, Welding, Manufacturing, Video Production, Public Service, Fire Science, and the iCAN Academy which provides students with dual enrollment at College of the Canyons and the Hart District. These students have access to COC courses taught by COC professors on the Castaic High School campus, earning both high school and college credits. iCAN students have access to the same rigorous curriculum available at all campuses in addition to AP and honors courses all while attending a comprehensive high school with athletics, the performing arts, an Associated Student Body, and other typical high school experiences. The Castaic campus will continue to grow each year as a new class of students are added each fall until it becomes a full four-year comprehensive high school with grades 9 through 12, adding new programs and pathways along the way.

In reviewing the California Dashboard, the District's focus over the last three years on improving student achievement for Special with Disabilities was highly effective in increasing CAASPP scores by +16.1 points in ELA, and by +18 points in Math, moving from red to yellow in both categories. Teachers and administrators attribute this significant improvement to providing the least restrictive environment for all our students with disabilities, and educating them in inclusive general education classes as much as possible according to their individual education plans (IEPs). As a result of district-wide intentional efforts, as written in the Performance Indicator Review plan, the District met all required criteria to be removed from academic monitoring of Students with Disabilities. Other groups that showed progress in ELA scores included English Learners (EL) with an increase of +7.3 points, Socioeconomically Disadvantaged students with an increase of +8.4 points, and students experiencing Homelessness with an increase of +8.6 points. In Math, scores for Socioeconomically Disadvantaged students increased by +4.3 points. To support this success, each school is working hard to intentionally increase the number of co-teaching classrooms for students with disabilities as well as English learners, and underperforming students who are targeted for parallel support with additional adults monitoring their progress. Just as IEPs support our students with disabilities, EL coordinators are beginning to create individual learning plans for our English learners who also have disabilities to build off the success we have seen with integrating all students in inclusive, integrated classes.

Bowman, one of the District's alternative school settings, received the California Model Continuation High School award for 2020 showcasing its outstanding commitment to providing a personalized, rigorous education, career path courses, and social-emotional learning for all its students, setting them on a course for continued success after earning a diploma. Through increased services for students and targeted professional development for staff, Bowman students improved their CAASPP scores on the Dashboard, and the school was exited from Comprehensive Support and Improvement. To maintain this support, Bowman teachers have increased the level of targeted intervention, social-emotional support, and individualized goals and plans for each of their students to pursue, receive, and focus on for continuing the increased academic achievement for their students each year.

## 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.

The 2019 Dashboard reveals several areas of concern that the District will address through LCAP action steps and a district-wide focus in the coming years. First is the Chronic Absenteeism indicator which is orange for the district overall. Data analysis reveals that 6.4% of junior high students have been absent 10 percent or more on instructional days. Although the Chronic Absenteeism indicator only measures 7th and 8th graders, we can apply the same intervention measures with to high school students as well. Furthermore, our significant subgroups have unique barriers to accessing education, as evidenced by Foster Youth who have a 26.7% chronic absenteeism rate. Homeless students are at 16.5%, Socio-economically Disadvantaged students are at 10.2%, and English Learners are at 8.8%. The District is working to address this area of greatest need for students in all these subgroups through the support provided by Social Workers, additional Counseling services, trauma-informed practices, a focus on building healthy relationships, increasing student engagement, and connecting these students and families with additional community resources to meet their immediate needs.

Beyond the Dashboard, our community has experienced several extremely traumatic events in the last two years shifting our priorities to Wellness and Equity. In October of 2019, both the Saddle Ridge Fire and Tick Fire caused school closures for several days as 40,000 people were evacuated from entire neighborhoods, and many students lost their homes. Just a month after that, in November of 2019, the Saugus High School shooting occurred, sending the entire Santa Clarita community into shock, grief, and dismay, forever disrupting life as we knew it. Immediately, the needs of our district changed to address the effects of trauma, stress, mental health, anxiety, and safety, and how to build resiliency and recover. While the creation of Student Wellness Centers on each campus had already been a high priority, the need for completing and utilizing them to their fullest potential has intensified. Staffing these wellness centers is being done to provide safe, stable places for students to receive help from trusted adults daily. And training for all staff, administrators, teachers, counselors, and social workers to address the growing number of counseling referrals, reports of extreme stress and anxiety, adverse childhood trauma, mental health issues, and suicide awareness is being provided to address this critical priority.

Thirdly, the COVID-19 stay-at-home orders and sudden, shocking shift to distance learning made the inequities among students, families, households, and access to education even more apparent. The District provided Chromebooks immediately to any student who did not have access to technology at home. However, for families who live in remote urban neighborhoods without cell phone coverage, Internet capabilities were limited. Students without access to online learning were given hard copy packets of school work provided to them by their teachers and school staff until hotspots could be delivered. However, even with these accommodations, social workers, teachers, and administrators found that the emotional challenge of living in isolation without social interaction has taken a grave toll on many students. Incidents of depression, stress, anxiety, and the inability to cope have increased for many students and families. Teachers made an immediate shift to online instruction, and finished the 2019-20 school year in an emergency remote learning mode. The District recognizes that the achievement gap will likely be wider in the coming years as the number of factors outside our control increased dramatically, including the wide variety of students' learning environments, home lives, and response to stress. Therefore, thorough plans for targeted academic intervention, sustained professional development, and social-emotional learning are needed to provide multiple opportunities for remediation, credit recovery, skills practice, and proven methods to bridge the academic deficits and personal trauma caused by the global pandemic, crisis response, and year of full distance learning.

# LCAP Highlights

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

Goal 1: Ensure all students have access to highly qualified teachers, school site guidance counselors, Common Core State Standards aligned textbooks and materials, safe and uncrowded classrooms, and school facilities in good repair.

Key Features: The actions and services supporting goal #1 provide full funding for all teachers' and counselors' salaries, which are usually the highest source of funding needs from LCAP funds. It also provides all students with updated textbooks aligned to the common core state standards in all content areas, and safe, uncrowded, well-maintained classrooms and campuses. Focusing on the effective use of technology for both instruction and student learning, contemporary technology devices are provided for all teachers and students. New and veteran teachers are given direct support through the Center for Educator Preparation and Assistance on how to most effectively increase student learning and address the needs of all students in integrated classes.

Goal 2: Increase and improve student achievement by providing rigorous, standards-aligned curriculum and instruction in English, Math, Science, and Social Studies with additional targeted support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth, and Students with Disabilities.

Key Features: The actions and services supporting goal #2 provide targeted support for students with unique needs and academic challenges. Direct services will be provided for these students through intervention and parallel support classes, focused English language development, Newcomer immigrant support services, English proficiency monitoring, primary language support through bilingual adults in the classroom, supplemental language, literacy, and reading programs, transportation services, and professional development for staff in effective instructional strategies to increase achievement for these students.

Goal 3: Increase the number of students prepared for college and career through a rigorous broad course of study that includes college classes, career pathways, and CTE courses.

Key Features: The actions and services supporting goal #3 provide funding for career technical education teachers and career pathways, student and parent support for college and career guidance, and teacher training and student support for advanced placement courses.

Goal 4: Cultivate a safe and positive school culture that supports all students' personal and academic growth, and encourages parent and family engagement.

Key Features: The actions and services supporting goal #4 provide critical services for supporting the mental health and wellness of students, especially those experiencing homelessness, traumatic childhood experiences, and crisis intervention. Additional social services are provided by social workers to homeless and foster youth based on individual needs. Staff will receive training on how to best support students in social-emotional learning. Equity and diversity work is being done through educational collaborative groups on all campuses.

Parents and families are provided with direct services to increase their level of involvement in their students' education, connect them with community resources, and increase school / family partnerships.

