

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|--|---|---|
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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.

Rationale

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)

Expected Annual Measurable Objectives for Goal 1

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--|--|--|--|
| 1 | 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 | 8% of teachers (75 out of 929) are considered inexperienced, misassigned, or out-of-field. Due to post-Covid national teacher shortage, the District has been forced to hire a disproportional number of brand new (inexperienced) teachers and long-term substitutes. | Reduce by at least 1% - No more than 2% of teachers will be considered inexperienced, misassigned, or out-of-field |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|---|---|---|---|
| 1 | Teacher / Counselor Compensation (Contracts and hiring agreements) | 100% of teachers and counselors receive compensation according to approved salary schedules | 100% of teachers and counselors are receiving compensation according to approved salary schedules | 100% of teachers and counselors receive compensation according to approved salary schedules |
| 2 | 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 | 100% of students have access to updated and standards aligned textbooks |
| 1 | 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 | 100% of schools are maintained in good repair with safe and uncrowded classrooms |
| 7 | 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 | 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 |
| 7 | 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 | 3 teachers do not hold an EL authorization, but meet the district's requirements for temporary authorization. | All teachers will hold an EL authorization |
| 8 | Technology for Students and Staff (Annual technology surveys) | 100% of students and teachers have access to technology during the school day | 100% of students and teachers have access to technology during the school day | 100% of students and teachers have access to technology during the school day |
| 2 | Curriculum Guides in ELA, Math, Science, and Social Studies | District-adopted curriculum guides in grades 7-12 address 100% of state standards in English and Math. | District-adopted curriculum guides in grades 7-12 address 100% of state standards in English and Math. | District-adopted curriculum guides will address all state standards in grades 7 - 12 in all four core academic subject |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--|--|--|---|
| | (District-adopted State Standards-aligned curriculum guides) | 75% of state standards are addressed in Science, and Social Studies curriculum guides. | 75% of state standards are addressed in Science, and Social Studies curriculum guides. | areas of English, Math, Science, and Social Studies. 100% of state standards will be implemented in all content areas. |

Actions and Services

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|---|----------|--------------|---|---|---------------|-----------------|
| 1.1 | 1.1 Base Teacher Salaries and Benefits Fund credentialed teachers to provide instruction in all classrooms for all students | Ongoing | No | LCFF \$88,547,656 Other State \$21,228,840 Local 0 Federal \$498,277 | LCFF 0 Other State 0 Local 0 Federal 0 | \$110,274,773 | \$26,180,948 |
| 1.2 | 1.2 Base Counselor Salaries and Benefits Fund school counselors to provide academic, college, & career guidance in all schools for all students. | Ongoing | No | LCFF \$7,112,464 Other State 0 Local 0 Federal 0 | LCFF 0 Other State 0 Local 0 Federal 0 | \$7,112,464 | \$2,396,882 |
| 1.3 | 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. | Ongoing | No | LCFF 0 Other State 0 Local 0 Federal 0 | LCFF 0 Other State \$1,061,000 Local 0 Federal 0 | \$1,061,000 | \$803,917 |
| 1.4 | 1.4 Safe, Uncrowded, Well-Maintained Learning Environments Contribute 3% from the General Fund to the Routine Restricted | Ongoing | No | LCFF \$3,660,407 Other State 0 Local 0 Federal 0 | LCFF \$4,856,764 Other State 0 Local 0 Federal 0 | \$8,517,171 | \$2,646,892 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|---|----------|--------------|---|---|----------------|-----------------|
| | Maintenance account to repair, restore, or renovate district grounds, buildings, or equipment. | | | | | | |
| 1.5 | 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. | Ongoing | No | LCFF 0 Other State 0 Local 0 Federal 0 | LCFF \$4,450,000 Other State 0 Local 0 Federal 0 | \$4,450,000 | \$1,931,657 |
| 1.6 | 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. | Ongoing | No | LCFF \$694,610 Other State 0 Local 0 Federal 0 | LCFF \$37,512 Other State 0 Local 0 Federal 0 | \$732,122 | \$96,757 |
| 1.7 | 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 | Ongoing | Yes | LCFF \$342,121 Other State 0 Local 0 Federal 0 | LCFF \$18,476 Other State 0 Local 0 Federal 0 | \$360,597 | \$47,656 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|--------------|---|----------|--------------|--------------------|------------------------|-------------|-----------------|
| | reach English learners, foster youth, and low income students, through mentoring, coaching, in-class observations, reflective feedback meetings, evaluations, and professional development. | | | | | | |

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.

