

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Lompoc Unified School District
<b>CDS Code:</b>	46-69229-0000000
<b>LEA Contact Information:</b>	Name: Bree Valla Position: Deputy Superintendent Email: valla.bree@lusd.org Phone: (805) 742-3300
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$100,817,726
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$15,100,747
<b>All Other State Funds</b>	\$17,781,025
<b>All Local Funds</b>	\$5,112,811
<b>All federal funds</b>	\$7,519,132
<b>Total Projected Revenue</b>	\$131,230,694

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$130,114,478
<b>Total Budgeted Expenditures in the LCAP</b>	\$18,617,556.00
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$18,617,556.00
<b>Expenditures not in the LCAP</b>	\$111,496,922

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$6,284,198
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$9,406,821

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$3,516,809
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$3,122,623

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	General fund expenditures not included in the LCAP except where noted include salaries and benefits for certificated and classified staff, instructional materials, services and other operating expenditures, equipment replacement and transportation for special education students.

# LCFF Budget Overview for Parents

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CDS Code: 46-69229-0000000

School Year: 2021-22

LEA contact information:

Bree Valla

Deputy Superintendent

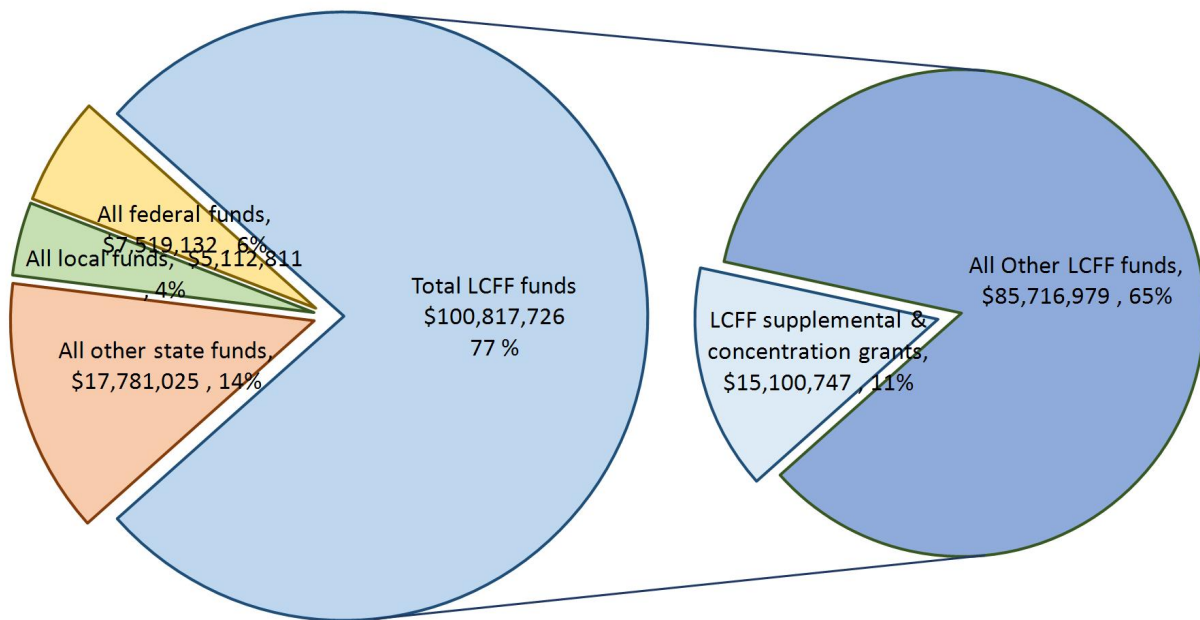
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(805) 742-3300

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source



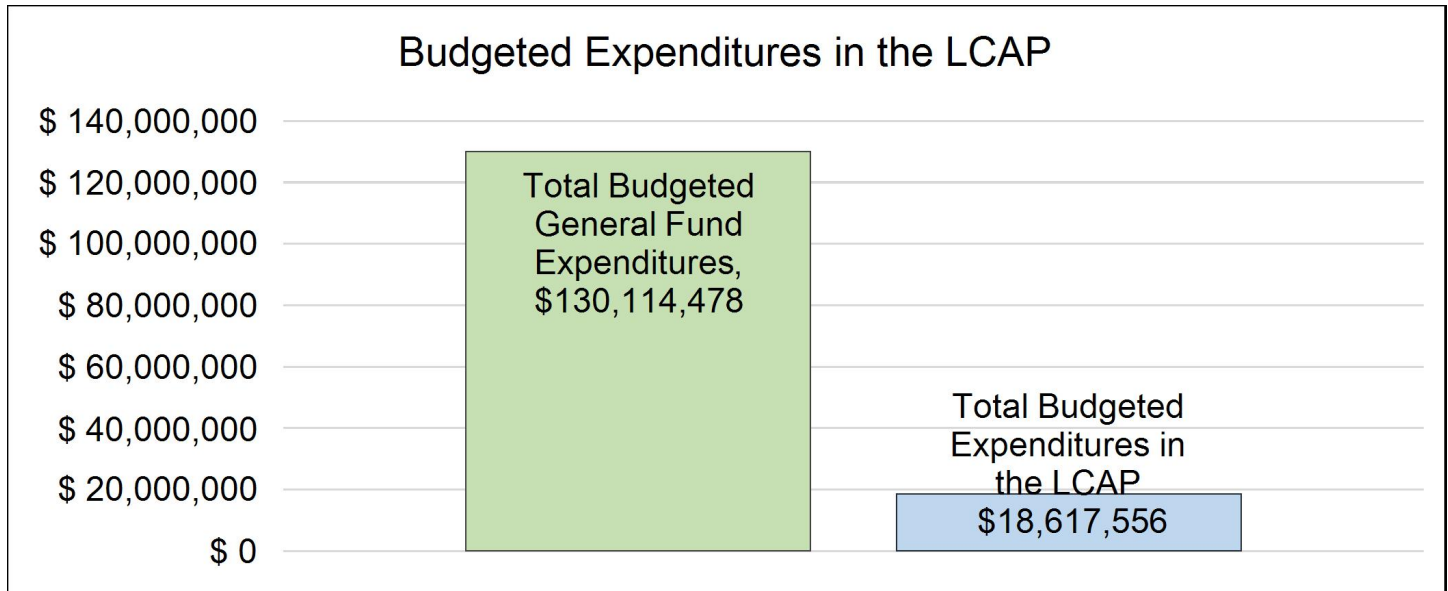
This chart shows the total general purpose revenue Lompoc Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Lompoc Unified School District is \$131,230,694, of which \$100,817,726 is Local Control Funding Formula (LCFF), \$17,781,025 is other state funds, \$5,112,811 is local funds, and

\$7,519,132 is federal funds. Of the \$100,817,726 in LCFF Funds, \$15,100,747 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lompoc Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Lompoc Unified School District plans to spend \$130,114,478 for the 2021-22 school year. Of that amount, \$18,617,556.00 is tied to actions/services in the LCAP and \$111,496,922 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

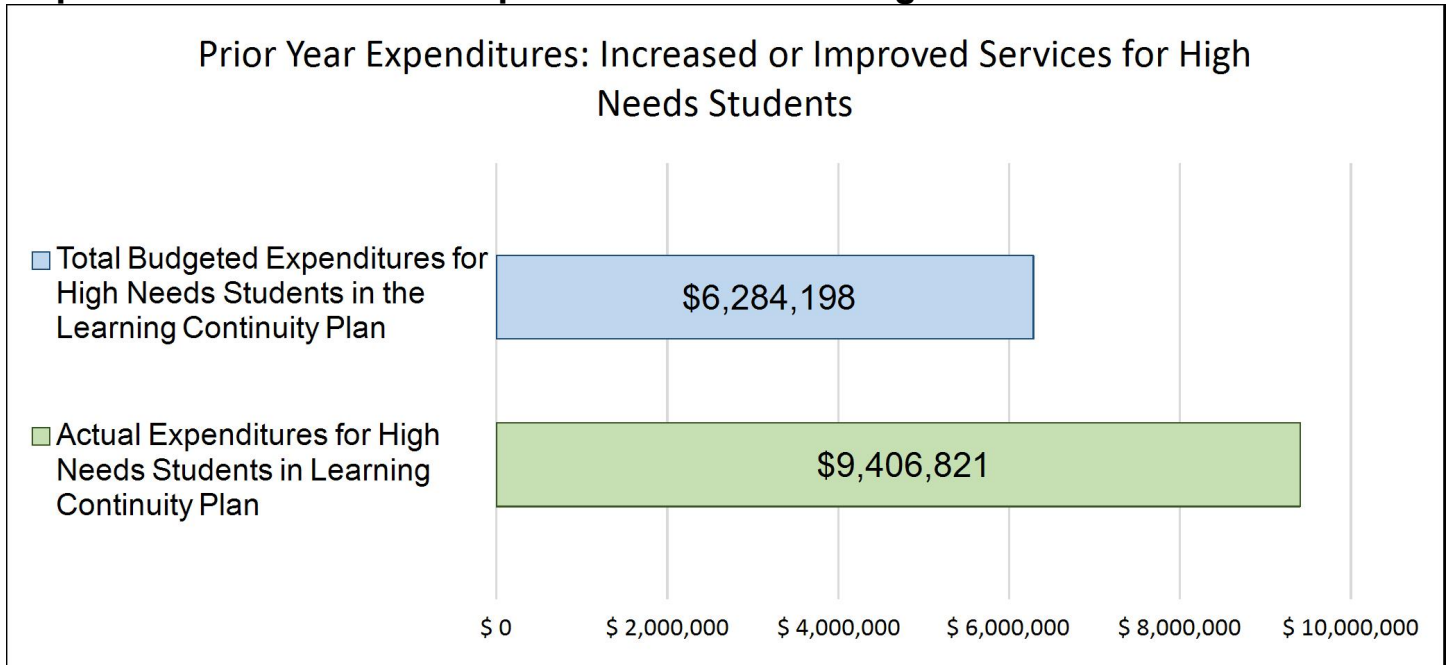
General fund expenditures not included in the LCAP except where noted include salaries and benefits for certificated and classified staff, instructional materials, services and other operating expenditures, equipment replacement and transportation for special education students.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Lompoc Unified School District is projecting it will receive \$15,100,747 based on the enrollment of foster youth, English learner, and low-income students. Lompoc Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lompoc Unified School District plans to spend \$18,617,556.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Lompoc Unified School District's Learning Continuity Plan budgeted \$6,284,198 for planned actions to increase or improve services for high needs students. Lompoc Unified School District actually spent \$9,406,821 for actions to increase or improve services for high needs students in 2020-21.



## Annual Update for Developing the 2021-22 Local Control and Accountability Plan

### Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Lompoc Unified School District	Bree Valla Deputy Superintendent	valla.bree@lusd.org (805) 742-3300

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Maximize academic achievement of all students with performance at or above grade level in ELA and math; and reduce disparity in levels of achievement among low income, English learners and foster youth.