## 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.

None

### Support for Identified Schools

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

N/A

### Monitoring and Evaluating Effectiveness

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

N/A



# Stakeholder Engagement

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

Parents, students, teachers, school administrators, school site leadership teams, instructional coaches, District administrators, classified employees, members and officers from certificated and classified bargaining units, and community members were involved in the planning process and writing of this LCAP. The LCAP stakeholder committees were comprised of a broad representation of personnel that included representatives from all of the advisory groups mentioned as well as district Directors of Curriculum, Career Technical Education, English Language Development, Student Services, Professional Development, Technology, Fiscal Services, Human Resources & Equity, Special Education, and Counseling. The planning process, collecting input, evaluating programs, and writing the annual update has been a two-year process that began in February 2020 before the COVID-19 stay-at-home orders forced our district to make an emergency shift to remote learning. At the time our stakeholder input process originally began, we held four large community-wide LCAP stakeholder committee meetings (twice each) on February 12, 2020 and February 19, 2020. Community members were notified through school websites, Principal weekly newsletters, and the district's web page, and a public announcement in the January board meeting during the 2020 LCAP preview presentation of the upcoming stakeholders meetings, and that anyone interested was invited to attend. The district's Chief Financial Officer, Chief Administrative Officer, Assistant Superintendent of Student Services, Assistant Superintendent of Human Resources, Public Relations Officer, High School and Junior High School Assistant Principals served as table leaders facilitating conversations and collecting detailed input from over 150 people present in those four meetings alone. Community members, parents, teachers, students, administrators, classified staff, parents of English Learners, and parents of students with disabilities, were well represented in each meeting, adding valuable stakeholder input.

Other stakeholder groups provided input in the process at the district level both in 2020 and again in February and March of 2021. LCAP input was solicited during meetings with the District English Learner Advisory Committee (DELAC) which is made up of parents, students, teachers, bilingual instructional assistants, counselors, and ELD Administrators for English Learners; the Administrative Council (ADCO) which includes all school site Principals and District Administrators; the Student Communication Council (SCC) which is comprised of at least one student representative from every school; the District Advisory Council (DAC) which is made up of parents, students, teachers, and classified personnel; the Parent Communication Council (PCC) which includes one or more parent representatives from every school; the Educational Services team which is made up of the Directors of Special Programs, Student Services, Special Education, Curriculum and Assessment, Counseling, Technology and the Deputy Superintendent; and Cabinet meetings which includes the Superintendent, Deputy Superintendent, Assistant Superintendent of Human Resources, Chief Financial Officer, and Chief Administrative Officer. Hart District Teachers Association (HDTA) and California School Employees Association (CSEA) members were present and involved in the stakeholder committee meetings as well as various school site leadership meetings.

In February and March of 2021, Principals from every school site sought input from their School Site Councils (SSC), Parent Advisory Councils (PAC), English Learner Advisory Councils (ELAC), leadership teams, department chairs, Associated Student Body (ASB) student government classes, and community members through online outreach efforts, Zoom meetings, website postings, and monthly newsletters. In all these meetings, members reviewed current goals and actions, analyzed data from the Fall 2019 California Dashboard, current student grades, and course pass rates, prioritized areas of need, and made suggestions for the LCAP goals and actions paying close attention to

special needs for unduplicated groups of students. The input from all stakeholders was reviewed and discussed at multiple district level meetings in order to summarize and prioritize actions and services and make the necessary changes to the LCAP to increase and improve services for our students. After collecting input and writing the new plan, the LCAP was presented to the District Advisory Council (DAC), Parent Communication Council (PCC), and District English Learner Advisory Council (DELAC) for final review. Community members were again invited through a posting in the local newspaper as well as on the district website to review the LCAP online or in person at the district office by hard copy, and provide any additional comments and input in writing to be considered before Board adoption and approval.

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

Stakeholder groups were asked to review the dashboard and to identify the state indicators for which they have the greatest concerns. The District has no red performance level indicators for "All Students." The only orange indicator is for "Chronic Absenteeism." Upon further examination, that category only reflects the attendance of 7th and 8th graders. So it also does not reflect an accurate description of two thirds of all students in the district. Chronic absenteeism for Foster Youth (30 students) increased by 3.6%. One district Social Worker has been assigned to monitor and work with all foster youth in the district. As the number of Foster Youth enrollment continues to increase, additional social workers are also needed.

All other colored dashboard indicators are green for "All Students" in the district. Therefore, examination of significant subgroups of students was the most important data to focus on. All stakeholder groups listed progress in English Language Arts (ELA) and Mathematics for Foster Youth, and English Language Proficiency for English Learners as the highest academic priority areas.

Comparison of performance from 2018 to 2019:

Students with Disabilities improved two indicator levels +16.1 points in English, and improved +18 in Math.

English Learners improved +7.3 points in English, and +1.5 points in Math.

Homeless students improved +8.6 points in English, and +0.9 points in Math.

Foster Youth showed a slight decline of -1.2 points in English, and -7.2 points in Math with orange indicators for both.

The Director of Special Programs made formal presentations to large district-wide stakeholder groups, including the Parent Communications Council, District Advisory Council, and Student Communications Council in which the process for reviewing, analyzing, and revising the plan was addressed. School site Principals solicited the same feedback from their Parent Advisory Councils, leadership teams, student body representatives, and school-wide staff. Stakeholders were informed about how schools are funded by the Local Control Funding Formula, about the data reporting system California School Dashboard, and about the connection between the state priority areas and the state indicators on the dashboard. Stakeholder groups reviewed and analyzed the data on the dashboard for each of the five state indicators and prioritized the areas of highest need for the district, individual schools, and subgroups of students at each site. After small group discussions, the stakeholders provided comprehensive input on the district's highest priority areas of need.

Keeping these priorities in mind, the stakeholders discussed and wrote recommendations for increasing and/or improving services for Students with Disabilities, English Learners, Socioeconomically Disadvantaged students, Homeless, and Foster Youth. In all stakeholder meetings, everyone agreed that the four main LCAP goals remain effective for addressing the necessary actions and services. Much work



was done over the previous years combining the previous six LCAP goals down to four goals that encompass the state indicators, and support the priority areas of need for continued growth and effort on behalf of all students in the District, and stakeholders agreed that the four main district goals encompass the most important areas for sustained growth to support all students, and increase achievement and student wellness.

The DELAC members made recommendations specific to the needs of English Learners (EL) and Long Term English Learners (LTEL) including the need for more Bilingual Instructional Assistants (BIAs), support from caring adults, extra time and help on academic assignments, tutoring and intervention, and increased focus on literacy to improve their English proficiency. The SELPA Director reviewed actions and services appropriate for supporting Students with Disabilities and the priority areas in the District's greatest needs for SWD reflecting on the success and improvement showed in significant gains from the previous year, including the need for increasing literacy programs for students who struggle with reading in particular. There were no formal written concerns by any of the representative groups after all stakeholder meetings.

The Public Hearing / Board Meeting to present and review the final LCAP was held on June 9, 2021. At the public hearing, recommendations and comments from the public were solicited and welcomed regarding the LCAP and budget. There were no recommendations or comments from the public. The Superintendent has received no comments from the committees or from the public for which a written response is warranted. On June 17, 2021, at a Special Board Meeting / Public Hearing, the Local Control and Accountability Plan was approved by the Governing Board.

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

The last year of distance learning due to the COVID-19 pandemic has created new levels of stress and trauma on students, staff, and families - the effects of which will undoubtedly continue to be seen over the next few years at least. Mental health, wellness, trauma-informed practices and a comprehensive focus on social-emotional learning has become the District's highest priority identified by all stakeholders. Each school site has created a student wellness center, increased counseling staff resources and available therapists, relied heavily on the critical work of social workers, and provided intentional training on mental health first aid, trauma-informed practices, and all forms of social-emotional learning.

As a result of this input, the goals and actions under Goal #4 in the LCAP reflect the District's intentional efforts to address these concerns. Action 4.1 increases the number of Social Workers serving our most needy students, those experiencing homelessness, foster youth, and many having social-emotional and traumatic childhood experiences. Action 4.2 increases the number of crisis counselors and therapists serving students on school campuses during the regular school day. Action 4.3 provides professional development and training for all staff on mental health, trauma-informed practices, and social-emotional learning. Action 4.7 provides support for each school's student wellness center including the addition of social worker associates to staff the centers during school hours for students needing immediate attention, guidance, and resources.

Stakeholders expressed concern for Immigrant Newcomer English Learners who are new to this country, entering during their high school years, who lack the appropriate amount of time to become proficient in English and meet all the requirements of graduation. To address the needs of such students, the District has developed a Newcomer English class for immigrant students and English Learners providing extra language support, and applying it within the context of core academic classes. EL students can receive additional academic help before school, after school, and/or within the school day with targeted intervention, and designated and integrated language support. The need for additional Bilingual Instructional Assistants to help English Learners directly during class with language support, translation, and comprehension for learning remains a high priority.