Rationale

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)

Expected Annual Measurable Objectives for Goal 2

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|-------------------------------------|--|--|--|
| 4 | CAASPP ELA Scores (CA Dashboard) | Overall Green 54.3 points above standard Foster Youth = Orange 38.6 points below standard | CAASPP was not administered in 2021 in lieu of local assessments | Overall Green or Blue Increase by +10 points to at least 65 points above standard |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--|---|--|---|
| | | <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> |
| 4 | 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>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> | CAASPP was not administered in 2021 in lieu of local assessments | <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> |
| 4 | CAST Science Scores (CDE Dataquest) | 44.3% of students Met or Exceeded standards (levels 3 and 4) | CAST was not administered in 2021 in lieu of local assessments | 50% of students will have Met or Exceeded standards (levels 3 and 4) |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|---|--|--|---|
| 4 | English Learner Progress (CA Dashboard) | 52.1% of EL students made progress towards English language proficiency 5.85% maintained an ELPAC score of 4 46.25% progressed at least 1 ELPI level | EL Progress was not published on the CA Dashboard for 2021 Raw ELPAC scores were published showing students current level of English Proficiency. Results include: 26.8% of EL students scored a 4 (proficient in English) 37.5% scored 3 (moderately developed English) 22.6% scored 2 (somewhat developed English) 13.1% scored 1 (minimally developed English) | 60% of EL students making progress towards English language proficiency 12% maintain an ELPAC score of 4 55% progress at least 1 ELPI level |
| 4 | English Learner Reclassification (District Student Information Data System, Calpads) | 516 EL students Reclassified as English Proficient (43%) | 363 EL students Reclassified as English Proficient (28%) | 53% of EL students will Reclassify as English Proficient |
| 4 | Local Diagnostic Reading Assessment (i-Ready) | 70% of students taking the local diagnostic reading assessment scored at or above grade level | 56% of students who took the local diagnostic reading assessment scored at or above grade level | 80% of students will score at or above grade level in Reading |
| 4 | Local Diagnostic Math Assessment (i-Ready) | 60% of students taking the local diagnostic math assessment scored at or above grade level | 53% of students who took the local diagnostic math assessment scored at or above grade level | 70% of students will score at or above grade level in Math |
| 4 | 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 | Scores not available yet. ELA Performance Task will be administered in Spring 2022 | 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 and Services

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | | Non-Personnel Expenses | | Total Funds | Mid-Year Report |
|-----------------|---|----------|--------------|-----------------------|-------------|---------------------------|-----------|----------------|-----------------|
| 2.1 | 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. | Ongoing | Yes | LCFF | \$823,352 | LCFF | \$119,792 | \$943,144 | \$121,860 |
| | | | | Other State | 0 | Other State | 0 | | |
| | | | | Local | 0 | Local | 0 | | |
| | | | | Federal | 0 | Federal | 0 | | |
| 2.2 | 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. | Ongoing | Yes | LCFF | \$1,416,540 | LCFF | 0 | \$1,416,540 | \$472,180 |
| | | | | Other State | 0 | Other State | 0 | | |
| | | | | Local | 0 | Local | 0 | | |
| | | | | Federal | 0 | Federal | 0 | | |
| 2.3 | 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 | Ongoing | Yes | LCFF | \$560,587 | LCFF | 0 | \$560,587 | \$186,862 |
| | | | | Other State | 0 | Other State | 0 | | |
| | | | | Local | 0 | Local | 0 | | |
| | | | | Federal | 0 | Federal | 0 | | |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | | Non-Personnel Expenses | | Total Funds | Mid-Year Report |
|-----------------|---|----------|--------------|-----------------------|-------------|---------------------------|-----------|----------------|-----------------|
| | and EL coordinators on each school site. | | | | | | | | |
| 2.4 | 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. | Ongoing | Yes | LCFF | \$223,869 | LCFF | \$102,220 | \$326,089 | \$84,324 |
| | | | | Other State | 0 | Other State | 0 | | |
| | | | | Local | 0 | Local | 0 | | |
| | | | | Federal | 0 | Federal | 0 | | |
| 2.5 | 2.5 Bilingual Instructional Assistants Bilingual Instructional Assistants (BIAs) will provide primary language direct student support for English learners in integrated & designated classes. | Ongoing | Yes | LCFF | \$1,527,588 | LCFF | 0 | \$1,527,588 | \$308,503 |
| | | | | Other State | 0 | Other State | 0 | | |
| | | | | Local | 0 | Local | 0 | | |
| | | | | Federal | 0 | Federal | 0 | | |
| 2.6 | 2.6 Professional Development focusing on Unduplicated Populations Professional development will be provided to build teacher, administrator, and staff capacity through intentional, sustained training and collaboration focused on equity, diversity, and evidence- | Ongoing | Yes | LCFF | \$125,000 | LCFF | 0 | \$125,000 | \$100 |
| | | | | Other State | 0 | Other State | 0 | | |
| | | | | Local | 0 | Local | 0 | | |
| | | | | Federal | 0 | Federal | 0 | | |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|--|----------|--------------|---|---|----------------|-----------------|
| | based strategies to effectively meet the needs of English Learners, Foster Youth, Low Income students, and those experiencing Homelessness. | | | | | | |
| 2.7 | 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. | Ongoing | Yes | LCFF 0 Other State 0 Local 0 Federal 0 | LCFF \$30,864 Other State 0 Local 0 Federal 0 | \$30,864 | \$30,864 |
| 2.8 | 2.8 Literacy Programs Students with disabilities will be provided with supplemental literacy programs for those needing to increase literacy and reading comprehension. | Ongoing | No | LCFF 0 Other State 0 Local 0 Federal 0 | LCFF 0 Other State \$21,000 Local 0 Federal 0 | \$21,000 | \$0 |
| 2.9 | 2.9 Supplemental Transportation Services Foster youth and low income students will be provided with supplemental transportation services to remove barriers to their education, and provide access and participation in any school program to meet their individual, unique needs. | Ongoing | Yes | LCFF 0 Other State 0 Local 0 Federal 0 | LCFF \$120,000 Other State 0 Local 0 Federal 0 | \$120,000 | \$25,912 |