State and/or Local Priorities addressed by this goal:

**State Priorities:**

- 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)

## Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Improve SBAC – Districtwide ELA – English learners  <b>19-20</b> 48.98% met or exceed on SBAC or 7 point increase on Dashboard 20% met or exceed on SBAC or 7 points increase on Dashboard	Students did not take the SBAC in Spring 2020 due to COVID-19 pandemic and school closure.
<b>Baseline</b> 39% met or exceed on SBAC on Dashboard 13%met or exceed on SBAC on Dashboard	
<b>Metric/Indicator</b> Improve SBAC – Districtwide Math <ul style="list-style-type: none"> <li>English learners</li> </ul>	Students did not take the SBAC in Spring 2020 due to COVID-19 pandemic and school closure.
19-20	

Expected	Actual
<p>28.57% met or exceed on SBAC or 7 point increase on Dashboard</p> <p>15% met or exceed on SBAC or 7 points increase on Dashboard</p> <p><b>Baseline</b></p> <p>25% met or exceed on SBAC on Dashboard</p> <p>8% met or exceed on SBAC on Dashboard</p>	
<p><b>Metric/Indicator</b></p> <p>Improve RFEF</p> <p><b>19-20</b></p> <p>9.90%</p> <p><b>Baseline</b></p> <p>8.69%</p>	<p>By Spring of 2021, 18% of students were Redesigned FEF.</p>
<p><b>Metric/Indicator</b></p> <p>Improve EAP ELA College and Career Readiness</p> <p><b>19-20</b></p> <p>66.64%</p> <p><b>Baseline</b></p> <p>55%</p>	<p>39.2% of students are considered prepared as measured by College &amp; Career Indicator. 19.9% of students are approaching prepared.</p>
<p><b>Metric/Indicator</b></p> <p>Improve EAP Math College and Career Readiness</p> <p><b>19-20</b></p> <p>58.22%</p> <p><b>Baseline</b></p> <p>25%</p>	<p>39.2% of students are considered prepared as measured by College &amp; Career Indicator. 19.9% of students are approaching prepared.</p>
<p><b>Metric/Indicator</b></p> <p>Improve A-G requirement course completion rate</p> <p><b>19-20</b></p> <p>83.07%</p>	<p>Of the students who are considered prepared (measured by CCI), 70% met A-G requirements. Of the students who are considered approaching prepared, 18.7% completed A-G requirements.</p>



<b>Expected</b>		<b>Actual</b>
<b>Baseline</b> 24.8%		
<b>Metric/Indicator</b> Improve AP pass rate		49.63% of students are passing AP courses.
<b>19-20</b> 62.2%		
<b>Baseline</b> Incorrect data on baseline - should be 51.70%		
<b>Metric/Indicator</b> Improve AP course enrollment rate		14.77% of students are enrolling in AP courses.
<b>19-20</b> 29.58%		
<b>Baseline</b> 25.55%		
<b>Metric/Indicator</b> Improve CTE enrollment rate		50.59% of students are enrolling in CTE courses.
<b>19-20</b> 70.68%		
<b>Baseline</b> 53.42%		
<b>Metric/Indicator</b> Decrease Intervention/ remedial course enrollment rate		TBD.
<b>19-20</b> 7.87%		
<b>Baseline</b> 19.96%		
<b>Metric/Indicator</b> Improve STAR Reading growth average		39% of LUSD students are at or above 40% proficiency on STAR reading assessment as of spring 2021.
<b>19-20</b> 1 year average		

Expected	Actual
<p><b>Baseline</b> 3 months average</p> <p><b>Metric/Indicator</b> Improve STAR Math growth average</p> <p><b>19-20</b> 1 year average</p> <p><b>Baseline</b> 1 month average</p>	<p>45% of LUSD students are at or above 40% proficiency on STAR math assessment as of spring 2021.</p>
<p><b>Metric/Indicator</b> Improve EL Progress toward English Proficiency</p> <p><b>19-20</b> 30% of students will receive a Level 4 on ELPAC</p> <p><b>Baseline</b> First year of ELPAC state assessment. Baseline to be started</p>	<p>9.35% of English learners scored a Level 4 on ELPAC.</p>
<p><b>Metric/Indicator</b> Continue Implementation of Content and Performance Standards</p> <p><b>19-20</b> All California State Standards will be implemented</p> <p><b>Baseline</b> All California State Standards will be implemented</p>	<p>Maintained.</p>
<p><b>Metric/Indicator</b> All EL Students Will Have Access to Core and ELD Standards</p> <p><b>19-20</b> Maintain that EL Students Will Have Designated and Integrated EL Instruction in Content Courses and Access to Core</p> <p><b>Baseline</b> Maintain that EL Students Will Have Designated and Integrated EL Instruction in Content Courses</p>	<p>Maintained.</p>

## Actions / Services

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Increase services at school sites based on the individual needs of the school aligned to LCAP goals and 8 state priorities. Examples of increased services budgeted at the site include hiring additional computer instructional assistants, bilingual and library instructional IA hours, part-time support teachers, materials/supplies, technology, home/school liaisons, FSA counselor hours, PD, non-capitalized equipment, STEAM activities, arts/music programs, intervention teacher, tutoring and EL counselor. Individual school sites identified actions and goals via SPSAs for increased services to improve academic proficiency of English learners, low-socio economic and foster youth. School site councils (SSC) approve development of site budgets for SPSAs. Matrix used to determine increase services available at each site is based on number of students in each area: 1) Unduplicated Count, 2) Number of English learners and 3) Unduplicated Count above 55%. School Plans for Student Achievement have been approved by SSC and by LUSD School Board in June 2019. 10% of Title 1 funds have not been budgeted, but in a site Hold Harmless Account until final allocation from state is determined and is not allocated in the budget below.	(1000) \$180,325 (2000) \$311,713 (3000) \$168,959 (4000) \$213,982 (5000) \$250,021 (6000) \$25,000  Supplemental and Concentration \$1,150,000  Title I \$1,182,880	Supplemental and Concentration 2,485,282
Provide professional development for all TK through 12th grade teachers to build their capacity in educational pedagogy and assessment. The topics of the PD will be related to instructional practices, implementation of California State Standards, ELA/ELD, New Adoptions, science pilots and technology integration in order to meet the District's initiatives of high achievement for all students and closing the achievement gap, especially targeting low-income students, English learners and foster youth. LUSD will address the critical need in mathematics with a plan to address varying degrees of change in pedagogy surrounding conceptual mathematics instruction at all levels in the District through evidence-based professional development.	(1000) \$25,000 (3000) \$4,913 (4000) \$15,000 (5000) \$64,692  Supplemental and Concentration \$109,605  Title I \$95,000 (3000) \$29,650 (5000) \$65,000  Title I \$189,650  Title II \$25,000 (2000) \$5,000 (3000) \$1,000 (4000) \$20,000 (5000) \$75,000  Title II \$126,000	Supplemental and Concentration 24,957  Title I 80,319  Title II 353934.22

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
District Interim Assessment (STAR Early Literacy, STAR Reading and STAR Math) will be done to guide instruction of English learners, foster youth and low income students.	(5000) \$95,000 Supplemental and Concentration \$95,000	Supplemental and Concentration 99,610
Continue District-wide collaboration schedule to allow for instruction and curriculum alignment to New California State Standards, curriculum and student learning needs through a PLC professional learning model. District personnel will provide PLC training on the structure and protocols necessary for the work at the school sites to administrators and their leadership teams.	None	None
The decision has been made to eliminate the position of Math Coach during the 2019-2020. LUSD will continue to focus on the area of mathematics through site funds and through Goal 1, Action 2.	None	None
Secondary Common Core Council will work in content departments to articulate and plan instructional content and pacing that is coherent and aligned with content Frameworks and State Standards. Elementary grade level chairs TK – 6 serve as instructional leaders for grade level cohorts throughout the District performing duties essential to the efficient operation of the grade level including developing curriculum maps and formative assessments. Grade level chairs will collaborate, plan and present District information to all elementary sites and grade level cohorts.	(1000) \$35,000 (3000) \$7,288 Title II \$42,288	Supplemental and Concentration 38,218
	(1000) \$11,000 (3000) \$1,000 Title III \$12,000	Title III 2,289
The LUSD English Language Development (ELD) Leadership Team will be comprised of site Principals, ELD Department Chair from the secondary schools and a primary and upper elementary teacher from each of the elementary schools. The ELD Leadership Team will review the work and focus at sites developing understanding of the ELA/ELD Framework, CA ELD Standards and implementation of integrated and designated ELD. The ELD Leadership Team will work to provide a District-wide ELD progress monitoring assessment that will be utilized to explicitly articulate the content knowledge and skills English learners need to improve English language development in core content.		
LUSD will provide support for all students with a District-wide commitment for all 10th grade students to take the PSAT, 11th graders who desire to take the PSAT for the National Merit Scholarship Program and 11th grade students to take the SAT test. Students completing AP	(1000) \$1,700 (3000) \$300 (5000) \$83,000	Supplemental and Concentration 75,487

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
courses will take the College Board Advanced Placement tests at no cost to them. SAT Bootcamps will be provided during August, after school and on Saturdays prior to the SAT testing to prepare students. Services are principally directed to EI, FY and LI students who typically do not take either test due to cost of the test. It is LUSD's experience that FY, EL and LI students are at greater risk of not achieving grade level standards, not progressing towards graduation and are underrepresented in college.	Supplemental and Concentration \$85,000	
In order to support equity in LUSD and knowing the LCFE unduplicated count and percentage of households that have not been traditionally able to access this type of learning opportunity, funding will be provided to ensure that all 6th grade students in LUSD will experience attending an outdoor science school. Students will attend the 3 day Catalina Island Marine Institute. The Catalina Island Marine Institute focuses on science, technology, engineering and math.	(1000) \$17,000 (3000) \$3,000 (5000) \$270,000 Supplemental and Concentration \$290,000	Supplemental and Concentration 219,656
LUSD is no longer working with Dr. Sargent on the use of data driven decision making. Site Administrators, along with their Leadership Teams, will continue to use what was learned with Dr. Sargent to use data to drive instruction.	None	
Utilize a data management program (MMARS) for District and site assessment data analysis.	(5000) \$4,900 Supplemental and Concentration \$4,900 (5000) \$4,900 Title I \$4,900	Supplemental and Concentration 15,068 Title I 4,856
With the pilot of new NGSS aligned curriculum, LUSD will provide time for each comprehensive high school and each middle school to collaborate during District-wide Professional Development Days.	None	
Purchase a device management system (MDM) to manage mobile devices, with the capability of deploying apps for professional development, student enrichment, special education instruction and apps for EL development.	(5000) \$19,000 Supplemental and Concentration \$19,000	Supplemental and Concentration 18,750
Continue ongoing support to the co-teaching sites with 3 hours a month or 12 hours a semester release time for planning.	(1000) \$7,500 (3000) \$1,500 Title II \$9,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue implementing coherent partnership between LUSD and Allan Hancock Community College with articulated pathways and opportunities for high school students to receive an AA degree concurrently with their high school diploma.	(1000) \$18,270 (3000) \$650 (5000) \$20,000 Supplemental and Concentration \$38,920	Supplemental and Concentration 8,566
A College and Career readiness course for all high school freshman using "Get Focused, Stay Focused" curriculum is offered at Cabrillo and Lompoc High Schools. The purpose of this course principally directed towards EL, FY and LI qualifying students in developing career and college goals and help them understand how to prepare themselves in high school ("a-g" requirements, study habits, critical thinking, motivation) for future success. This course particularly emphasizes providing college and career knowledge and access to students that are underrepresented in post-secondary education.	(4000) \$ 11,000 Lottery \$11,000	None
Provide each elementary school with a P.E. teacher to promote a healthy lifestyle for English learners, foster youth and low income students. This releases the classroom teacher from teaching P.E. and teachers have a flexible schedule that provides smaller student-teacher ratio for more personalized instruction.	(1000) \$659,296 (3000) \$201,176 Supplemental and Concentration \$860,472	Supplemental and Concentration 868,648
SBCEO ELD Consultant will provide professional learning, ongoing monthly on-site support and training to principals and staff at school sites by building of capacity in developing integrated and designated ELD in all content areas and monitoring of progress..	R4201 (5000) \$6,207 Title III \$6,207 R4203 (5000) \$10,000 Title III \$10,000 (5000) \$15,000 Title II \$15,000	Title III 29,417
Support secondary AVID program with increased support for each AVID section and one release period for each AVID teacher per site. Provide two release periods for secondary AVID director (not including AVID prep period). Continue AVID ADL training for District director. Provide	(1000) \$282,661 (3000) \$91,000 (5000) \$36,000	Supplemental and Concentration 303,020