As a result of this input, the goals and actions under Goal #2 in the LCAP reflect the District's intentional efforts to address these concerns. Action 2.1 provides additional academic intervention opportunities for English Learners. Action 2.2 creates Newcomer English classes for immigrant students. And action 2.4 increases the number of Bilingual Instructional Assistants on each campus to support English Learners with primary language support, translation, and comprehension of academic content material.

# Goals and Actions

## Goal

Goal #	Description
1	Ensure all students have access to highly qualified teachers, school site guidance counselors, Common Core State Standards aligned textbooks and materials, safe and uncrowded classrooms, and school facilities in good repair.

An explanation of why the LEA has developed this goal.

Equity and access for all students is the highest priority. All students need and deserve access to a rigorous, challenging education, co-curricular programs, well-maintained schools, highly qualified teachers, updated standards-based curriculum, current technology, and individualized support. Providing equity for all students addresses the fact that not all students learn in the same ways, and many have individualized needs compared with their peers. This goal addresses those issues and providing optimal conditions for learning for all students, ensuring access with appropriate supports, regardless of family income, neighborhood of residency, or language proficiency.

It addresses the following State Priorities:

Priority 1: Basic Services (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teaching Assignments  (Annual report on number of inexperienced, misassigned, and out-of-field teachers)	3% teachers (32 out of 999) are considered inexperienced, misassigned, or out-of field				Reduce by at least 1% - No more than 2% of teachers will be considered inexperienced, misassigned, or out-of-field
Teacher / Counselor Compensation	100% of teachers and counselors receive				100% of teachers and counselors receive

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Contracts and hiring agreements)	compensation according to approved salary schedules				compensation according to approved salary schedules
Instructional Materials (Annual Williams Report)	100% of students have access to updated and standards aligned textbooks				100% of students have access to updated and standards aligned textbooks
School Facilities (Keenan Annual Inspection Reports)	100% of schools are maintained in good repair with safe and uncrowded classrooms				100% of schools are maintained in good repair with safe and uncrowded classrooms
New and Veteran Teacher Support services (Annual report on Center for Educator Preparation and Assistance - data and survey results)	100% of new teachers and veteran teachers in need will receive support from the PAR / Induction (CEPA) program with emphasis on improving student learning outcomes				100% of new teachers and veteran teachers in need will receive support from the PAR / Induction (CEPA) program with emphasis on improving student learning outcomes
CTEL Authorization (Annual report on teacher credentialing for highly qualified teachers)	8 teachers do not hold an EL Authorization for teaching English Learners as required				All teachers will hold an EL authorization
Technology for Students and Staff	100% of students and teachers have access				100% of students and teachers have access

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Annual technology surveys)	to technology during the school day				to technology during the school day
Curriculum Guides in ELA, Math, Science, and Social Studies  (District-adopted State Standards-aligned curriculum guides)	District-adopted curriculum guides in grades 7-12 address 100% of state standards in English and Math.  75% of state standards are addressed in Science, and Social Studies curriculum guides.				District-adopted curriculum guides will address all state standards in grades 7 - 12 in all four core academic subject areas of English, Math, Science, and Social Studies.  100% of state standards will be implemented in all content areas.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Base Teacher Salaries and Benefits	Fund credentialed teachers to provide instruction in all classrooms for all students	\$110,274,773.00	No
2	1.2 Base Counselor Salaries and Benefits	Fund school counselors to provide academic, college, & career guidance in all schools for all students.	\$7,112,464.00	No
3	1.3 Textbooks and Instructional Materials	Allocate annual restricted lottery revenue to provide all students with CCSS-aligned textbooks and curriculum in all content areas.	\$1,061,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	1.4 Safe, Uncrowded, Well-Maintained Learning Environments	Contribute 3% from the General Fund to the Routine Restricted Maintenance account to repair, restore, or renovate district grounds, buildings, or equipment.	\$8,517,171.00	No
5	1.5 Technology for Students and Staff	Support the effective use of technology for all students and staff through maintaining and replacing multiple instructional and educational learning devices.	\$4,450,000.00	No
6	1.6 Center for Educator Preparation and Assistance Programs	Support the Center for Educator Preparation and Assistance (CEPA) programs, including PAR, Induction, CTE, and Administrative credential programs, through full-time consulting teachers, mentors, administrative coaches, and program operation costs.	\$732,122.00	No
7	1.7 New Teacher Support for Unduplicated Students	Mentors and consulting teachers will provide intentional support and training for new teachers in creating diverse and inclusive classrooms, and effective evidence-based instructional strategies to reach English learners, foster youth, and low income students, through mentoring, coaching, in-class observations, reflective feedback meetings, evaluations, and professional development.	\$360,597.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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



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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	Increase and improve student achievement by providing rigorous, standards-aligned curriculum and instruction in English, Math, Science, and Social Studies with additional targeted support for English Learners, Socioeconomically Disadvantaged Students, Foster Youth, and Students with Disabilities.

An explanation of why the LEA has developed this goal.

All students need access to a challenging broad course of study to increase and improve student achievement through measurable student learning outcomes. This goal addresses the need to decrease the achievement gap between "all students" and those with additional barriers and challenges to academic success, and provide multiple forms of intervention based on student need. The District has a growing population of students with unique challenges to address. Our numbers of English learners, immigrant newcomers, low income families, students experiencing homelessness, foster youth, and students with disabilities have been increasing steadily over the past few years. This goal aims to provide intentional, strategic actions specifically designed to provide support, intervention, and services to achieve equity for all students.

This goal addresses the following State Priorities:

Priority 1: Basic Services (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Scores (CA Dashboard)	Overall Green 54.3 points above standard  Foster Youth = Orange				Overall Green or Blue  Increase by +10 points to at least 65 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>38.6 points below standard</p> <p>English Learners = Yellow 22.3 points below standard</p> <p>Homeless = Yellow 5.4 points below standard</p> <p>Students with Disabilities = Yellow 38.1 points below standard</p> <p>Socioeconomically Disadvantaged = Green 14.4 points above standard</p>				<p>All subgroups of students = Green or Blue</p> <p>Increase by +10 points per subgroup of students</p>
CAASPP Math Scores (CA Dashboard)	<p>Overall Green 3 points above standard</p> <p>Foster Youth = Orange 109.3 points below standard</p> <p>English Learners = Orange 70.3 points below standard</p>				<p>Overall Green or Blue</p> <p>Increase by +10 points to at least 13 points above standard</p> <p>All subgroups of students = Green or Blue</p> <p>Increase by +10 points per subgroup of students</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Homeless = Orange 70.4 points below standard</p> <p>Students with Disabilities = Yellow 98.6 points below standard</p> <p>Socioeconomically Disadvantaged = Green 43.7 points below standard</p>				
CAST Science Scores (CDE Dataquest)	44.3% of students Met or Exceeded standards (levels 3 and 4)				50% of students will have Met or Exceeded standards (levels 3 and 4)
English Learner Progress (CA Dashboard)	<p>52.1% of EL students made progress towards English language proficiency</p> <p>5.85% maintained an ELPAC score of 4</p> <p>46.25% progressed at least 1 ELPI level</p>				<p>60% of EL students making progress towards English language proficiency</p> <p>12% maintain an ELPAC score of 4</p> <p>55% progress at least 1 ELPI level</p>
English Learner Reclassification	516 EL students Reclassified as English Proficient (43%)				53% of EL students will Reclassify as English Proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(District Student Information Data System, Calpads)					
Local Diagnostic Reading Assessment (i-Ready)	70% of students taking the local diagnostic reading assessment scored at or above grade level				80% of students will score at or above grade level in Reading
Local Diagnostic Math Assessment (i-Ready)	60% of students taking the local diagnostic math assessment scored at or above grade level				70% of students will score at or above grade level in Math
Local Writing Performance Task Assessment (ELA Performance Task)	75% of students taking the district writing performance task scored at least 3/2/2 (or higher) on the SBAC rubric for writing domains				80% of students taking the district writing performance task will score at least 3/2/2 (or higher) on the SBAC rubric for writing domains

## Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Accelerate Learning through Intervention and Academic Support	Teachers will provide targeted academic support through parallel support classes and additional intervention opportunities for English Learners, Socioeconomically Disadvantaged Students, and Foster Youth to accelerate learning and address academic achievement gaps in English and Math.	\$943,144.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2</b>	2.2 English Learners Language Development Support	English learners will receive additional language support from ELD teachers through "Achieve" parallel support classes and Newcomer English classes, including co-teaching opportunities and extra language support for academic content curriculum.	\$1,416,540.00	Yes
<b>3</b>	2.3 English Learners School Site Program Support	English learners will receive additional support through the English Language Development (ELD) program by increasing the ELD staff and EL coordinators on each school site.	\$560,587.00	Yes
<b>4</b>	2.4 English Learners Progress Monitoring and Academic Support	Additional ELD program staff will provide English Learners with support for ELPAC testing through language review sessions, the use of the "Ellevation" progress monitoring system, and academic guidance for RFEP students who need additional language support.	\$326,089.00	Yes
<b>5</b>	2.5 Bilingual Instructional Assistants	Bilingual Instructional Assistants (BIAs) will provide primary language direct student support for English learners in integrated & designated classes.	\$1,527,588.00	Yes
<b>6</b>	2.6 Professional Development focusing on Unduplicated Populations	Professional development will be provided to build teacher and administrator capacity through intentional, sustained training and collaboration focused on equity, diversity, and evidence-based strategies to effectively meet the needs of English Learners, Foster Youth, Low Income students, and those experiencing Homelessness.	\$125,000.00	Yes
<b>7</b>	2.7 Language Development Programs	English learners will be provided with supplemental language development programs to increase literacy, build English proficiency, and monitor student acquisition of language skills.	\$30,864.00	Yes



Action #	Title	Description	Total Funds	Contributing
8	2.8 Literacy Programs	Students with disabilities will be provided with supplemental literacy programs for those needing to increase literacy and reading comprehension.	\$21,000.00	No
9	2.9 Supplemental Transportation Services	Foster youth and low income students will be provided with supplemental transportation services to to remove barriers and provide access and participation in any school program to meet their individual, unique needs.	\$120,000.00	Yes
10	2.10 EL Newcomers Program	English Learner "Newcomers" will be provided with a unique, individualized Newcomer Program to meet the demands of increasing English Learner Newcomers at the high school level through specialized English language development, personalized learning plans, multi-tiered systems of support, connections to community resources and post-secondary opportunities, and access to culturally sensitive social services for newcomer students and their families.	\$1,600,000.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
3	Increase the number of students prepared for college and career through a rigorous broad course of study that includes enrollment in college level classes, career pathways, and Career Technical Education courses.

An explanation of why the LEA has developed this goal.

Although the LEA's overall graduation rate is consistently very high, the number of students identified as being college and career ready through multiple measures is significantly lower. This goal provides a continued focus on preparing students with a variety of post-secondary options and equipping them with the necessary skills to be successful in any path they choose. This includes increasing the number of students who enroll in and complete A-G college requirements, AP classes, CTE courses, dual and concurrent enrollment, and meeting or exceeding standards in ELA and math assessments.

This goal addresses the following State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (CA Dashboard)	94.9% Green on the Dashboard				95% or higher Green or Blue on Dashboard
Dropout Rate (Infinite Campus District Student Information Data System, CDE Dataquest)	1.5% 55 Dropouts 3707 Seniors - Class of 2020				1% or lower

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Junior High Non-Promotee Rate  (Infinite Campus District Student Information Data System, CDE Dataquest)	6% 226 Non-Promotees out of 3739 8th graders in 2020				3% or lower
Graduates Completing A-G College Requirements  (Infinite Campus District Student Information Data System, CDE Dataquest)	48% 1759 out of 3669 Graduates - Class of 2020				55% or higher
AP Course Enrollment  (Infinite Campus District Student Information Data System)	9276 students enrolled in AP courses (grades 9-12)				9500 students enrolled in AP courses
AP Exam Pass Rate  (Infinite Campus District Student Information Data System)	38.4% Students passing AP exams with score of 3 or higher				45% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Course Enrollment  (Infinite Campus District Student Information Data System)	9976 Students enrolled in at least 1 CTE course (grades 7-12)				10,200 students enrolled in at least 1 CTE course
CTE Pathway Completion  (Infinite Campus District Student Information Data System)	23.3% 535 Students				25% or higher
Dual & Concurrent Enrollment  (Infinite Campus District Student Information Data System)	846 Students enrolled in at least 1 Dual Enrollment or Concurrent college course (grades 10-12)				1050 students enrolled in at least 1 Dual Enrollment or Concurrent college course
EAP Score = Percent of students meeting CAASPP standards in both ELA and Math  (Infinite Campus District Student Information Data System, CDE Dataquest)	75.6% 1738 Students				80% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College / Career Indicator  (CA Dashboard)	59.7% Prepared Green on Dashboard				70% or higher
A-G completion and CTE completion  (Infinite Campus District Student Information Data System, CDE Dataquest)	20% 459 Students				30% or higher

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1</b>	3.1 Career Technical Education Program	Support CTE program staff salaries, benefits, and program expenditures to provide access to extended learning opportunities and career guidance for all students in all schools.	\$864,673.00	No
<b>2</b>	3.2 Supplemental Online College & Career Guidance Programs	Provide support for college and career readiness (CTE) through student and parent use of supplemental online college and career guidance programs with career exploration, college readiness, work-based learning, and data analysis monitoring capabilities.	\$115,000.00	No
<b>3</b>	3.3 Increase Number of Students from Low Income Families in AP and College Level Courses	Increase the number of students from low income families taking Advanced Placement, Dual Enrollment, and College Now courses through guidance counseling, free college course enrollment, no-cost textbooks, and reduced AP exam fees.	\$120,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
4	3.4 Advanced Courses Teacher Training	Provide teacher training for Advanced Placement courses	\$25,000.00	No
5	3.5 CTE Specialists	Sustain CTE Specialists at all High Schools to promote college and career readiness through marketing and outreach support for CTE pathways as well as increasing enrollment for extended day programs.	\$284,327.00	No
6	3.6 College, Career, CTE Parent / Family Engagement Events	Host parent / family engagement events (college and career information nights, collaborative events with College of the Canyons, Career & College fairs, CTE events, and more) to increase student awareness of post-secondary opportunities, parent partnerships and family support / involvement in students' education.	\$1,000.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
4	Cultivate a safe and positive school culture that supports all students' personal and academic growth, equity and diversity, and parent and family engagement.

An explanation of why the LEA has developed this goal.

School safety is a primary concern across the district. How students feel often correlates to how they perform academically and personally. Social-emotional health affects every aspect of students' lives. Chronic absenteeism rates have increased, and the need for counseling services has increased dramatically over the last two years. This goal addresses the need for a strategic focus on student wellness promoting healthy lives, social-emotional well-being, supportive relationships, family involvement, school / family partnerships, equity, diversity, and a positive culture where all our students feel worthy, know they matter, and can personally thrive.

This goal addresses the following State Priorities:

Priority 3: Parent Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate (CDE Annual Attendance Report)	95.8% Annual Attendance				96% or higher
Chronic Absenteeism (CA Dashboard, CDE Dataquest)	6.4% (Jr High only) Orange on Dashboard  9% (District-wide) Dataquest				5% or less (Jr High)  8% or less (All Students)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate (District Student Information Data System, CDE Dataquest)	1.9% 525 Total Suspensions				1.5% or less
Expulsion Rate (District local data, CDE Dataquest)	0.09% 22 Total Expulsions				0.05% or less
Connectivity to School (Student Climate Survey Results)	<p>District survey of all 8th and 10th graders answered "Yes" to the following questions:</p> <p>"I feel welcome at this school." 8th graders - 83% 10th graders - 84%</p> <p>"I feel close to people at this school." 8th graders - 83% 10th graders - 82%</p> <p>"I am an active member of this school." 8th graders - 67% 10th graders - 63%</p>				Improve positive answers to connectivity questions by an average of 3%
Student Wellness	District survey of all 8th and 10th graders				Improve positive answers to wellness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Student Climate Survey Results)	<p>answered "Yes" to the following questions:</p> <p>"I am happy to be at this school." 8th graders - 76% 10th graders - 75%</p> <p>"I often feel depressed or anxious." 8th graders - 47% 10th graders - 58%</p>				questions by an average of 3%
Healthy Relationships (Student Climate Survey Results)	<p>District survey of all 8th and 10th graders answered "Yes" to the following questions:</p> <p>"At this school, there is a teacher or other adult who cares about me." 8th graders - 84% 10th graders - 83%</p> <p>"This school encourages students to care about how others feel." 8th graders - 82% 10th graders - 76%</p>				Improve positive answers to relationship questions by an average of 3%
Positive School Culture	District survey of all 8th and 10th graders				Improve positive answers to climate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Student Climate Survey Results)	<p>answered "Yes" to the following question:</p> <p>"There is a lot of tension in this school between people of different races, religions, and sexual orientations."</p> <p>8th graders - 28%</p> <p>10th graders - 26%</p>				question by an average of 3%
School Safety (Student Climate Survey Results)	<p>District survey of all 8th and 10th graders answered "Yes" to the following questions:</p> <p>"I feel safe at this school."</p> <p>8th graders - 86%</p> <p>10th graders - 76%</p> <p>"If I did not feel safe at school, I would tell my parents, teacher, counselor, or administrator."</p> <p>8th graders - 84%</p> <p>10th graders - 72%</p>				Improve positive answers to school safety questions by an average of 3%
Parent Participation / Involvement (School Parent Surveys)	School site WASC surveys and school climate survey results indicate that between 75-80% of parents				Improve positive answers to parent involvement questions by an average of 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	who responded said they feel welcome and are involved in their child's school, educational programs, and meetings.				
Parent Engagement / Decision Making  (School Parent Surveys)	School site WASC surveys and school climate survey results indicate that between 75-80% of parents who responded said that teachers, counselors, and/or administrators involve them as parents in the decision-making process at their child's school.				Improve positive answers to parent engagement questions by an average of 3%
Parent School Connectedness  (School Parent Surveys)	School site WASC surveys and school climate survey results indicate that between 75-80% of parents who responded said that their family feels welcome and connected to other adults, peers, and school programs.				Improve positive answers to parent engagement questions by an average of 3%
Parent School Safety  (School Parent Surveys)	School site WASC surveys and school climate survey results indicate that between 70-74% of parents				Improve positive answers to parent engagement questions by an average of 5%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	who responded said they believe their students are safe at school, and have trusted adults they would go to if they did not feel safe.				
Teacher Connectedness (School Surveys)	School climate survey results indicate that 79% of teachers who responded said they feel positively connected to the staff and students at their school through supportive relationships.				Improve positive answers to teacher connectedness questions by 3%
Teacher Safety (School Surveys)	School climate survey results indicate that 84% of teachers who responded said they feel our schools are safe for both students and staff.				Improve positive answers to parent engagement questions by an average of 3%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	4.1 Social Workers and Student Services	Social workers and additional student services department staff will identify, manage, and monitor caseloads of every homeless and foster youth student in the District, providing direct support and connection to community resources to meet their unique needs (such as school supplies, backpacks, basic hygiene supplies, access to food, clothing, shoes, bus passes, tutoring services, counseling, and more) of each individual FY and HL student and their families.	\$1,960,921.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2</b>	4.2 Crisis Intervention Counselors	Provide supplemental crisis counselors and school site therapists to support Low Income, Homeless, Foster Youth, and English Learner students with counseling resources, therapy, and community support to meet their individual, unique, social-emotional, and physical needs.	\$1,055,795.00	Yes
<b>3</b>	4.3 Social-Emotional Learning Training	Provide training for all staff in Social-Emotional Learning (SEL), Mental Health First Aid for Youth, Trauma-Informed Practices, principally directed towards identifying and addressing the affects of poverty (low income students), trauma experienced by foster youth, social-emotional needs of English learners, and increased anxiety and depression that unduplicated students often develop and deal with in school based on their extraordinary circumstances and educational challenges. Teachers will identify, develop, and use supporting supplemental SEL curriculum for English learners, foster youth, and low income students to address these students' challenges and support them in overcoming barriers to academic achievement.	\$150,000.00	Yes
<b>4</b>	4.4 Special Education Behavior Specialists	Sustain Special Education Behavior Intervention Teams to directly serve students with emotional disabilities who need behavior intervention plans, functional behavior analysis, severe crisis level support, and increased skill-building for self-regulation and behavior management.	\$899,146.00	No
<b>5</b>	4.5 Student Support Providers	Student Support Program Specialists will be added to schools with the highest number of unduplicated pupils to create individualized learning plans, monitor student attendance, develop positive supportive school / family partnerships, coordinate individualized support services, and create an equitable learning environment based on each student's unique needs.	\$1,923,980.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	4.6 Translation Services	Provide individualized translation services for families of English learners in verbal communications during parent / family engagement events, as well as translating transcripts for English learner students, in addition to the district's regular translation services for written communications, outreach efforts, and daily phone calls.	\$385,968.00	Yes
7	4.7 Parent / Family Engagement Events	Parent liaisons will conduct targeted outreach efforts to parents and families of English learners, foster youth, and low income students to increase participation in parent/family engagement events. Meetings, presentations, workshops, extended learning opportunities, and other school site or district-wide events will be specifically designed to actively engage these families in their students' education, respond to their individual needs, provide them with additional support, and build school / family partnerships.	\$126,782.00	Yes
8	4.8 Student Wellness Centers	Support and sustain student wellness centers on all school sites to provide a safe place on campus for students to receive social-emotional support and additional resources related to mental health and wellness.	\$10,000.00	No
9	4.9 Parent Resource Centers	Support and sustain parent resources centers on all school sites to provide a designated location for parent / community liaisons, school counselors, and social workers to connect with parents and provide them with community resources to meet the unique needs of Low Income, Homeless, and English learner students and their families.	\$10,000.00	Yes

## Goal Analysis [2021-22]

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

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

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

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## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.26%	\$12,702,152

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

### Required Descriptions

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

#### DATA:

Although the District's overall student performance data remains consistently high (Green on the California Dashboard, and +54.3 points above standard in English and +3 points above standard Mathematics), some of our student subgroups continue to score below standard, indicating an academic achievement gap in English Language Arts (ELA) and Math for English learners, foster youth, and low-income students.

Student outcomes on the 2019 CAASPP for these groups of students indicate the following:

English learners (EL) students scored -22.3 points below standards in English, and -70.3 points below standard in Math.

Foster youth (FY) scored -38.6 points below standard in English, and -109.3 points below standard in Math.

Low-income (LI) students scored +14.4 points above standard in English; however Homeless (HL) students scored -5.4 points below standard in English.

Low-income students also scored -43.7 points below standard in Math, and Homeless students scored -70.4 points below standard in Math.

California Dashboard results for 2019 indicate the following:

Chronic absenteeism for English learners (EL) = 8.8% of 7th and 8th grade EL students (60 out of 636 EL students) were absent more than 10% of the school year / Increased by +0.8% from 2018.

Chronic absenteeism for foster youth (FY) = 26.7% of 7th and 8th grade foster youth (8 out of 30 FY students) were absent more than 10% of the school year / Increased by +3.6% from 2018.

Chronic absenteeism for low-income (LI) = 10.2% of 7th and 8th grade low income students (253 out of 2480 LI students) were absent more than 10% of the school year / Increased by +0.9% from 2018.

Chronic absenteeism for homeless students (HL) = 16.5% of 7th and 8th grade low income students (29 out of 176 HL students) were absent more than 10% of the school year / Increased by +1.5% from 2018.

District graduation rate = 95% overall in 2019

Graduation rate for English learners = 91.3% (272 out of 298 EL seniors) / Increased by +4.6% from 2018.

Graduation rate for foster youth = 87.5% (28 out of 32 FY seniors) / Decreased by -2.2% from 2018.

Graduation rate for low-income students = 92.7% (1588 out of 1713 LI seniors) / Decreased by -1.3% from 2018.

Graduation rate for homeless students = 84% (126 out of 150 HL seniors) / Decreased by -5.5% from 2018.