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | | Non-Personnel Expenses | | Total Funds | Mid-Year Report |
|-------------|--|----------|--------------|--------------------|---|------------------------|-------------|-------------|-----------------|
| 2.10 | 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. | | Yes | LCFF | 0 | LCFF | \$1,600,000 | \$1,600,000 | \$0 |
| | | | | Other State | 0 | Other State | 0 | | |
| | | | | Local | 0 | Local | 0 | | |
| | | | | Federal | 0 | Federal | 0 | | |

Goal 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.

Rationale

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)

Expected Annual Measurable Objectives for Goal 3

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|---|---|--|---|
| | Graduation Rate (CA Dashboard) | 94.9% Green on the Dashboard | 94.1% Graduation Rate for Class of 2021 No dashboard color available | 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 | 0.4% 16 Dropouts 3605 Seniors - Class of 2021 | 1% or lower |
| | 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 | 11% 422 Non-Promotees 3691 8th graders in 2021 | 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 | 50.5% 1813 out of 3589 Graduates - Class of 2021 | 55% or higher |
| | AP Course Enrollment (Infinite Campus District Student Information Data System) | 9276 students enrolled in AP courses (grades 9-12) | 5481 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 | 44.8% 2458 students passed AP exams with score of 3 or higher | 45% or higher |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | 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) | 10,030 students enrolled in at least 1 CTE course | 10,200 students enrolled in at least 1 CTE course |
| | CTE Pathway Completion (Infinite Campus District Student Information Data System) | 23.3% 535 Students | 24% 576 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) | 2276 students enrolled in at least 1 Dual Enrollment or Concurrent college course | 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 | EAP Score not available for 2021 CAASPP not taken in 2021 in lieu of local assessments | 80% or higher |
| | College / Career Indicator (CA Dashboard) | 59.7% Prepared Green on Dashboard | College / Career Indicator not available for 2021 | 70% or higher |
| | A-G completion and CTE completion (Infinite Campus District Student Information Data System, CDE Dataquest) | 20% 459 Students | 25% 919 students | 30% or higher |