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Summer Institute to all AVID sites. (2 teachers per site at CHS, LHS, LVMS, VMS, Maple and La Canada).	Supplemental and Concentration \$409,761	Title I 21,496
College age tutors will work with LUSD Avid students in tutorials from September through May, 2020. 2 Tutors at LVMS X 3 periods = 5.5 tutor hours X twice/wk = 12 tutor hours/wk 2 Tutors at VMS X 4 periods = 8.5 tutor hours X twice/wk = 16 tutor hours/wk 3 Tutor at CHS X 3 periods = 9 tutor hours X twice/wk = 18 tutor hours/wk 3 Tutor at LHS X 4 periods = 12 tutor hours X twice/wk = 24 Tutor hours/wk 2 Tutors at MHS X 3 periods = 6 tutor hours x twice/wk = 12 tutor hours/wk	(2000) \$29,008 (3000) \$4,967 (5000) \$14,025 Supplemental and Concentration \$48,000	Supplemental and Concentration 2,810  Title I 27,259
	(1000) \$101,760 (3000) \$37,216 Supplemental and Concentration \$138,976	Supplemental and Concentration 151,914
Support secondary math programs by providing funds for freshman support and support sections to increase and support "a-g" courses for students who without the support would not take the course or fall behind and not complete it.  Site Technology Support Assistants will support classroom instruction and tech integration. They will provide support to classroom teachers with setting up instructional programs for core curriculum and support materials for all subjects, support for administering the CAASPP and other online assessments, information and guidelines for safe internet activity, instruction and training on technology related initiatives and troubleshooting technology.	(2000) \$335,315 (3000) \$154,387 Supplemental and Concentration \$489,702	Supplemental and Concentration 478,682
Utilizing the online curriculum accessible through APEX licenses, LUSD will provide alternatives for students to receive course credit for high school independent study programs.	None	
Utilizing the online curriculum accessible through APEX licenses, LUSD provides alternatives for students to receive "a-g subject requirements" through credit recovery. Provide opportunities for students to retake	(1000) \$50,183 (2000) \$1,997 (3000) \$16,242	Title I 138,178

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
courses for credit recovery for all subject areas during the school year and during the summer months.	(4000) \$500 (5000) \$70,000 Title I \$138,922	
LUSD will continue to provide under-served elementary students who do not meet grade level standards in English language arts and/or math with a “jump start” summer school program including a dual immersion strand for students attending the dual immersion program. The program will target students who struggle in specific academic areas and will focus on academic instruction that allows students to enhance cognitive skills and abilities.	(1000) \$45,000 (2000) \$12,000 (3000) \$10,000 (4000) \$10,000 (5000) \$3,500 Supplemental and Concentration \$80,500	Supplemental and Concentration 17,976
	(1000) \$45,000 (2000) \$12,000 (3000) \$10,000 (4000) \$10,000 (5000) \$3,500 Title I \$80,500	Title I 61,371
Partner with Cal-SOAP to provide tutors at each high school to increase academic support, formal outreach and mentoring to under-represented students. Provide a tutor to each of the District's elementary schools and middle schools to help students with reading and math skills. The use of Cal SOAP tutors shall supplement existing services provided by CSEA bargaining unit instructional para-educators and shall in no way cause any reduction and/or elimination of those CSEA para-educator services.	(5000) \$60,000 Supplemental and Concentration \$60,000	Supplemental and Concentration 62,094
District secondary counselors increase access and strengthen services to support all students with an emphasis on English learners, foster youth, African American and Latino males, low socio-economic, Special Ed and first generation students. High school counselors will also support the Bridges to Success program by attendance at regular meetings with Allan Hancock College (AHC). The partnership between AHC and LUSD works to collaboratively promote student success	(1000) \$844,345 (2000) \$367,713 (3000) \$469,544 Supplemental and Concentration \$1,681,602	Supplemental and Concentration 534,302
District library technicians provide support and guidance with supplementary reading programs, contribute to the development of a library master plan and update catalog circulation database and other essential functions that promote learning.	(2000) \$437,355 (3000) \$182,881 (5000) \$23,000	Supplemental and Concentration 571,604
		Lottery 1,480,379



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Bob Forinash Community Day School serves expelled students and other high-risk youths. The instructional day includes academic programs that provide challenging curriculum and individual attention to student learning modalities and abilities. Development of pro-social skills and student self-esteem and resiliency are also included in a student's individualized learning.	(1000) \$400,567 (2000) \$93,841 (3000) \$169,486 Supplemental and Concentration \$663,894	Supplemental and Concentration 767,522
One time money was given to secondary music program in 2018-2019 to invest in expenditures such as new instruments, instrumental repair, sheet music and uniforms.	None	
Provide a robust CTE program with teachers offering courses at the two comprehensive high schools and one continuation high school to expand career readiness options. Program specialist will continuously develop pathways with the help of the CTE teachers and administrative assistant support. Services will be principally directed towards FY, LI and EL students. It is LUSD's experience that FY, LI and EL students are at greater risk of not achieving grade level standards, not progressing towards graduation and are underrepresented in college.	(1000) \$858,403 (3000) \$280,011 Supplemental and Concentration \$1,138,414 (1000) \$76,403 (2000) \$58,955 (3000) \$52,776 (4000) \$59,193 CTEIG \$247,327 (4000) \$63,141 (6000) \$19,500 Carl D. Perkins Career and Technical Education \$82,641	Supplemental and Concentration 1,092,761  CTEIG 195,143  Carl D. Perkins Career and Technical Education 90,884
We are discontinuing the duplication of Actions. All professional learning for teachers that supports the integration of technology will be under Action 43.	None	
This action is eliminated as the District purchase new computers for all teachers through base funding.	None	
Provide PD, training, equipment and devices to the IT department in order for them to stay current and apprised of the needs of the classrooms and the infrastructure and technology required for quality instruction in the classroom that supports and ensures EL, FY, LI	(5000) \$10,000 Supplemental and Concentration 10,000	Supplemental and Concentration 30,602

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
students have equitable access to technology and 21st century technology. .		
Participate in the Foster Focus program to have immediate access to information about foster youth.	(5000) \$250 Supplemental and Concentration \$250	0
LUSD staff will participate in ongoing communication and collaboration between other LEAs, county agencies and nongovernmental organizations regarding foster and homeless youth to ensure immediate enrollment, partial credits for mid-semester changes, adequate transportation to school and graduation credit exemptions as appropriate.	None	
LUSD has developed and implements a policy ensuring foster youth are immediately enrolled and appropriately placed in the same/equivalent grade and classes. Partial credits are calculated using a uniform formula and are consistently issued.	None	
LUSD will collaborate with SBCEO Transitional Youth Services to provide training to District staff to ensure foster youth have access to AB 216 rights. AB 216 exempts a pupil in foster care who transfers between schools any time after the completion of the pupil's second year of high school from all coursework and other requirements adopted by the governing board of the school District that are in addition to the statewide coursework requirements.	None	
Provide resources for District to build outside participation in STEAM Festival yearly and STEM Expo that engages EL, FY, LI students in extracurricular science activities. Expenses include extra duty time for teacher to organize events and materials and supplies to run the event.	(1000) \$2,500 (3000) \$500 (4000) \$2,000 Supplemental and Concentration \$5,000	Supplemental and Concentration 99
The District will provide personnel to supports sites in order to support monitoring LCAP goals, actions and expenditures to ensure the actions are tied to District and school goals to ensure increased and improved services to students.	(1000) \$74,137 (2000) \$29,376 (3000) \$33,839 Title I \$137,352 (1000) \$119,754 (2000) \$205,070 (3000) \$121,090	Title I 69,558     Supplemental and Concentration 491,537

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Continue to support alternative education opportunities, including opportunities for 18-22 year old students with disabilities. The addition of adult transition program for mild/moderate students includes career training, access to adult school and APEX courses to increase acquisition of diploma. Funding to transition to the adult school was complete in 2017-2018.	Supplemental and Concentration \$445,914 (1000) \$54,164 (3000) \$14,663 Title II \$68,827	Title II 0
Provide bilingual instructional assistants to sites based on the number of English learners for the purpose/s of providing support to the instructional program within assigned classroom. Specific responsibility will be assisting a certificated teacher in providing instruction to individuals or small groups of limited or non-English speaking students and serving as a resource to other school personnel requiring assistance with nonEnglish speaking persons.	None	
Support professional learning for teachers that supports use of infused technology resources in instructional practices that effectively uses technology integration, encompasses many different facets, tools and applications. Professional development empowers teachers so that they can support and engage their EL, FY, LI students in learning new content.	(2000) \$186,100 (3000) \$89,069 Supplemental and Concentration \$275,169 (2000) \$90,082 (3000) \$22,556 Title III \$112,638	Supplemental and Concentration 17,188  Title I 346,321
Provide enrichment opportunities at the high school through Saturday school. The plan to hold Saturday School for LUSD's neediest students is in response to the community's desire for extended learning.	(5000) \$23,250 Title IV \$23,250	Supplemental and Concentration 5,444
	(1000) \$6,000 (2000) \$1,000 (3000) \$3,000 Title I \$10,000 (1000) \$6,000 (2000) \$1,000 (3000) \$3,000 Supplemental and Concentration \$10,000	Title I 5,993

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This position was funded through the College Readiness Block Grant and will not be funded in 19-20	None	
Due to the ELA/ELD Framework and the change in structure of integrated EL into core curriculum and designated EL instruction, English learner support classes will no longer be offered.	None	
Literacy Specialists will continue to work at each elementary school to support literacy at grades K-3. The Literacy Specialist will identify students with intensive literacy needs and provide level 2 support to help intensive needs students achieve grade level proficiency. They will provide small group instruction to support classroom instruction and monitor the student's weekly progress and work to increase the number of student's proficient in reading by grade 3.	(1000) \$818,846 (3000) \$251,476 Supplemental and Concentration \$1,070,322	Supplemental and Concentration 1,119,107
The Education Technology Media Specialist will support classroom integration of technology. The ETMS will plan, coordinate, organize and manage the use of print, digital and related information technologies and equipment. The ETMS will work with the Director of Information Technology and Education Services to support classroom instruction using digital curriculum. This support will help classroom teachers with the online curriculum delivery. The ETMS will ensure that teachers have support in logging in to the platforms and medias providing the curriculum. ETMS will coordinate the operation of the District's library/media centers and provides leadership and direction to classified library/media techs. The ETMS will collaborate with staff in using the core curriculum and a variety and range of materials to support the curriculum. The ETMS will coordinate and deliver professional development related to the core curricular materials and utilization of technology. For students who do not have access to technology at home, the library/media center becomes a necessary tool to support their learning.	(1000) \$93,108 (3000) \$27,453 Supplemental and Concentration \$120,561	Supplemental and Concentration 90,360
Kinder support teachers will provide support to the classroom with the implementation of the kindergarten instructional program. Support teachers will provide supplemental instructional service principally directed to English learner, low income and foster students.	(1000) \$171,745 (2000) \$18,571 (3000) \$55,841 Supplemental and Concentration \$246,157	Supplemental and Concentration 280,561

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
The District will provide a 4 hour TK instructional aide (paraeducator) to the nine TK classrooms and they will provide support to the instructional program. Their specific responsibility will be assisting the certificated teacher in providing instruction to individuals and small groups of TK students who may not receive the academic support at home	(2000) \$116,316 (3000) \$60,148 Supplemental and Concentration \$176,464	Supplemental and Concentration 164,280
Support sections, including reading, will be provided within the course of the day at the secondary sites to increase and support "a-g" courses for students whom without the additional support might not take the course or fall behind and not complete it.	(1000) \$125,997 (3000) \$42,975 Supplemental and Concentration \$168,972	Supplemental and Concentration 155,123
Continue to provide one additional Special Education Coordinator and one Program Specialist to support the implementation of student IEP's, monitor instruction and provide staff development to educational specialists in ELA, math and social emotional instructional programs. With 68% unduplicated count, hiring a Special Education Coordinator and a Program Specialist will be principally directed towards SWD are EL, FY and LI students.	(1000) \$187,127 (2000) \$38,249 (3000) \$80,948 Supplemental and Concentration \$306,324	Supplemental and Concentration 335,143
In order to support equity and access for EL, FY, LI students to a well-rounded education, LUSD will provide funds to support 5th grade students field trip to CHS Aquarium and all schools will receive funding for music and art enrichment.	(5000) \$105,050 Title IV \$105,050	Title IV 47,126

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

LUSD expended more than anticipated for Goal 1 actions/services. The secondary high schools did not end up using the Get Focused, Stay Focused curriculum. However, all funds originally allocated/estimated were spent on actions related to Goal 1, specifically additional funds for professional development in spring 2020. Due to the COVID-19 pandemic and school closure, some of the actions were not fully implemented in March-June, 2020. For example, sites were not able to expend Title IV allocations for in-person music and art instruction, the district did not offer in-person Saturday school in Spring 2020, the district did not offer an extensive in-person Jump Start program in Summer 2020, or host the in person STEAM festival in Spring 2020.