Annually, the District conducts ongoing needs assessments, discussions, stakeholders input meetings, federal program evaluations, school self-study reports, school climate surveys, and continued research on evidence-based practices that indicate the following actions and services as the most effective means to accomplish our goals. English learners, foster youth, and low-income students (including those experiencing homelessness) are at times the most fragile learners, often having experienced trauma in their young lives, with educational barriers that the majority of other students will never experience. Research shows that by giving them the supports and services necessary to access the same opportunities for success as all students in the District, we can reduce those barriers, support their social-emotional needs, and bridge the educational gap caused by factors often outside their control. In order to address this achievement gap in ELA and math, and to help these students improve their academic achievement, we are providing at least 13 actions and services targeting these students directly, with the goal of increasing their engagement in learning, increasing academic support and student achievement, removing barriers to education, addressing social-emotional issues, increasing access to all programs and post-secondary opportunities, and improving school-family partnerships.

#### LEA-WIDE ACTIONS:

Three key actions and services are being provided across the entire school district in order to address the needs of these students within the larger school community as these issues have become one of the highest priorities as a result of stakeholder input, lessons learned from a year of distance learning, data analysis, local assessments, and planning for learning recovery.

4.2 - Crisis Intervention Counselors - Provide supplemental crisis counselors and school site therapists to support low income, homeless, foster youth, and English learner students with counseling resources, therapy, and community support to meet their individual, unique, social-emotional, and physical needs.

After assessing the needs, conditions, and circumstances of our low-income students, foster youth, and English learners, we learned that these students develop unique social-emotional issues as a result of living in poverty, moving between different schools in new communities, adapting to new family environments, experiencing traumatic childhood events, possessing a language barrier, and often times developing depression, anger issues, and anxiety. We have identified in the data above that our English learners, foster youth, and low-income students continue to perform significantly lower than their peers on statewide and local assessments as well as course grades and pass rates, have higher rates of chronic absenteeism, and have graduation rates lower than the district average.

In order to address this condition for these three groups of students, we are providing them with additional counseling services and therapists to meet their individual needs. Many of these students need a safe, trusted adult to talk to as well as connection to community

resources that are readily afforded to other students and families who do not regularly face such great daily challenges. The reason these services are being provided district-wide is because these counselors and therapists are also available for all students who are experiencing a higher than normal level of depression, anxiety, trauma, and disengagement with school as a result of the COVID-19 pandemic, even though the need is often higher in the percentage of LI, FY, and EL students experiencing these challenges. While our district's students overall score relatively high on state assessments, their academic performance has been affected in the last two years by the unique challenges presented to all students, staff, and families through the pandemic and sudden shift to prolonged distance learning.

This service is being continued into the 2021-22 LCAP from the 2017-20 LCAP when our stakeholders identified crisis counseling as one of the highest priorities to meet students' needs. All schools have a standard base number of counselors and social workers. Crisis counselors have been added on top of our academic counselors as a result of increased levels of stress, anxiety, depression, suicide-ideation, suicide attempts, the effects of COVID-19, and worst of all, a school shooting in 2019 in one of our high schools in our community. We believe this to be the most effective use of funds to increase the counseling services and hire additional crisis counselors because data shows that the total number of counseling referrals and requests for help rose astronomically over the last two school years, indicating an urgent need to keep this action and actually increase the number of counselors available for crisis support. Data on the actual number of students who received counseling and therapeutic services shows that all students needing and requesting services received them without interruption, even during the COVID-19 pandemic, indicating that the increased services in this area has been effective to meet the needs of all our students.

These actions are being provided on an LEA-wide basis, and we intend to serve as many individuals who are struggling with mental health and social-emotional issues as necessary. To measure the effectiveness of this service, data will be collected through caseload monitoring on the amount of counseling and therapy appointments, the reduction in services needed over time, the increased well-being and achievement of students served, the re-engagement rate in school attendance and active participation, and the increased academic achievement of these struggling students. Because our EL, FY, and LI students face extraordinary challenges and barriers to their education, and because this service meets the needs most associated with chronic stress caused by poverty and trauma, we expect our academic performance for students in these significant subgroups to increase at least at the same rate as all other students.

4.3 - Social-Emotional Training - Provide training for all staff in Social-Emotional Learning (SEL), Mental Health First Aid for Youth, Trauma-Informed Practices, principally directed towards identifying and addressing the affects of poverty (low income students), trauma experienced by foster youth, social-emotional needs of English learners, and increased anxiety and depression that unduplicated students often develop and deal with in school based on their extraordinary circumstances and educational challenges. Teachers will identify, develop, and use supporting supplemental SEL curriculum for English learners, foster youth, and low income students to address these students' challenges and support them in overcoming barriers to academic achievement.

The same needs, conditions, and circumstances apply for this action / service. We have learned that many of our low-income students, foster youth, and English learners have unique social-emotional issues as a result of living in poverty, moving between different schools in new communities, adapting to new family environments, experiencing traumatic childhood events, possessing a language barrier, and often times developing anxiety, depression, and anger issues which block students' ability to learn in school and thrive in their own lives. We have identified in the data above that our English learners, foster youth, and low-income students continue to perform significantly lower



than their peers on statewide and local assessments, as well as course grades and pass rates, have higher rates of chronic absenteeism, and have graduation rates lower than the district average.

We believe that the most effective way to address this condition for these three groups of students, is to use supplemental funding to provide training for all staff in social-emotional learning (SEL), mental health first aid for youth, and trauma-informed practices, paying particular attention to the social-emotional issues, mental health needs, and trauma experienced by English learners, foster youth, students living in poverty, and those experiencing homelessness. Many of these EL, FY, and LI students have social-emotional issues that impede learning as a result of chronic stress on the brain and the body, and prolonged adverse childhood experiences. These services are being provided district-wide because social-emotional issues, trauma, and mental health challenges can be present in all students. Counselors and therapists report that at times, the students who struggle with these issues the most, are often silent and unwilling to reach out and ask for help. The pandemic itself brought on unique challenges that most of our students have never faced before. Across the district, we are seeing a higher than normal level of depression, anxiety, trauma, and disengagement with school overall, even though the need is often higher in the percentage of LI, FY, and EL students experiencing these mental challenges. All staff need to be trained in these areas in order to teach resiliency skills, identify and recognize signs of mental health problems, help students who are experiencing mental health challenges or are in crisis, create and maintain positive relationships, and created a culture of belonging and connectedness.

This action is new in the 2021-24 LCAP. These services are being provided on an LEA-wide basis, and we intend to train all staff so that we will improve the educational service we give our students everyday who are struggling with mental health and social-emotional issues. To measure the effectiveness of this service, data will be collected through the increased well-being and achievement of students as measured by classroom engagement and participation in learning, the re-engagement rate in school attendance, the qualitative responses of students and parents through end-of-year surveys, and the increased academic achievement of these struggling students. Because our EL, FY, and LI students face extraordinary challenges and barriers to their education, and because this service meets the needs most associated with chronic stress caused by poverty and trauma, we expect our academic performance for students in these three significant subgroups to increase at least at the same rate as all other students.

4.7 - Parent / Family Engagement Events - Provide support for parents and families of English learners, foster youth, and low income students through parent/family engagement events, meetings, presentations, workshops, extended learning opportunities, and other school site or district-wide events designed to increase school / family partnerships and actively engage these families in their students' education utilizing parent / family community liaisons for all three categories of unduplicated students.

After assessing the needs, conditions, and circumstances of our low-income students, foster youth, and English learners, we learned that these families are often less connected to school than other highly involved families, and sometimes lack a comprehensive understanding of how to best support their students' education at home. We have identified in the data above that our English learners, foster youth, low-income, and homeless students have higher rates of chronic absenteeism, lower graduation rates, and continue to perform significantly lower than their peers on statewide and local assessments as well as course grades and pass rates.

Many parents of English learners are not familiar with all the details of our local educational system, especially if they have moved here from another state or different community, or are English learners who have immigrated from another country, and also have a language barrier. As foster youth are moved into new family environments, most have to adapt to a new community as well as a new school. Low income



and homeless students often have less access to technology and reliable WiFi or Internet sources in their home living environments. As a result, many of these students and families do not always receive electronic school and district communications, including how to help their students with technological needs related to education. Some examples include not knowing how to register for school online, create a parent portal account, monitor students' attendance and academic progress, register for dual enrollment college classes, read transcripts, apply for college admission, stay informed of school-wide and district events, and apply for grants and scholarships.