Actions and Services

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | | Non-Personnel Expenses | | Total Funds | Mid-Year Report |
|-------------|---|----------|--------------|--------------------|-----------|------------------------|-----------|-------------|-----------------|
| 3.1 | 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. | Ongoing | No | LCFF | \$842,239 | LCFF | \$22,434 | \$864,673 | \$197,627 |
| | | | | Other State | 0 | Other State | 0 | | |
| | | | | Local | 0 | Local | 0 | | |
| | | | | Federal | 0 | Federal | 0 | | |
| 3.2 | 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. | Ongoing | No | LCFF | 0 | LCFF | 0 | \$115,000 | \$300,015 |
| | | | | Other State | 0 | Other State | \$115,000 | | |
| | | | | Local | 0 | Local | 0 | | |
| | | | | Federal | 0 | Federal | 0 | | |
| 3.3 | 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. | Ongoing | Yes | LCFF | 0 | LCFF | \$120,000 | \$120,000 | \$0 |
| | | | | Other State | 0 | Other State | 0 | | |
| | | | | Local | 0 | Local | 0 | | |
| | | | | Federal | 0 | Federal | 0 | | |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | | Non-Personnel Expenses | | Total Funds | Mid-Year Report |
|-----------------|---|----------|--------------|-----------------------|-----------|---------------------------|----------|----------------|-----------------|
| 3.4 | 3.4 Advanced Courses Teacher Training Provide teacher training for Advanced Placement courses | Ongoing | No | LCFF | 0 | LCFF | 0 | \$25,000 | \$0 |
| | | | | Other State | 0 | Other State | 0 | | |
| | | | | Local | 0 | Local | 0 | | |
| | | | | Federal | 0 | Federal | \$25,000 | | |
| 3.5 | 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. | Ongoing | No | LCFF | \$284,327 | LCFF | 0 | \$284,327 | \$61,951 |
| | | | | Other State | 0 | Other State | 0 | | |
| | | | | Local | 0 | Local | 0 | | |
| | | | | Federal | 0 | Federal | 0 | | |
| 3.6 | 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. | Ongoing | No | LCFF | 0 | LCFF | \$1,000 | \$1,000 | \$0 |
| | | | | Other State | 0 | Other State | 0 | | |
| | | | | Local | 0 | Local | 0 | | |
| | | | | Federal | 0 | Federal | 0 | | |

Goal 4

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

Rationale

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)

Expected Annual Measurable Objectives for Goal 4

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--|---|---|---|
| 5 | Attendance Rate (CDE Annual Attendance Report) | 95.8% Annual Attendance | 85.9% Annual Attendance (2020-21) | 96% or higher |
| 5 | Chronic Absenteeism (CA Dashboard, CDE Dataquest) | 6.4% (Jr High only) Orange on Dashboard 9% (District-wide) Dataquest | 3.8% Jr High 4.5% District-wide | 5% or less (Jr High) 8% or less (All Students) |
| 5 | Suspension Rate (District Student Information Data System, CDE Dataquest) | 1.9% 525 Total Suspensions | 1.1% 268 Suspensions | 1.5% or less |
| 5 | Expulsion Rate (District local data, CDE Dataquest) | 0.09% 22 Total Expulsions | Less than 0.01% 7 Expulsions to date | 0.05% or less |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--|--|--|--|
| 6 | Connectivity to School (Student Climate Survey Results) | District survey of all 8th and 10th graders answered "Yes" to the following questions: "I feel welcome at this school." 8th graders - 83% 10th graders - 84% "I feel close to people at this school." 8th graders - 83% 10th graders - 82% "I am an active member of this school." 8th graders - 67% 10th graders - 63% | Student survey results not available yet. Will be administered at end-of-year. | Improve positive answers to connectivity questions by an average of 3% |
| 6 | Student Wellness (Student Climate Survey Results) | District survey of all 8th and 10th graders answered "Yes" to the following questions: "I am happy to be at this school." 8th graders - 76% 10th graders - 75% "I often feel depressed or anxious." 8th graders - 47% 10th graders - 58% | Student survey results not available yet. Will be administered at end-of-year. | Improve positive answers to wellness questions by an average of 3% |
| 6 | Healthy Relationships (Student Climate Survey Results) | District survey of all 8th and 10th graders answered "Yes" to the following questions: | Student survey results not available yet. Will be administered at end-of-year. | Improve positive answers to relationship questions by an average of 3% |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|---|--|--|---|
| | | <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> | | |
| 6 | Positive School Culture (Student Climate Survey Results) | <p>District survey of all 8th and 10th graders 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." 8th graders - 28% 10th graders - 26%</p> | Student survey results not available yet. Will be administered at end-of-year. | Improve positive answers to climate question by an average of 3% |
| 6 | 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." 8th graders - 86% 10th graders - 76%</p> <p>"If I did not feel safe at school, I would tell my parents, teacher, counselor, or administrator." 8th graders - 84% 10th graders - 72%</p> | Student survey results not available yet. Will be administered at end-of-year. | Improve positive answers to school safety questions by an average of 3% |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--|--|--|--|
| 3 | Parent Participation / Involvement (School Parent Surveys) | School site WASC surveys and school climate survey results indicate that between 75-80% of parents who responded said they feel welcome and are involved in their child's school, educational programs, and meetings. | Parent survey results not available yet. Will be administered at end-of-year. | Improve positive answers to parent involvement questions by an average of 3% |
| 3 | 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. | Parent survey results not available yet. Will be administered at end-of-year. | Improve positive answers to parent engagement questions by an average of 3% |
| 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. | Parent survey results not available yet. Will be administered at end-of-year. | Improve positive answers to parent engagement questions by an average of 3% |
| 3 | Parent School Safety (School Parent Surveys) | School site WASC surveys and school climate survey results indicate that between 70-74% of parents 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. | Parent survey results not available yet. Will be administered at end-of-year. | Improve positive answers to parent engagement questions by an average of 5% |
| 6 | 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 | Teacher survey results not available yet. Will be administered at end-of-year. | Improve positive answers to teacher connectedness questions by 3% |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|------------------------------------|--|--|---|
| | | through supportive relationships. | | |
| 6 | 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. | Teacher survey results not available yet. Will be administered at end-of-year. | Improve positive answers to parent engagement questions by an average of 3% |