A description of the successes and challenges in implementing the actions/services to achieve the goal.

All of the Goal 1 actions were implemented to fullest extent, with few exceptions. The LCAP stakeholder survey indicates that 63% of all respondents felt the district made progress to significant on this goal. Professional development was increased in spring 2020 in response to school closure in areas of technology integration. Tutors for AVID were difficult to find, hire, train and retain throughout the year. The special education and general education teachers did not use all of the allocated release time for co-teaching collaboration. The district was successful in implementing the benchmark assessments, ELD leadership team, common core councils, and AVID programming. Survey responses indicate that teachers appreciated the professional learning, parents would like more differentiation, the pandemic was very disruptive, spring 2020 was especially challenging, parents would like to see more support for families who need translation, parents of gifted students would like to see improvement in programming for their students. Due to the COVID-19 pandemic and school closure, some of the actions were not fully implemented in March-June, 2020.

## Goal 2

Promote effective communication among students, staff, community and stakeholders

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement (Engagement)  
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Establish baseline for parent attendance at site events <b>19-20</b> 85% at site events <b>Baseline</b> No Baseline – will be done 17-18	Due to the pandemic in spring of 2020 sites did not measure parent attendance at school events.
<b>Metric/Indicator</b> Increase participation rate by 5% for completion of community stakeholder involvement survey <b>19-20</b> 486 surveys <b>Baseline</b> 420 surveys	LUSD had over 1,000 participants respond on the 2020-21 LCAP survey.
<b>Metric/Indicator</b> Increase Parent input and decision making participation as measured on community stakeholder involvement survey <b>19-20</b> 85% of Parents will see an increase in having input in decision making for LUSD <b>Baseline</b>	CHKS was given in 2018-19. There was not a CHKSH survey for parents or students or staff in 2019-20. A CHKS survey was administered in Spring 2021 for students only. The district is currently forming a committee of parents, staff and administrators to create and share a Climate survey, as directed by the Board of Education.

Expected	Actual
No Baseline - will be done 18-19	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase outreach to English learner's parents in their primary language via:  Electronic means      Meeting formats Flyers                      Letters  Newsletters              Home Visits	(2000) \$7,401 (3000) \$2,168 (4000) \$8,449 (5000) \$4,072  Title I \$22,091	Supplemental and Concentration 4,752     Title I 11,649
Parent Link is used to increase parent, family and community engagement for all TK-12 families and students. Emergency messaging, language translation, surveys and custom messages give LUSD and its schools a tool to get school related information to parents and the community.	(5000) \$30,500 Supplemental and Concentration \$30,500	None
Weekly Good News email to classified and certificated staff members.	None	None
Continue to address needs of families by connecting them to appropriate resources. Build the professional capacity of home school liaisons to provide case management to families to connect them to school and community resources, as well as regular contact regarding student attendance. Liaisons provide support to all students and families with needs, particularly Spanish-speaking families, homeless, foster youth and immigrant families. A 0.5 FTE homeless liaison and a 0.5 FTE District foster youth/immigrant liaison support the home school liaisons to meet the specific needs of those particular groups.	(2000) \$243,786 (3000) \$133,365 Supplemental and Concentration \$377,151  (2000) \$16,041 (3000) \$9,902  Title I \$25,943  R4201 (4000) \$4,000 (5000) \$795 Title III \$4,795	Supplemental and Concentration 392,583  Title I 30,030  Title III 248
LUSD will have 1.60 Spanish District translators who function as interpreters and translators. These positions aid communication with the District's Spanish community by converting message or text from	(2000) \$101,632 (3000) \$49,906	Supplemental and Concentration 177,411



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
English into Spanish either orally or in writing. Ensure that all school information sent home is translated into major languages represented at the schools. Provide oral translation for advisory meetings and parent conferences at the District level. LUSD has .5 transportation support to aid communication with parents regarding busing.	Supplemental and Concentration \$151,538 (2000) \$15,775 (3000) \$7,206 Title I \$22,981	
A Hmong bilingual instructional assistant to provide support of academic goals of English learner students.	(2000) \$23,232 (3000) \$9,654 Supplemental and Concentration \$32,886	Supplemental and Concentration 33,499
Nixle registration availability on District website to keep parents and community up-to-date with relevant information about local public safety and schools.	None	None
Maintain District webpage with information such as upcoming events, calendars, services, menus, New California State Standards/ELD, Smarter Balanced Assessment (SBAC), Dual Immersion Magnet Program and LCAP.	None	None
Increase parent engagement by providing initial training to site administration on family and community engagement, as well as models of tiered approaches for engagement and communication, including the role of the home school liaison.	None	
Adult Education will continue providing Parent Academy classes at 3 elementary school sites and add additional sites for the 2019-20 school year. The Parent Academy classes provide instruction to parents for strategies and skills to assist students to succeed academically in school.	(1000) \$32,730 (2000) \$4,951 (3000) \$10,498 (4000) \$7,816 Adult Education Block Grant \$55,995	Adult Education Block Grant 34
Leadership and parental involvement training will be offered to DELAC members.	(2000) \$596 (3000) \$175 (4000) \$229 Title III \$1,000	Other TBD  Supplemental and Concentration 93
		Title II 105

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Lompoc Adult School and Career Center offers leveled ESL morning and evening classes for parents. These standard based classes are for students whose primary language is other than English to assist them in the development of English reading, writing, speaking and listening competencies. The ESL classes focus on teaching these essential skills needed for everyday life, the workplace, community involvement, additional academic pursuits and basic skills needed to assist elementary and secondary students to succeed academically.	(1000) \$112,610 (2000) \$27,385 (3000) \$53,072 (4000) \$65,329 Adult Education Block Grant \$258,396	Adult Education Block Grant 192,845
The LUSD Resource Center will support families by connecting them to community resources, parenting classes and assistance with home-school communication. District-wide workshops will be available to help families to provide further support to their students through parenting skills, academic preparation and school engagement. The center will also provide information about and referrals to local community organizations that can provide assistance to families with regards to health, financial, legal and social-emotional issues.	(4000) \$2,000 Title I \$2,000	None

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

For Goal 2, LUSD spent almost all of the original estimated budget for actions and services, less \$100,000. Some of the Title II, III, and AEBG funds that were not spent were either reallocated to professional learning or extra supports for students during spring 2020 or carried over to the following year. During the pandemic, we folded all Parent Education, which had been offered on elementary sites, into the Adult School distance learning ESL, CTE, and Diploma programs and provided targeted technology instruction, in support of LUSD children, to parents via a newcomer teacher. We served LUSD parents throughout the school year. Adult education programs are now funded via California Adult Education Program CAEP.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to COVID-19 pandemic and school closure in March 2020, we were not able to fully implement in person parenting classes or workshops. The family liaisons and translators are very successful in helping families feel connected and engaged with school sites. 43% of the LCAP survey respondents felt the district made progress on this goal with 28% responding that the district has made significant progress with this goal. Families appreciate the communication although some have expressed there should be more, clear, consistent communication. In the spring of 2020 there were communication breakdowns due to school closure and some parents did not feel listened to on the topic of reopening. Parents appreciate calls, texts and emails. Stakeholders appreciate the

website information but stated it can be difficult to find and locate. Supports for family engagement suffered in the spring 2020 but increased during the 20-21 school year.

### Goal 3

Develop capacity of all staff to meet the academic needs of all students.

State and/or Local Priorities addressed by this goal:

- State Priorities:      Priority 1: Basic (Conditions of Learning)  
                                 Priority 4: Pupil Achievement (Pupil Outcomes)
- Local Priorities:

#### Annual Measurable Outcomes

Expected		Actual
<b>Metric/Indicator</b> Credentialed teacher rate <b>19-20</b> 100% <b>Baseline</b> 97%		100%
<b>Metric/Indicator</b> credentialed teacher teaching outside of subject area rate <b>19-20</b> -1% <b>Baseline</b> -1%		0%
<b>Metric/Indicator</b> most recently adopted textbooks rate <b>19-20</b> 100% <b>Baseline</b> 100%		100%
<b>Metric/Indicator</b> student lacking own copy of textbook rate		0%

<b>Expected</b>		<b>Actual</b>
<b>19-20</b> 0%		
<b>Baseline</b> 0%		
<b>Metric/Indicator</b> teacher misassignment rate	0%	
<b>19-20</b> 0%		
<b>Baseline</b> 0%		

## **Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
This action is no longer in place	None	
In conjunction with SBCEO's preliminary and clear administrative services credential program, LUSD will provide a mentor/coach to each candidate holding administrative positions in LUSD. The mentor/coach provides intensive, individualized support and assistance and assures that a leadership action plan for each administrative candidate is rooted in ongoing observation.	(5000) \$97,000 Supplemental and Concentration \$97,000	Title II 14628.78
Professional institutes for administrators (e.g. ACSA Academies).	(5000) \$25,000 Title II \$25,000	Title II \$35,000
LUSD will cover costs of District teachers in year 1 and year 2 of SBCEO's Teacher Induction Program (TIP).	(1000) \$140,500 (3000) \$26,500 (5000) \$97,000 Supplemental and Concentration \$264,000	Supplemental and Concentration 101,925
Hire three Teacher Support Providers (TSP) to support inexperienced classroom teachers in assisting with full implementation of Common Core State Standards, District core instructional program and the California Standards for Teaching Profession in order to eliminate any	(1000) \$204,500 (3000) \$90,500 Supplemental and Concentration \$295,000	Title II 41,913  Supplemental and Concentration 357,807

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
disparity that results from low-income and minority students being taught by inexperienced teachers. The TSPs will assist inexperienced teachers in building interactive classroom environments that support all learners and serve as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students, including students with diverse learning needs. One TSP will work with elementary teachers, one with secondary and the third TSP will work with special education teachers.		

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

LUSD spent the majority of the estimated expenditures on Goal 3 actions and services, less \$180,000. We did not end up partnering with the same consultant in 19/20 as we did in 18/19 and those expenses were lower than originally planned. Some of that funding went toward additional ACSA academies for administrators along with an additional allocations for Teacher Support Providers.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

On the LCAP survey 64% of respondents indicated that LUSD made progress or significant progress in this goal area. New teachers report feeling very supported by LUSD due to mentoring from TSPs and funding of their TIP program. TSPs are highly regarded as providing successful coaching, observations, feedback and support to our new teachers. Administrators appreciate the opportunity to attend district-funded ACSA academies as well as other institutes. Feedback indicates the district needs to consider more training and support for classified staff.