We believe the most effective way to address this condition for these three groups of students (EL, FY, and LI) is to use supplemental funds to provide them with focused parent / family engagement events with extended outreach efforts in order to increase student / family partnerships and actively engage families in supporting all aspects of their students' education. School staff and parent / family community liaisons will host informational meetings, engaging presentations, educational workshops, and personal family assistance events to increase families' knowledge of their students' progress, responsibilities, and opportunities, provide access and direct support for using technology, and connect them with community resources as needed. The reason these services are being provided district-wide is because there may be other families who also have students who are disengaged with school as a result of the COVID-19 pandemic, even though the need is often higher in the percentage of LI, FY, and EL students experiencing these challenges. While all our families receive regular communication from each school site and are routinely invited to participate and be actively involved in their student's education, the academic performance of English learners, foster youth, and low income students has been affected more profoundly in the last two years by the unique challenges presented by the pandemic and the sudden shift to prolonged distance learning.

This action is new in the 2021-24 LCAP. These services are being provided on an LEA-wide basis, and we intend to focus our parent / family engagement events on topics that will directly meet the needs of our EL, FY, and LI families who require greater support than others. To measure the effectiveness of this service, data will be collected through attendance at each event, school attendance rates, graduation rates, parent involvement in school as measured through needs assessment surveys, and the academic achievement level of these struggling students. Because our EL, FY, and LI students face extraordinary challenges and barriers to their education, and because this service meets the needs most associated with chronic absenteeism and graduation rate, we expect our rates for students in these four significant subgroups to improve at least at the same rate as all other students, or better.

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

The District projects to receive \$12,702,152 in supplemental grant funds (and \$0 in concentration grant funds) under the Local Control Funding Formula (LCFF) in 2021-22. The District plans to expend \$12,702,196 on services for unduplicated pupils. This expenditure of 6.26% covers the level required for increased or improved services for foster youth, English learners, and low-income students.

The following services provide focused and intentional support to meet the needs these special populations of students, increasing and improving the services for these students to meet their individual needs:

The unique needs of English Learners include English language development, equity issues, inability to access the curriculum due to

language barriers, primary language support, literacy skill building, the need for additional academic support, tutoring, and intervention, language acquisition monitoring, social services for EL Newcomers, counseling support, community resources, social-emotional support, trauma-sensitive schools, individualized learning plans, extensive translation services, and parent / family support and assistance.

As a result, English Learners will receive:

- Increased direct educational support in all classes through evidenced-based instructional strategies that new teachers will learn and implement from the professional development, training, mentoring and coaching of Consulting Teachers (Action 1.7)
- Targeted academic support through parallel support classes and additional intervention opportunities to accelerate learning and address academic achievement gaps in English and Math (Action 2.1)
- Additional language support from ELD teachers through "Achieve" parallel support classes and Newcomer English classes, including co-teaching opportunities and extra language support for academic content curriculum (Action 2.2)
- Additional support through the English Language Development (ELD) program by increasing the ELD staff and EL coordinators on each school site (Action 2.3)
- Additional support for ELPAC testing through language review sessions, the use of the "Ellevation" progress monitoring system, and academic guidance for RFEP students who need additional language support (Action 2.4)
- Primary language direct student support from Bilingual Instructional Assistants (BIAs) in integrated & designated classes (Action 2.5)
- Increased direct educational support from all teachers through evidence-based strategies to effectively address language barriers from the professional development that teachers, administrators, and staff will receive through intentional, sustained professional development training and collaboration focused on equity and diverse student needs (Action 2.6)
- Supplemental language development programs to increase literacy, build English proficiency, and monitor student acquisition of language skills (Action 2.7)
- A unique, individualized EL Newcomer Program to meet the demands of increased numbers of English Learner Newcomers at the high school level through specialized English language development, personalized learning plans, multi-tiered systems of support, connections to community resources and post-secondary opportunities, and access to culturally sensitive social services for newcomer students and their families (Action 2.10)
- Supplemental support from crisis counselors and school site therapists providing counseling services, resources, therapy, and community support to meet their individual, unique, social-emotional, and physical needs (Action 4.2)
- Support for overcoming barriers to academic achievement brought on by the experience of being an English learner through training and supplemental SEL curriculum that all staff will receive in Social-Emotional Learning (SEL), Mental Health First Aid for Youth, and Trauma-Informed Practices, identifying and addressing the effects of adverse childhood experiences and how to help students deal with increased anxiety and depression that often develops as a result of their language barrier and extraordinary circumstances (Action 4.3)
- Support from Student Support Program Specialists to create individualized learning plans, monitor student attendance, develop positive supportive school / family partnerships, coordinate individualized support services, and create an equitable learning environment based on each student's unique needs (Action 4.5)
- Individualized translation services for families of English learners in verbal communications during parent / family engagement events, as well as translating transcripts for English learner students, in addition to the district's regular translation services for written communications, outreach efforts, and daily phone calls (Action 4.6)

- Support for parents and families of English learners through parent/family engagement events, meetings, presentations, workshops, extended learning opportunities, and other school site or district-wide events designed to increase school / family partnerships and actively engage these families in their students' education utilizing parent / family community liaisons (Action 4.7)
- Support for parent resources centers on all school sites to provide a designated location for parent / community liaisons, school counselors, and social workers to connect with parents and provide them with community resources to meet the unique needs of English learner students and their families (Action 4.9)

The unique needs of foster youth include equity issues, the need for additional academic support, tutoring, and intervention, transportation, social services, counseling support, community resources, social-emotional support, trauma-sensitive schools, individualized learning plans, and parent / family support and assistance.

As a result, foster youth will receive:

- Increased direct educational support in all classes through evidenced-based instructional strategies that new teachers will learn and implement from the professional development, training, mentoring and coaching of Consulting Teachers (Action 1.7)
- Targeted academic support through parallel support classes and additional intervention opportunities to accelerate learning and address academic achievement gaps in English and Math (Action 2.1)
- Increased direct educational support from all teachers through evidence-based strategies to effectively address educational barriers and unique challenges of the adverse childhood effects of being a foster youth from the professional development that teachers, administrators, and staff will receive through intentional, sustained professional development training and collaboration focused on equity and diverse student needs (Action 2.6)
- Supplemental transportation services to remove barriers and provide access and participation in any school program to meet their individual, unique needs (Action 2.9)
- Direct support services under the case management of Social Workers, and connections to community resources, to meet each student's unique needs, such as school supplies, backpacks, -

basic hygiene supplies, access to food, clothing, shoes, bus passes, tutoring services, counseling, and more (Action 4.1)

- Supplemental support from crisis counselors and school site therapists providing counseling services, resources, therapy, and community support to meet their individual, unique, social-emotional, and physical needs (Action 4.2)
- Support for overcoming barriers to academic achievement brought on by the effects of being a foster youth through training and supplemental SEL curriculum that all staff will receive in Social-Emotional Learning (SEL), Mental Health First Aid for Youth, and Trauma-Informed Practices, identifying and addressing the effects of adverse childhood experiences and how to help students deal with increased anxiety, depression, and anger issues that often develop as a result of their extraordinary circumstances (Action 4.3)
- Support from Student Support Program Specialists to create individualized learning plans, monitor student attendance, develop positive supportive school / family partnerships, coordinate individualized support services, and create an equitable learning environment based on each student's unique needs (Action 4.5)
- Support for parents and families of foster youth through parent/family engagement events, meetings, presentations, workshops, extended learning opportunities, and other school site or district-wide events designed to increase school / family partnerships and actively engage these families in their students' education utilizing parent / family community liaisons (Action 4.7)

- Support for parent resources centers on all school sites to provide a designated location for parent / community liaisons, school counselors, and social workers to connect with parents and provide them with community resources to meet the unique needs of foster youth and their families (Action 4.9)

The unique needs of low income students include: equity issues, the need for additional academic support, tutoring, and intervention, funding to access AP exams, dual enrollment and College Now courses, transportation, social services, counseling support, community resources, social-emotional support, trauma-sensitive schools, individualized learning plans, and parent / family support and assistance.