Actions and Services

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|--|----------|--------------|---|---|-------------|-----------------|
| 4.1 | 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. | Ongoing | Yes | LCFF \$1,960,921 Other State 0 Local 0 Federal 0 | LCFF 0 Other State 0 Local 0 Federal 0 | \$1,960,921 | \$467,371 |
| 4.2 | 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 | Ongoing | Yes | LCFF \$1,055,795 Other State 0 Local 0 Federal 0 | LCFF 0 Other State 0 Local 0 Federal 0 | \$1,055,795 | \$351,932 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|---|----------|--------------|---|---|----------------|-----------------|
| | resources, therapy, and community support to meet their individual, unique, social-emotional, and physical needs. | | | | | | |
| 4.3 | 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. | 2021-22 | Yes | LCFF 0 Other State 0 Local 0 Federal 0 | LCFF \$150,000 Other State 0 Local 0 Federal 0 | \$150,000 | \$10,000 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | | Non-Personnel Expenses | | Total Funds | Mid-Year Report |
|-----------------|---|----------|--------------|-----------------------|-------------|---------------------------|-----------|----------------|-----------------|
| 4.4 | 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. | Ongoing | No | LCFF | 0 | LCFF | 0 | \$899,146 | \$211,167 |
| | | | | Other State | \$899,146 | Other State | 0 | | |
| | | | | Local | 0 | Local | 0 | | |
| | | | | Federal | 0 | Federal | 0 | | |
| 4.5 | 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. | 2021-22 | Yes | LCFF | \$1,023,980 | LCFF | \$900,000 | \$1,923,980 | \$146,619 |
| | | | | Other State | 0 | Other State | 0 | | |
| | | | | Local | 0 | Local | 0 | | |
| | | | | Federal | 0 | Federal | 0 | | |
| 4.6 | 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 | Ongoing | Yes | LCFF | \$380,968 | LCFF | \$5,000 | \$385,968 | \$40,960 |
| | | | | Other State | 0 | Other State | 0 | | |
| | | | | Local | 0 | Local | 0 | | |
| | | | | Federal | 0 | Federal | 0 | | |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | | Non-Personnel Expenses | | Total Funds | Mid-Year Report |
|-----------------|---|----------|--------------|--|---|---------------------------|----------|----------------|-----------------|
| | transcripts for English learner students, in addition to the district's regular translation services for written communications, outreach efforts, and daily phone calls. | | | | | | | | |
| 4.7 | 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. | 2021-22 | Yes | LCFF \$5,123 Other State 0 Local 0 Federal \$11,635 | LCFF \$80,000 Other State 0 Local 0 Federal \$30,024 | \$126,782 | \$30,329 | | |
| 4.8 | 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 | Ongoing | No | LCFF 0 Other State 0 Local 0 Federal 0 | LCFF \$10,000 Other State 0 Local 0 Federal 0 | \$10,000 | \$0 | | |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|---|----------|--------------|---|--|----------------|-----------------|
| | resources related to mental health and wellness. | | | | | | |
| 4.9 | 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. | Ongoing | Yes | LCFF 0 Other State 0 Local 0 Federal 0 | LCFF \$10,000 Other State 0 Local 0 Federal 0 | \$10,000 | \$0 |