# Goal 4

Provide a safe and respectful learning environment for students and staff.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)
- Local Priorities:

## Annual Measurable Outcomes

Expected		Actual
<b>Metric/Indicator</b> Increase school attendance District-wide <b>19-20</b> 99.51% <b>Baseline</b> 93.43%		At the conclusion of the 2019-20, the district attendance rate was 93.22%.
<b>Metric/Indicator</b> Decrease chronic absenteeism at all schools <b>19-20</b> 11.9% <b>Baseline</b> 13.9%		At the conclusion of 2019-20, the district chronic absenteeism rate was 13.99%.
<b>Metric/Indicator</b> Decrease dropout rates of high school pupils <b>19-20</b> 2.25% <b>Baseline</b> 2.4%		2.09%
<b>Metric/Indicator</b> Increase graduation rates for all pupils		92.23%

Expected	Actual
<b>19-20</b> 96.46% <b>Baseline</b> 88.3%	
<b>Metric/Indicator</b> Decrease suspension <b>19-20</b> 4.47% <b>Baseline</b> 4.75%	3.7%
<b>Metric/Indicator</b> Decrease expulsion rates <b>19-20</b> 0% <b>Baseline</b> 0.1%	.05%
<b>Metric/Indicator</b> Increase the level of school connectedness of pupils, staff and parents as measured by California School Parent Survey. <b>19-20</b> 95% <b>Baseline</b> 82%	LUSD did not complete a parent CHKS in 2019-20.
<b>Metric/Indicator</b> Increase level of sense of safety of pupils, staff and parents <b>19-20</b> 90% <b>Baseline</b> 79%	LUSD did not complete a parent CHKS in 2019-20.
<b>Metric/Indicator</b>	Good



Expected		Actual
Overall facility rating		
19-20		
Good		
Baseline		
Good		
Metric/Indicator		0%
Decrease middle school dropout rates		
19-20		
0%		
Baseline		
0%		

## **Actions / Services**

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Increase opportunities on a site by site basis focused on the implementation of Positive Behavioral Intervention & Supports System, or PBIS as part of the Multi-Tiered System of Support (MTSS) using the PBIS Champion Model System as a framework for creating a comprehensive systems approach for the design and delivery of PBIS at LUSD schools. The framework provides criteria and how to steps for developing, implementing, monitoring and sustaining each level of the system in order to support our EL, FY, and LI students who are struggling with behavior, chronic absenteeism and school connectedness.	(5000) \$31,000 Title IV \$31,000 (1000) \$533 (3000) \$87 (5000) \$2,170 MTSS \$2,790 (1000) \$30,000 (3000) \$6,000 (4000) \$14,000 (5000) \$50,000 Title I \$100,000	Title IV 26,238 MTSS 3,125  Title I 34,028
Decrease chronic absenteeism through the LUSD Attendance Mediation Program, which includes school incentives for attendance, letters to parents, classroom interventions, parent contacts, home visits, administrative meetings and referrals to SARB. Home school liaisons work with parents on parenting strategies during individual conferences and through parenting classes at the school sites.	(5000) \$10,700 Supplemental and Concentration \$10,700	Supplemental and Concentration 10,700

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Decrease dropout rates of all students. Site administration team performs regular attendance review, grade analysis and behavior history for at-risk students and schedules SSTs to evaluate and implement individualized action plan.	None	None
Increase graduation rates for all students. Utilize recommendations from prior year's data-driven evaluation to identify the critical factors of high school graduation with recommendations to increase graduation rate.	None	None
The ASES programs at five LUSD elementary schools provide an opportunity to merge school reform strategies with community resources. The goal is principally directed to support local efforts to improve assistance to EL, FY and LI students and broaden the base of support for education in a safe, constructive environment. It is the intent of the ASES program to provide safe and educationally enriching alternatives for children and youth during non-school hours. The program creates incentives for establishing locally driven before and after school education and enrichment programs.	(1000) \$12,626 (3000) \$3,367 Supplemental and Concentration \$15,993  (1000) \$15,773 (3000) \$3,103 (4000) \$41,000 (5000) \$444,861 After School Education and Safety (ASES) \$504,737	After School Education and Safety (ASES) 397,163
Contract with outside agencies to provide social/emotional support for students and families.	(5000) \$50,000 School Based Medi-Cal Program \$50,000	School Based Medi-Cal Program 92,735
Continue the number of district nurses and health clerks beyond the required amount to improve attendance through health promotion, disease prevention and disease management. Academics are improved because nurses enable better performance because healthy students are in classrooms ready to learn. District Wellness Committee promotes health and wellness and updates Wellness Policy as required. All schools to participate in self-assessment for wellness using assessment tool developed by District's Wellness Committee.	(1000) \$229,315 (2000) \$415,277 (3000) \$247,326 Supplemental and Concentration \$891,918	Supplemental and Concentration 722,568
Provide professional development opportunities one day a month for special education SDC teachers in both academics and behavior. With 69% unduplicated count, this action is principally directed towards EL, FY and LI students.	(1000) \$12,000 (2000) \$12,500 (3000) \$5,500 (5000) \$42,300 Supplemental and Concentration \$72,300	Supplemental and Concentration 4,995

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Fund three full time behaviorist to provide training to staff and create student-specific programs for students with autism or who have exhibited substantial behavioral challenges in the school setting.	(1000) \$312,040 (3000) \$93,545 Special Education \$405,585	Special Education 353,213
Student Safety Community Liaisons provide support to the instructional process with specific responsibilities for the safety and welfare of students while on school grounds; monitoring visitors; contacting parents of students who are not in attendance regularly; enforcing school and District rules and regulations. Outreach Consultants at LHS and LVMS work with the high at-risk population working to bring all services together for families.	(2000) \$411,930 (3000) \$220,256 Supplemental and Concentration \$632,186	Supplemental and Concentration 648,582
Noon duty aides provide support to the instructional process with specific responsibilities for the safety and welfare of students while on school grounds to ensure student safety. Crossing Guards help students cross the street at key locations and help develop the skills to cross streets safely at all times.	(2000) \$351,302 (3000) \$93,286 Supplemental and Concentration \$444,588	Supplemental and Concentration 405,402
The District, in conjunction with the City of Lompoc and Santa Barbara County Sheriffs Department, agree to terms of an MOU that establish scope of services to be provided by School Resource Officers (SROs) and School Resource Deputies (SRDs). The SRO/SRD works in a proactive role with students and LUSD officials to counsel and advise the LUSD on important student-police related issues, as well as working on campuses on a daily basis in order to assist students in learning how to de-escalate situations or conflicts with both peers and adults. SROs and SRDs will work five (5) days a week, eight (8) hours a day.	(5000) \$257,850 Supplemental and Concentration \$257,850	Supplemental and Concentration 147,193
Continue to improve the level of LUSD facility maintenance and cleanliness by monitoring custodial staff distribution with the addition of custodians staff principally directed towards the older city schools where the highest concentration of EL, FY and LI attend and where the use of the building and grounds are at a much higher use due to the after school ASES program.	(2000) \$600,856 (3000) \$302,794 Supplemental and Concentration \$903,650	Supplemental and Concentration 853,223
Continue to improve the level of LUSD facility maintenance and cleanliness by monitoring grounds maintenance staff distribution with the addition of grounds maintenance staff principally directed towards the older city schools where the highest concentration of EL, FY and LI	(2000) \$246,585 (3000) \$112,253 R8150 Other \$358,838	Other 381,733

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
attend and where the use of the building and grounds are at a much higher use due to the after school ASES program.		
LUSD's Maintenance and Operations Department implement/monitor schedule of prioritized facility upgrades.	None	None
Provide an additional after school program through the Boys and Girls Club to be held at La Honda but serve all elementary schools within the District. The goal is principally directed to support local efforts to improve assistance to students who might be home alone and to broaden the base of support for education in a safe, constructive environment.	(5000) \$80,000 Supplemental and Concentration \$80,000	Supplemental and Concentration 80,000

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The district spent the majority of funds allocated for Goal 4 actions/services. SROs, crossing guards, and noon duty aides have been difficult to hire, train and retain. LUSD overestimated the amount of district funds needed for the PBIS training as site funds were used for the substitute teachers needed for release days. There was an increase in cost for outside agency support for mental health and a decrease in cost to train special education staff. And, as with other goals, certain actions were discontinued due to school closure in March 2020.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

On the LCAP survey 78% of respondents felt the district made progress or significant progress with this goal. Parents shared that their children feel safe and that in spring 2020 learning at home reduced bullying. Staff and parents expressed satisfaction with after school programming (ASES and BCG) and would like to see these programs expanded. Staff have expressed a positive experience with PBIS training and have seen a reduction in discipline problems at school. Stakeholders share they have seen an improvement with PBIS and SEL and would like to see more supports for mental health, behavior and social-emotional learning. Stakeholders have shared concerns about the condition of certain facilities; the district is hopeful to be able to use ESSER III funds to make building improvements in 2021-22.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide Personal Protection Equipment to Teachers and School Staff, including face masks, face shields, gloves, foggers, hand sanitizer and increased cleaning equipment staff to school sites and district facilities.	\$680,209	824,031.88	Yes
Provide face masks, face shields and hand sanitizer to students.	\$131,600.00	138,566.36	Yes
Provide 1:1 Chromebook at 3-12th grade, 1:1 iPads at K-2, increase internet bandwidth to the entire District, and upgrade switches, routers and access points district wide.	\$1,495,000	1,267,239.77	Yes
Increase bus routes to allow distancing, as outlined in the Lompoc Unified District Safety Protocols, submitted to the Santa Barbara County Department of Health, when students are able to attend in-person hybrid instruction.	\$394,141.00	\$0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

LUSD returned to in-person learning in April 2021 and did not need additional bus routes or bus drivers to implement in person learning schedule. The other expenditures related to PPE and hardware closely match the actuals.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Overall the community felt they had the necessary equipment, resources and materials to return to in person instruction in spring 2021. PPE, masks, shields, sanitizer were provided to all staff and students at school. All students who needed a device were



provided with one well before the return to in person instruction. IT worked closely with partners to improve bandwidth, switches and access points, although bandwidth continues to be a concern among teachers, staff, parents and students. On the LCAP survey 96% of respondents felt the district made satisfactory or significant progress on these actions.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development and Intervention services, software, and curriculum	\$748,088.00	1,702,528.25	Yes
The District purchased and distributed 250 Verizon WiFi hotspots to families throughout the city of Lompoc and surrounding areas.	\$68,500.00	77,357.81	Yes
The District is engaging in a public/private partnership to add a WiFi mesh network for the entire District that would provide free internet service for all families.	unknown.	382,054.04	Yes
New laptops for staff, to allow additional teachers, instructional assistants, and other staff to participate in and provide distance learning.	\$222,842.00	266,850.12	Yes
Document Camera's to allow teachers to improve Zoom learning experience.	\$31,820.25	38,373.45	Yes
Headphones and blue blocking glasses to improve student experiences with distance learning.	\$148,971.25	162,100.58	Yes
Additional Instructional Materials and Interventions	\$633,093.00	2,914,671.38	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

We underestimated the amount of funding that would be expended on professional development for teachers and staff over the past year. LUSD partnered with several outside agencies to provide teachers with support in the areas of technology integration, trauma informed practices, SEL, learning loss mitigation, hybrid model practices, learning loss mitigation, and reading. LUSD engaged in an Equity study and partnered with an outside organization to facilitate several research projects. Initially we did not know the expected cost of the WiFi mesh project to provide enhanced WiFi for families; the actual cost was \$382,000. Actual expenditures for actions related to hot spots, laptops, doc cameras, headphones were closely aligned with estimates. The last action, instructional materials and interventions, has an actual expenditure that is about \$1.5 million dollars more than expected. This is due to all of the additional supplies, materials, resources LUSD purchased during distance learning and also to prepare for in person instruction such as extra books and textbooks, intervention materials, furniture, outdoor learning spaces, and additional technology.