As a result, low income students will receive:

- Increased direct educational support in all classes through evidenced-based instructional strategies that new teachers will learn and implement from the professional development, training, mentoring and coaching of Consulting Teachers (Action 1.7)
- Targeted academic support through parallel support classes and additional intervention opportunities to accelerate learning and address academic achievement gaps in English and Math (Action 2.1)
- Increased direct educational support from all teachers through evidence-based strategies to effectively address educational barriers and unique challenges of the affects of poverty and adverse childhood experiences of homelessness from the professional development that teachers, administrators, and staff will receive through intentional, sustained professional development training and collaboration focused on equity and diverse student needs (Action 2.6)
- Supplemental transportation services to remove barriers and provide access and participation in any school program to meet their individual, unique needs (Action 2.9)
- Supplemental funding support for taking Advanced Placement, Dual Enrollment, and College Now courses through guidance counseling, free college course enrollment, no-cost textbooks, and reduced AP exam fees (Action 3.3)
- Direct support services under the case management of Social Workers, and connections to community resources, to meet each student's unique needs, such as school supplies, backpacks, basic hygiene supplies, access to food, clothing, shoes, bus passes, tutoring services, counseling, and more (Action 4.1)
- Supplemental support from crisis counselors and school site therapists providing counseling services, resources, therapy, and community support to meet their individual, unique, social-emotional, and physical needs (Action 4.2)
- Support for overcoming barriers to academic achievement brought on by the effects of poverty and homelessness through training and supplemental SEL curriculum that all staff will receive in Social-Emotional Learning (SEL), Mental Health First Aid for Youth, and Trauma-Informed Practices, identifying and addressing the effects of poverty and how to help students deal with increased anxiety and depression that often develops as a result of their extraordinary circumstances and adverse childhood experiences (Action 4.3)
- Support from Student Support Program Specialists to create individualized learning plans, monitor student attendance, develop positive supportive school / family partnerships, coordinate individualized support services, and create an equitable learning environment based on each student's unique needs (Action 4.5)
- Support for parents and families of low income students through parent/family engagement events, meetings, presentations, workshops, extended learning opportunities, and other school site or district-wide events designed to increase school / family partnerships and actively engage these families in their students' education utilizing parent / family community liaisons (Action 4.7)

- Support for parent resources centers on all school sites to provide a designated location for parent / community liaisons, school counselors, and social workers to connect with parents and provide them with community resources to meet the unique needs of low income students and their families (Action 4.9)

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$123,221,609.00	\$23,324,986.00		\$564,936.00	\$147,111,531.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$133,225,445.00	\$13,886,086.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1.1 Base Teacher Salaries and Benefits	\$88,547,656.00	\$21,228,840.00		\$498,277.00	\$110,274,773.00
1	2	All	1.2 Base Counselor Salaries and Benefits	\$7,112,464.00				\$7,112,464.00
1	3	All	1.3 Textbooks and Instructional Materials		\$1,061,000.00			\$1,061,000.00
1	4	All	1.4 Safe, Uncrowded, Well-Maintained Learning Environments	\$8,517,171.00				\$8,517,171.00
1	5	All	1.5 Technology for Students and Staff	\$4,450,000.00				\$4,450,000.00
1	6	All	1.6 Center for Educator Preparation and Assistance Programs	\$732,122.00				\$732,122.00
1	7	English Learners Foster Youth Low Income	1.7 New Teacher Support for Unduplicated Students	\$360,597.00				\$360,597.00
2	1	English Learners Foster Youth Low Income	2.1 Accelerate Learning through Intervention and Academic Support	\$943,144.00				\$943,144.00
2	2	English Learners	2.2 English Learners Language Development Support	\$1,416,540.00				\$1,416,540.00
2	3	English Learners	2.3 English Learners School Site Program Support	\$560,587.00				\$560,587.00
2	4	English Learners	2.4 English Learners Progress Monitoring and Academic Support	\$326,089.00				\$326,089.00
2	5	English Learners	2.5 Bilingual Instructional Assistants	\$1,527,588.00				\$1,527,588.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	6	English Learners Foster Youth Low Income	2.6 Professional Development focusing on Unduplicated Populations	\$125,000.00				\$125,000.00
2	7	English Learners	2.7 Language Development Programs	\$30,864.00				\$30,864.00
2	8	Students with Disabilities	2.8 Literacy Programs		\$21,000.00			\$21,000.00
2	9	Foster Youth Low Income	2.9 Supplemental Transportation Services	\$120,000.00				\$120,000.00
2	10	English Learners	2.10 EL Newcomers Program	\$1,600,000.00				\$1,600,000.00
3	1	All	3.1 Career Technical Education Program	\$864,673.00				\$864,673.00
3	2	All	3.2 Supplemental Online College & Career Guidance Programs		\$115,000.00			\$115,000.00
3	3	Low Income	3.3 Increase Number of Students from Low Income Families in AP and College Level Courses	\$120,000.00				\$120,000.00
3	4	All	3.4 Advanced Courses Teacher Training				\$25,000.00	\$25,000.00
3	5	All	3.5 CTE Specialists	\$284,327.00				\$284,327.00
3	6	All	3.6 College, Career, CTE Parent / Family Engagement Events	\$1,000.00				\$1,000.00
4	1	Foster Youth Low Income	4.1 Social Workers and Student Services	\$1,960,921.00				\$1,960,921.00
4	2	English Learners Foster Youth Low Income	4.2 Crisis Intervention Counselors	\$1,055,795.00				\$1,055,795.00
4	3	English Learners Foster Youth Low Income	4.3 Social-Emotional Learning Training	\$150,000.00				\$150,000.00
4	4	Students with Disabilities	4.4 Special Education Behavior Specialists		\$899,146.00			\$899,146.00
4	5	English Learners Foster Youth Low Income	4.5 Student Support Providers	\$1,923,980.00				\$1,923,980.00
4	6	English Learners	4.6 Translation Services	\$385,968.00				\$385,968.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	7	English Learners Foster Youth Low Income	4.7 Parent / Family Engagement Events	\$85,123.00			\$41,659.00	\$126,782.00
4	8	All	4.8 Student Wellness Centers	\$10,000.00				\$10,000.00
4	9	English Learners Low Income	4.9 Parent Resource Centers	\$10,000.00				\$10,000.00



## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$12,702,196.00	\$12,743,855.00
<b>LEA-wide Total:</b>	\$1,290,918.00	\$1,332,577.00
<b>Limited Total:</b>	\$11,411,278.00	\$11,411,278.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	7	1.7 New Teacher Support for Unduplicated Students	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$360,597.00	\$360,597.00
2	1	2.1 Accelerate Learning through Intervention and Academic Support	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$943,144.00	\$943,144.00
2	2	2.2 English Learners Language Development Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,416,540.00	\$1,416,540.00
2	3	2.3 English Learners School Site Program Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$560,587.00	\$560,587.00
2	4	2.4 English Learners Progress Monitoring and Academic Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$326,089.00	\$326,089.00
2	5	2.5 Bilingual Instructional Assistants	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,527,588.00	\$1,527,588.00
2	6	2.6 Professional Development focusing on Unduplicated Populations	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$125,000.00	\$125,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	7	2.7 Language Development Programs	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$30,864.00	\$30,864.00
2	9	2.9 Supplemental Transportation Services	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$120,000.00	\$120,000.00
2	10	2.10 EL Newcomers Program	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Canyon, Golden Valley, Hart	\$1,600,000.00	\$1,600,000.00
3	3	3.3 Increase Number of Students from Low Income Families in AP and College Level Courses	Limited to Unduplicated Student Group(s)	Low Income	9-12	\$120,000.00	\$120,000.00
4	1	4.1 Social Workers and Student Services	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$1,960,921.00	\$1,960,921.00
4	2	4.2 Crisis Intervention Counselors	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Bowman, Castaic, Golden Valley, Hart, La Mesa, Saugus	\$1,055,795.00	\$1,055,795.00
4	3	4.3 Social-Emotional Learning Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	\$150,000.00
4	5	4.5 Student Support Providers	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Bowman, Canyon, Golden Valley, Hart, La Mesa, Placerita, Sierra Vista	\$1,923,980.00	\$1,923,980.00
4	6	4.6 Translation Services	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$385,968.00	\$385,968.00
4	7	4.7 Parent / Family Engagement Events	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,123.00	\$126,782.00
4	9	4.9 Parent Resource Centers	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$10,000.00	\$10,000.00

Annual Update Table Year 1 [2021-22]

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

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

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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



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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

***Broad Goal***

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

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

***Maintenance of Progress Goal***

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

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

***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

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

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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



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