## **Analysis of the Distance Learning Program**

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

According to the LCAP survey about 65% of stakeholders felt the district made progress with Pupil Participation and Progress such as benchmark assessments, attendance, engagement, reporting, conferencing, software enhancements. About 65% of respondents felt the district made progress with Distance Learning Professional Development such as BetterLesson workshops, full day professional learning opportunities, PBIS, common minimum days, PLC time. Stakeholders shared that while distance learning was a challenge for everyone, the district staff did their best to meet students' needs. Parents felt their students had access to devices and resources. Teachers appreciated some of the professional development but would like to see it tailored to their individual needs and have more time to collaborate with their teams. Internet connectivity continues to be a challenge for some of the community, mostly due to geographic location. Most stakeholders felt they had access to mental health and other resources but expressed the need to ramp up support for SEL upon return to school and into next year.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Renaissance Place STAR Reading, Common formative assessment development, Interim Assessment Block Training, and Math Assessment development	\$436,950.00	\$283,825	Yes
Development of Reading Focused TK-6 professional development	\$75,000.00	\$13,997	Yes
CORE Reading Training for Literacy Specialists	\$3,500.00	\$3500	Yes
Two full time support teachers(evenings)	\$159,190.00	\$155,340.12	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The first two actions were developed and planned for before significant staffing changes were made in Education Services. We did purchase and implement the STAR benchmark assessment system along with Interim Assessments, however, there were no substantial costs beyond the contract with Renaissance. Training for how to implement these assessments was facilitated by LUSD staff (Ed Tech specialist, Coordinators, and TSPs). We did not implement specific professional learning for math assessments, however we did offer numerous professional learning workshops throughout the year (actual expenditures reflected in a different line item under Distance Learning category). We funded professional development for K-3 Literacy Specialists to attend CORE reading academy. Beyond that, the expenses reflect compensation for Literacy Specialists to plan the Reading trainings implemented at Common Minimum Days with all elementary teachers. Again, the training had a lower expenditures than expected because it was provided by in-house staff. LUSD hired and trained two additional teachers who provided students with additional tutoring and instruction after school and on the weekends.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The two full time teachers providing after school and weekend support benefited our students who were able to take advantage of this resource. The reading training for Literacy Specialists and for all of our elementary teachers provided teachers with strategies and resources for teaching all pillars of reading. The benchmark assessments provided teachers and administrators with valuable information throughout the year about student reading levels and math achievement. It was challenging to address learning loss

during distance learning and in a hybrid model. LUSD plans to address learning loss via our summer expanded learning program and next year via tutoring and strategies listed in the Expanded Learning Opportunities plan when we return to in person instruction.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Mental health and social and emotional learning (SEL) supports has been a challenge during the 2020-2021 school year due to the distance learning and hybrid formats of instruction. LUSD has had greater success than in previous years with teachers engaging in trainings, conversations and collaboration on these topics, as well as implementation of Tier 1 supports for students in the virtual and in-person classrooms. Trainings for all teachers and counselors for SEL was provided by Better Lessons during designated weekly training times. A training for all staff was provided by LUSD Pupil Support Services department prior to the start of the school year. In addition, ongoing presentations and training on the Second Step SEL curriculum was provided by a team that included a special education administrator, school psychologist, teacher support provider, and school counselor. Many teachers implemented different techniques in their classes for engaging students and addressing their SEL needs, including mini-check-ins, emotional temperature checks, circles, breakout rooms, and other specific activities designed to connect students to one another and the teacher. Another success was the pilot of an SEL –based independent study program at one of the high schools, where students received group and individual counseling weekly to support improved engagement in the classroom. The challenges during the 2020-2021 school year mainly centered around the discomfort students felt with teletherapy or counseling appointments by Zoom. Other students felt disconnected entirely because of the platform and without the face-to-face contact it was hard to keep them engaged, despite attempts at home visits, contacts with parents, and classroom activities.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

2020-2021 presented unique challenges to engage students and families due to the distance and hybrid learning formats of instruction. Student engagement has been a focus of professional development for teachers and counselors, as well as collaboration meetings throughout the school year. Successes included teachers and schools developing creative and new ways to engage students in SEL-infused academic activities, which were as simple as class discussions, chat-based responses, breakout room activities, movement-based instruction, among others. Another success for LUSD in student and parent engagement was the tiered system of strategies used by the site in the truancy program. Schools called parents, conducted home visits, offered resources of counseling and family support, referred to parenting classes, and conducted SARB meetings to provide further community resources for the family. LUSD worked with community agencies to help communicate to families the resources for basic needs that were available and made available district resources to support those efforts. The challenges of student and parent engagement were primarily due to the closure of schools and the inability to have in-person instruction or in-person meetings for much of the school year. When parents and students did not respond to attempts to contact, there were not many options available. Some families were not comfortable with phone conversations or home visits, which made communication difficult. LUSD also attempted to keep parents engaged by providing frequent communication about changes, but it is hard to know how much of the messaging was received. Overall LUSD continued to adapt throughout the school year in the area of student and family engagement to improve outcomes for student success.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Child Nutrition Services is proud of the unimaginable hurdles that were overcome in school year 2020-2021. School closures uncovered the grave reality of food access inequalities in our country and city. Many children rely on school meals as a primary source of their food. According to a recent study from Tufts University, children get their healthiest meals at school. Throughout the pandemic, LUSD Child Nutrition Services had to recreate service models and menus in order to provide healthy meals, to-go. Although salad bars were closed and food had to be packaged, the Nutrition Department still focused on incorporating whole grains, low-fat dairy products, and locally sourced fresh fruits and vegetables. The Nutrition Department and site kitchens stayed open throughout the pandemic, distributing grab n' go bulk meals 3 days a week, to provide 5 breakfasts and 5 lunches. As schools reopened, the new challenge became feeding students on different schedules. Whether on AM/PM scheduling, Cohort A/B assignment, or 100% virtual learning, the district found a way to provide free meals for all students. Lompoc Unified School District became a hub for food, providing home delivery options and feeding from school bus stops. Feeding in the City has not taken a break since March 2020. Service continued through the summer months and over holiday breaks. Lompoc has proudly served over 500,000 meals during the school year 2020-2021 and over one million meals since the COVID-19 outbreak.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Learning Loss (Pupil Learning Loss Strategies)	Hire two staff and a principal to provide after school instruction to foster and homeless youth, second language learners, low income students and students struggling with distance learning assignments.	\$278,000.00	8671.99	Yes
Distance Learning Program (Continuity of Instruction)	Purchase online digital curriculum for 7th and 8th grade science instruction, TK-12 reading software, LHS Newslea digital curriculum for English Language Arts, science, social studies, and social emotional curriculum, 9-12 Reading Support Software and dual language digital curriculum.	\$118,000.00	83,000	Yes
Mental Health and Social and Emotional Well-Being	Hired additional school psychologist	\$77,597.71	197,957.90	Yes
Mental Health and Social and Emotional Well-Being	Mental Health Student Support materials and interventions	\$60,821.75	83,658.00	Yes
Mental Health and Social and Emotional Well-Being	1.0 FTE Secondary Counselor and CHS, LHS counseling services	\$131,698.32	129,928.85	Yes
Distance Learning Program (Continuity of Instruction)	Hiring of three additional 1.0 FTE teachers	\$181,608.21	\$650,466.46	Yes
Pupil Learning Loss	Additional ASES Sites and Additional ASES time/days	TBD		Yes
School Nutrition	Additional funds to support school nutrition	\$207,567.24	22,702.24	Yes



A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The first action's actual expenditure is the salary for the administrator to oversee the teachers providing after school and weekend instruction. The teacher salaries are listed as an actual expenditure in the Pupil Learning Loss category. For some of the purchases in line item two we were able to reduce the cost and use free pilot programs offered by publishers. The actuals do include the purchase of middle school science digital licenses and elementary social emotional learning program. The actuals for school psychologist is greater due to the fact that we hired 2, not 1, additional school psychologist. LUSD is on target for expenditures related to mental health and counselors. The district hired 9 teachers (not 3 teachers) to provide additional instruction, reduce class size, and teach in person when other teachers needed to remain in distance learning. Nutrition Services did not need the amount of funds estimated to provide meals to all of our students.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Stakeholders have shared that they prefer in person instruction over distance learning. They would like to see students in school, full time. If instruction is offered remotely they need better devices, improved connectivity, and clearer communication. We recognize the importance of integrating social-emotional learning components throughout the school day across grade spans. We have learned how important it is to stay ahead of the curve with technology, both hardware and software. Looking ahead, it is essential that we address the needs of all learners and focus on technology standards in relation to CCR and their ability to effectively utilize technology in everyday life. In addition, we have identified ways to increase parent involvement in various school and District activities. Our participation since going to Zoom for meetings has increased and parents have shared their appreciation for Zoom parent/teacher conferences, among many other events. Our staff have become more facile with technology and can better integrate it into their instruction. Stakeholders have shared that they would like to see a reduction in class size, return to in-person learning full time, counseling, more support for emergent multilinguals, additional family workshops, training for classified staff, differentiated professional learning, expanded learning opportunities and increased communication. We have taken all of this feedback into consideration to develop LCAP goals and actions that will address these needs.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Through teacher education, using standards for grading and ensuring we provide students with the physical and intellectual tools they need to grow and be successful. Teachers will need to fully understand the purpose of assessment and how to apply the results to learning. As a district, we recognize that data should drive instruction at the most individualized level. Teachers and site and district administrators will review multiple measures to determine students who will receive additional services outlined in the LCAP and Expanded Learning Opportunities plan. The information includes 2020-21 STAR Renaissance Reading and Math data, IEP Goal Progress, ELPAC levels, parent concerns expressed at conferences, teacher recommendations, and social-emotional assessments. For elementary school, students will also be identified based on Hegerty Phonemic Awareness assessments and DIBELS

assessments given by the Literacy Specialists. Teachers and staff will review Spring and Fall 2021 STAR benchmark assessment data to determine services for after-school tutoring in reading and math. PBIS and SEL data will be collected and reviewed to determine student needs to be supported by Counselors, Family School Specialists, and School Social Workers. SARB, chronic absenteeism data, SST meetings, referrals, and suspension data will be used to refer students for additional academic and social-emotional supports. CAST data will be referenced when offering science-related services next year. We are also assessing the needs of students by talking with and surveying all stakeholders via the LCAP process; many teachers, administrators, parents, students, and community partners have expressed a strong desire to focus on social-emotional learning and based on that information we have prioritized those services in the LCAP and ELO plan. Next year, through our partnership with Orenda Ed, grade level and department teams will be developing district-wide benchmarks as well as improving our assessment management system. PLCs will use formative data and better address student needs; especially with those that have unique needs.

The following actions/services are added to the LCAP to address learning loss for pupils with needs:

Implementing a reimagined Summer Expanded Learning program to provide enriching and meaningful learning opportunities for students in addition to social-emotional supports and mitigating learning loss

Strengthening college and career readiness by expanding AVID program across K-12 sites

Professional learning for teachers focused on clarifying instructional priorities, unpacking standards, designing learning targets, developing common formative assessments, and analyzing data

Prioritizing supports for early learners including bilingual paraeducators, support staff in TK, K classrooms, K-3 Literacy Specialists

Increasing hours for community liaisons

Improving two-way communication between the district and the LUSD community

Continue funding Teacher Support Providers to support new teachers

Continue training and resources for schools to strengthen PBIS programs and implement tiered systems of supports

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The estimated expenditures for actions and services identified as contributing towards meeting the increased or improved services is \$5,890,056.73. The actual expenditures for actions and services identified as contributing towards meeting the increased or improved services is \$9,406,821.20. The difference is about \$3,516,765 and is reflective of the additional expenses to hire teachers, school psychologists, provide professional development, improve Internet connectivity, support mental health, and prepare our classrooms and schools with furniture and supplies to return to in-person learning in Spring 2021.



# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

We recognize the importance of allowing our students opportunities regardless of the schools they attend or the neighborhood they live in. Retention, reading intervention when they are in 10th grade, long term placement at BFCDS are holding students back not boosting them forward. Students need time to shine and for many students that means WE have to give them the opportunity. We may be their only opportunity. Using the data, we recognized the need for improved literacy skills across the curriculum. We have worked on developing those skills across all the grade levels and are working on providing quality materials so that staff have tools to intervene and have tiered levels of support before needing the Literacy Specialists. That allows the Literacy Specialists to focus on those students who need more intense support. In addition, implementing PBIS across the District to have a MTSS for our students behavior as well.

The lessons learned over the past two years have informed not only our LCAP goals and actions, but also our Expanded Learning Opportunities grant plan. Based on stakeholder input and data analysis the greatest areas of need are in reading and math achievement, social emotional learning, after school programming, student behavior, college and career readiness, and language development.

In response to these results LUSD will be partnering with Orenda Ed on the following:

## Guidance Alignment

1. Focus on a premium education for all students by meeting State College and Career Indicators. Rally around the following outcomes for all students.
  - a. completion of the A-G course sequence with a C or better
  - b. 11th graders scoring 3 or better on SBAC
  - c. For CTE students, completion of a pathway.
2. Initiate an On-Track monitoring system with lead teachers, admin and wrap-around staff to check progress of students toward predictive indicators of these outcomes, five times during the year. Closely monitor student groups as a part of this process, to ensure that all students are successful.
3. Ensure A-G course access for all students, utilizing a “directed not invited” approach for student placement into A-G coursework. Then, apply the same framework for support, so students complete the coursework with a C or higher. Ensure this directed support occurs during the school day and that it is available early in each semester to ensure passing of courses, so that grade recovery is not needed. However, make sure that there is an option for grade/credit recovery that is directed, not invited, as soon as a student receives lower than a C in an A-G course. Strive to reduce the number of D/Fs in courses by continually monitoring and increasing varied supports, as needed.

4. Expand opportunities for AP coursework, perhaps with creative partnerships between two high schools due to limited enrollment, to support a wider range of AP courses, thus giving more opportunities to students. Make sure to provide additional supports as students engage in more rigorous coursework to ensure success.
5. Educate students on the transfer rates of various community colleges and the implications that different college-going scenarios may have on their future. Ensure students become savvy consumers of post-secondary discourse.
6. Guerilla market that a premium education is characterized by a student meeting A-G criteria to garner more stakeholder support. All students deserve a premium education.

#### Curriculum Alignment

1. Use the SBAC as the operational definition of "grade-level" with the Item Specifications providing models of question.
2. Initiate an On-Track monitoring system with teacher teams to check progress of students toward predictive indicators of these outcomes five times during the year,
- 3.a. Plan how to differentiate content within the classroom with small groups, accelerating and reviewing content, as needed. Coordinate resources. (elementary)
3. b. When monitoring students, identify students in need of more support, brainstorming with colleagues how to provide high-impact, lower-prep support before the end of the grading term to ensure students master the content and pass courses with a C or higher. Coordinate resources. (secondary)
4. Focus non-student teacher time on grade-level or course-alike teacher collaboration for common assessment creation, data reflection and backward planning.

The following actions/services are added to the 2021-24 LCAP to address LUSD's greatest needs:

Implementing a reimagined Summer Expanded Learning program to provide enriching and meaningful learning opportunities for students in addition to social-emotional supports and mitigating learning loss

Strengthening college and career readiness by expanding AVID program across K-12 sites

Professional learning for teachers focused on clarifying instructional priorities, unpacking standards, designing learning targets, developing common formative assessments, and analyzing data

Prioritizing supports for early learners including bilingual paraeducators, support staff in TK, K classrooms, K-3 Literacy Specialists

Increasing hours for community liaisons

Improving two-way communication between the district and the LUSD community

Continue funding Teacher Support Providers to support new teachers

Continue training and resources for schools to strengthen PBIS programs and implement tiered systems of supports

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*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).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness
- To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.







# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	18,272,454.00	20,416,561.00
	0.00	0.00
Adult Education Block Grant	314,391.00	192,879.00
After School Education and Safety (ASES)	504,737.00	397,163.00
Carl D. Perkins Career and Technical Education	82,641.00	90,884.00
CTEIG	247,327.00	195,143.00
Lottery	11,000.00	1,480,379.00
MTSS	2,790.00	3,125.00
Other	358,838.00	381,733.00
School Based Medi-Cal Program	50,000.00	92,735.00
Special Education	405,585.00	353,213.00
Supplemental and Concentration	13,785,871.00	14,467,104.00
Title I	1,917,219.00	2,211,304.00
Title II	286,115.00	445,581.00
Title III	146,640.00	31,954.00
Title IV	159,300.00	73,364.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type			
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual	
All Expenditure Types	18,272,454.00	20,416,561.00	
	18,272,454.00	20,416,561.00	

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	18,272,454.00	20,416,561.00
		0.00	0.00
	Adult Education Block Grant	314,391.00	192,879.00
	After School Education and Safety (ASES)	504,737.00	397,163.00
	Carl D. Perkins Career and Technical Education	82,641.00	90,884.00
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	Lottery	11,000.00	1,480,379.00
	MTSS	2,790.00	3,125.00
	Other	358,838.00	381,733.00
	School Based Medi-Cal Program	50,000.00	92,735.00
	Special Education	405,585.00	353,213.00
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	Title I	1,917,219.00	2,211,304.00
	Title II	286,115.00	445,581.00
	Title III	146,640.00	31,954.00
	Title IV	159,300.00	73,364.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	11,844,043.00	14,861,140.22
Goal 2	985,276.00	843,249.00
Goal 3	681,000.00	551,273.78
Goal 4	4,762,135.00	4,160,898.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,700,950.00	\$2,229,838.01
Distance Learning Program	\$1,853,314.50	\$5,543,935.63
Pupil Learning Loss	\$674,640.00	\$456,662.12
Additional Actions and Plan Requirements	\$1,055,293.23	\$1,176,385.44
All Expenditures in Learning Continuity and Attendance Plan	\$6,284,197.73	\$9,406,821.20

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$394,141.00	
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$394,141.00	

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,306,809.00	\$2,229,838.01
Distance Learning Program	\$1,853,314.50	\$5,543,935.63
Pupil Learning Loss	\$674,640.00	\$456,662.12
Additional Actions and Plan Requirements	\$1,055,293.23	\$1,176,385.44
All Expenditures in Learning Continuity and Attendance Plan	\$5,890,056.73	\$9,406,821.20



# LOMPOC UNIFIED SCHOOL DISTRICT

## 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
Lompoc Unified School District	Bree Valla Deputy Superintendent	valla.bree@lusd.org (805) 742-3300

## Plan Summary [2021-22]

### General Information

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

Lompoc is located 150 miles northwest of Los Angeles in Santa Barbara County. Lompoc is the support city for Vandenberg Air Force Base, the aerospace center of the West Coast. There is a diverse labor base in Lompoc, although agriculture, mining, oil development and aerospace are major categories in the area. Lompoc Unified School District is the largest employer with Lompoc Valley Medical Center and the Lompoc Federal Correctional Complex coming in 2nd and 3rd.

Lompoc Unified School District serves approximately 9,600 TK-12 students. The District offers a wide range of programs for students. There are opportunity classes at the middle and high school levels and there are specialists at all levels who provide support for multilingual students, migrant students, gifted and students with special needs. The district also offers a K-8 Dual Language Immersion pathway that will expand to the high school level in coming years. LUSD is proud of its dedicated administrative, teaching and support staff, involved families, community partnerships, equity work, and high graduation rates.

The District consists of nine elementary schools, two middle schools, two comprehensive high schools, one alternative high school, one community day school, one independent study, one charter school and an adult education program. A demographic study reveals that 15% of students are English learners, 66% of families are considered socio-economically disadvantaged and LCFF unduplicated count is 68%. 0/8% of our population is foster youth.

The Lompoc Unified School District Mission Statement "The Board of Education is committed to district-wide actions which lead students to develop the skills, knowledge and character traits necessary to become responsible, thriving and contributing members of society " is the foundational principle that guide and direct the work and the culture in Lompoc Unified School District.

The School Board adopted revised Board Goals in Spring 2021:

1. **ACADEMIC ACHIEVEMENT & INSTRUCTION** - Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards.
2. **COMMUNICATION** - Promote positive, effective communication among our community, District, students, staff and stakeholders.
3. **PROFESSIONAL LEARNING** - Develop capacity of all staff to meet the academic needs of all of our students through ongoing professional development and collaboration.
4. **CULTURE / SAFETY** - Provide a safe and respectful learning environment where each student, parent/guardian, and staff member is valued.
5. **COMMITMENT TO EXCELLENCE** – Commit to excellence in education and awareness of Board responsibilities.
  - a. Participate in annual professional learning.
  - b. Maintain ongoing review and development of pertinent policies.
  - c. Monitor student and system performance.
6. **SCHOOL FACILITY RESPONSIBILITIES** - Updating and improving District-wide infrastructure



# Reflections: Successes

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

2019 California School Dashboard:

LUSD is in "green" category for Graduation Rate with 93.7% of students graduating. Specifically, subgroups including Hispanic, SED, and White are "green" while English Learner, Homeless and Students with Disabilities are in the "orange."

We have met all of the standards for implementation of academic standards, parent and family engagement, local climate and access to broad course of study.

46.4% of English learners are making progress towards English language proficiency

18.3% of English learner students are Redesigned fluent English proficient in the 2020-21 school year, an improvement from 2019-20 school year.

College and Career Indicator: Of the students who are considered "prepared" for college & career (CCI), 70% met A-G requirement

Further review of local indicator data reveals:

As of spring 2021 45% of students are meeting or exceeding grade level standards in Math

As of 2019-20, 59.35% of students are passing UC/CSU Math courses

As of 2019-20, 68.06% of students are passing UC/CSU ELA courses

As of 2019-20, 50.59% are enrolled in CTE courses

School attendance rate: 93.22%

Graduation rates for all pupils: 93%

Suspension rate 3.7%

Expulsion rate .05%

Level of school connectedness of pupils, staff and parents as measured by most recent CA Healthy Kids Survey: 90%

97% of parents are contactable on Parent Square

The results of the Equity study indicate our Dual Immersion Program is a highlight in LUSD. The DI pathway started at Hapgood in 2010/11, LVMs in 2019/20 and will begin at LHS in 2021/22. The DI program matches all of the research and serves a diverse student population. Students are learning English at higher rates in the DI program as compared to traditional programs. In the DI program there are more EL students "on track" and less "on watch" regarding their path to English fluency than in SEI program. LUSD graduates 92% of all students, 90% of Hispanic students and 98% of White students with gaps diminishing over time. In 2019/20 LUSD had a graduation rate of 92%, the UC/CSU A-G rate is only 24%.

# 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.

## 2019 CA School Dashboard:

LUSD is in the "Orange" category for Chronic Absenteeism. The rate is 13.3% and is an increase by 1.3% from the previous year. African American, English Learner, Foster youth and Homeless students are in the "Red" category.

LUSD is in the "Orange" category for Suspension Rate. African American, English Learners, and students with disabilities are in the "red" category.

LUSD is in the "Yellow" category for College/Career with 38.4% of students prepared. English learners and students with disabilities are in the red category and SED students are in the "Orange."

LUSD is in the "Orange" category for Math achievement, 59.4 points below standard. English learners are in Red with all other subgroups, except Asian, White and Filipino students, in Orange.

LUDS is in the "Orange" category for ELA achievement, 18.7 points below standard. Students with disabilities are in Red with all other subgroups, except Asian, White and Filipino students, in Orange.

39% met or exceeded on ELA SBAC on Dashboard from 2019  
13% of English Learners met or exceeded on ELA SBAC on Dashboard from 2019

25% met or exceeded on Math SBAC on Dashboard from 2019  
8% of English Learners met or exceeded on Math SBAC on Dashboard from 2019

College and Career Indicators: In 2020 39.2% of students are prepared, 19.9% of students are approaching prepared; 40.9% of students are not prepared

## Local Indicators:

Currently, 14.77% of students are enrolling in AP courses  
Currently, 49.63% of students are passing AP courses

As of spring 2021 37% of primary grade students are meeting or exceeding grade level standards in Early Literacy.

As of spring 2021 39% of students are meeting or exceeding grade level standards in Reading.

As of spring 2021 20% of Limited English Proficient students are meeting or exceeding grade level standards in Reading.

As of spring 2021 14% of Limited English Proficient students are meeting or exceeding grade level standards in Math.

As of spring 2021 11% of Special Education students are meeting or exceeding grade level standards in Reading.

As of spring 2021 14% of Special students are meeting or exceeding grade level standards in Math.

Chronic absenteeism rate: 13.9%

In 2019-20, 9.35% of English learners scored a Level 4 on ELPAC

The results of the Equity study reveal the average elementary school student misses nearly 9 days of school each year. The data reveals there is a consistent gap in achievement between groups on ELA SBAC. In 2019/20 LUSD had a graduation rate of 92%, however the UC/CSU A-G rate is only 24%. The study also revealed gaps in teacher understanding in content, level of rigor, agreement as to what teachers should be teaching, levels of collaboration, and data usage amongst teachers and teacher teams. There are also areas for improvement around beliefs and expectations that all of our students can graduate UC/CSU eligible and believing that our schools and districts have or should have a strong college and high wage career going culture.

In response to these results LUSD will be partnering with Orenda Ed on the following:

#### Guidance Alignment

1. Focus on a premium education for all students by meeting State College and Career Indicators. Rally around the following outcomes for all students.
  - a. completion of the A-G course sequence with a C or better
  - b. 11th graders scoring 3 or better on SBAC
  - c. For CTE students, completion of a pathway.
2. Initiate an On-Track monitoring system with lead teachers, admin and wrap-around staff to check progress of students toward predictive indicators of these outcomes, five times during the year. Closely monitor student groups as a part of this process, to ensure that all students are successful.
3. Ensure A-G course access for all students, utilizing a “directed not invited” approach for student placement into A-G coursework. Then, apply the same framework for support, so students complete the coursework with a C or higher. Ensure this directed support occurs during the school day and that it is available early in each semester to ensure passing of courses, so that grade recovery is not needed. However, make sure that there is an option for grade/credit recovery that is directed, not invited, as soon as a student receives lower than a C in an A-G course. Strive to reduce the number of D/Fs in courses by continually monitoring and increasing varied supports, as needed.
4. Expand opportunities for AP coursework, perhaps with creative partnerships between two high schools due to limited enrollment, to support a wider range of AP courses, thus giving more opportunities to students. Make sure to provide additional supports as students engage in more rigorous coursework to ensure success.

5. Educate students on the transfer rates of various community colleges and the implications that different college-going scenarios may have on their future. Ensure students become savvy consumers of post-secondary discourse.
6. Guerilla market that a premium education is characterized by a student meeting A-G criteria to garner more stakeholder support. All students deserve a premium education.

#### Curriculum Alignment

1. Use the SBAC as the operational definition of “grade-level” with the Item Specifications providing models of question.
2. Initiate an On-Track monitoring system with teacher teams to check progress of students toward predictive indicators of these outcomes five times during the year,
- 3.a. Plan how to differentiate content within the classroom with small groups, accelerating and reviewing content, as needed. Coordinate resources. (elementary)
3. b. When monitoring students, identify students in need of more support, brainstorming with colleagues how to provide high-impact, lower-prep support before the end of the grading term to ensure students master the content and pass courses with a C or higher. Coordinate resources. (secondary)
4. Focus non-student teacher time on grade- level or course-alike teacher collaboration for common assessment creation, data reflection and backward planning.

The following actions/services are added to the LCAP to address LUSD's greatest needs:

Implementing a reimagined Summer Expanded Learning program to provide enriching and meaningful learning opportunities for students in addition to social-emotional supports and mitigating learning loss

Professional learning for teachers focused on clarifying instructional priorities, unpacking standards, designing learning targets, developing common formative assessments, and analyzing data

Prioritizing supports for early learners including bilingual paraeducators, support staff in TK, K classrooms, K-3 Literacy Specialists

Increasing hours for community liaisons

Improving two-way communication between the district and the LUSD community

Continue funding Teacher Support Providers to support new teachers

Continue training and resources for schools to strengthen PBIS programs and implement tiered systems of supports

The Expanded Learning Opportunities plan includes many strategies to support the areas of need including: High dosage tutoring, professional development to accelerate learning, additional academic services, Counselors at all levels to support academic achievement and social emotional learning, staffing and resources for special education, a bilingual Literacy Specialist for DI program, field trips and summer enrichment, SEL curriculum, Sports for Learning at the elementary schools, classes for credit deficient students, and additional hours and training for paraeducators.



# LCAP Highlights

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

Lompoc Unified School District has maintained a clear and articulate focus on the goals of the District. The goals were established prior to the development of the first LCAP and have been the driving force behind the work done in the District to increase and improve services for all students, principally directed to low income, English learners and foster youth. LCAP goals are:

1. **ACADEMIC ACHIEVEMENT & INSTRUCTION** - Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards.
2. **COMMUNICATION** - Promote positive, effective communication among our community, District, students, staff and stakeholders.
3. **PROFESSIONAL LEARNING** - Develop capacity of all staff to meet the academic needs of all of our students through ongoing professional development and collaboration.
4. **CULTURE / SAFETY** - Provide a safe and respectful learning environment where each student, parent/guardian, and staff member is valued.

Through the analysis of multiple measures of data including the California Dashboard and the required LCAP metrics, the recommended additions to the 2021-2024 LCAP Actions and Services include:

- Implementing a reimagined Summer Expanded Learning program to provide enriching and meaningful learning opportunities for students in addition to social-emotional supports and mitigating learning loss
- Professional learning for teachers focused on clarifying instructional priorities, unpacking standards, designing learning targets, developing common formative assessments, and analyzing data
- Prioritizing supports for early learners including bilingual paraeducators, support staff in TK, K classrooms, K-3 Literacy Specialists
- Increasing hours for community liaisons
- Improving two-way communication between the district and the LUSD community
- Continue funding Teacher Support Providers to support new teachers
- Continue training and resources for schools to strengthen PBIS programs and implement tiered systems of supports

The Expanded Learning Opportunities plan includes many strategies to support the areas of need including: High dosage tutoring, professional development to accelerate learning, additional academic services, Counselors at all levels to support academic achievement and social emotional learning, staffing and resources for special education, a bilingual Literacy Specialist for DI program, field trips and summer enrichment, SEL curriculum, Sports for Learning at the elementary schools, classes for credit deficient students, and additional hours and training for paraeducators.

In response to the data, surveys, and stakeholder input LUSD will be partnering with Orenda Ed on the following:

## Guidance Alignment

1. Focus on a premium education for all students by meeting State College and Career Indicators. Rally around the following outcomes for all students.

- a. completion of the A-G course sequence with a C or better
- b. 11th graders scoring 3 or better on SBAC
- c. For CTE students, completion of a pathway.
2. Initiate an On-Track monitoring system with lead teachers, admin and wrap-around staff to check progress of students toward predictive indicators of these outcomes, five times during the year. Closely monitor student groups as a part of this process, to ensure that all students are successful.
3. Ensure A-G course access for all students, utilizing a “directed not invited” approach for student placement into A-G coursework. Then, apply the same framework for support, so students complete the coursework with a C or higher. Ensure this directed support occurs during the school day and that it is available early in each semester to ensure passing of courses, so that grade recovery is not needed. However, make sure that there is an option for grade/credit recovery that is directed, not invited, as soon as a student receives lower than a C in an A-G course. Strive to reduce the number of D/Fs in courses by continually monitoring and increasing varied supports, as needed.
4. Expand opportunities for AP coursework, perhaps with creative partnerships between two high schools due to limited enrollment, to support a wider range of AP courses, thus giving more opportunities to students. Make sure to provide additional supports as students engage in more rigorous coursework to ensure success.
5. Educate students on the transfer rates of various community colleges and the implications that different college-going scenarios may have on their future. Ensure students become savvy consumers of post-secondary discourse.
6. Guerilla market that a premium education is characterized by a student meeting A-G criteria to garner more stakeholder support. All students deserve a premium education.

#### Curriculum Alignment

1. Use the SBAC as the operational definition of “grade-level” with the Item Specifications providing models of question.
2. Initiate an On-Track monitoring system with teacher teams to check progress of students toward predictive indicators of these outcomes five times during the year,
- 3.a. Plan how to differentiate content within the classroom with small groups, accelerating and reviewing content, as needed. Coordinate resources. (elementary)
3. b. When monitoring students, identify students in need of more support, brainstorming with colleagues how to provide high-impact, lower-prep support before the end of the grading term to ensure students master the content and pass courses with a C or higher. Coordinate resources. (secondary)
4. Focus non-student teacher time on grade-level or course-alike teacher collaboration for common assessment creation, data reflection and backward planning.



# 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.

Maple High School, Lompoc Valley Middle School

## Support for Identified Schools

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

The previous Director of Common Core and Innovation met with site administrators from both identified sites in the late spring to begin developing a needs assessment. The new Coordinator of Education Services followed up with a meeting to review the need assessment, CSI indicators, Dashboard data, past goals/actions, and current status. The Coordinator will assist both sites in analyzing Dashboard data, survey data from the needs assessment, brainstorming action items (materials, resources, supports), and finalizing the plan and budget allocations. Both sites are collecting more information from their teachers, staff, parents, and students through surveys. The Coordinator will also review each site's SPSA plan and other data such as California Healthy Kids Survey, CAASPP data, Benchmark data, and stakeholder input to support the site in plan development. The Coordinator will support the schools by taking the lead with budget allocations, documentation, and reporting. Both sites completed a detailed needs assessment where staff ranked the school's effectiveness in several areas such information and analysis, student achievement, quality planning, professional development, leadership, partner engagement, and continuous improvement. The Coordinator will assist the principal in analyzing this data and using it to inform the CSI plan and goal areas. Identified CSI schools will meet with Coordinator, Education Services and Director, Curriculum and Instruction to review CSI criteria, data and next steps. A needs assessment will be implemented at each school site and reviewed for planning purposes. District and site administrators will also leverage partnership with Orenda Ed in order to plan for and implement research- based school improvement strategies.

## Monitoring and Evaluating Effectiveness

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

The Coordinator will meet with each site administrator at least three times annually to review the plan including goal areas, action items, budget allocations, and progress on goals. The Coordinator will assist with progress monitoring by reviewing the alignment of CSI and SPSA goals, mid-year survey feedback, progress on benchmarks, changes in students' feeling of connectedness, parent engagement, attendance rates, suspension rates, and graduation rates. The Coordinator will assist the school in developing mid year and end of year survey or progress monitoring tools to assess the effectiveness of the plan to support school improvement. For example, the Coordinator will encourage the site administrator to give staff an opportunity to provide mid year feedback (similar to the beginning of the year needs assessment) to determine progress and make adjustments to the plan for the remaining months of the school year.

# Stakeholder Engagement

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

The district presented a LCAP update at over 22 stakeholder meetings across LUSD including School Board, PAC, DELAC, Cabinet, principal, staff, Site Council, ELAC, DELAC, PTA and with community partners between January 2021 - May 2021. Parents have contributed ideas and were involved in the development of the plan via ELAC, DELAC, PAC, LCAP surveys, LCAP stakeholder meetings, and expressed their ideas at board meetings throughout the year.

We held Parent Advisory Committee meeting on February 1, March 15, and April 12. The committee reviewed the Local Control Funding Formula model, state priority areas, purpose and background behind the Local Control Accountability Plan, the previous LUSD 19-20 LCAP, and the plan for developing the 2021-24 LCAP, including the stakeholder engagement timeline. 15 members of the PAC attended along with Curriculum & Instruction administrators, and several members of the public. In March LUSD Education Services and Business Services staff attended a LCAP workshop with other local district administrators hosted by the Santa Barbara County Office of Education. Successful LCAP planning and implementation requires extensive collaboration among the various departments and this workshop provided staff with an opportunity to review and discuss the Annual Update templates and 21-24 LCAP document. In April LUSD Ed Services staff continued meeting and discussing the Local Control Funding Formula, previous LCAP goals, state priority areas, and plans for the new LCAP at site Staff meetings, Site Council meetings, and Administrator meetings. The team is reviewing and analyzing student achievement data to complete the Annual Updates and inform the 21-24 LCAP.

On Monday, March 15th the Parent Advisory Committee met to continue the collaboration around LUSD's Local Control Accountability Plan. Leaders from the Think Tank group shared a presentation with PAC to inform our families of the district's plans for expanded summer learning. The district shared a data update with PAC including a review of the most recent STAR benchmark assessment information. Parents, teachers, and staff provided input on successes and challenges from this school year related to distance learning, technology, professional development, and support for students. This information will be used to inform the 2021-24 LCAP. The LCAP stakeholder survey was sent out on April 14th and the community had two weeks to provide input on the previous LCAP goals and actions, the LCP, and provide feedback on draft 21-24 goals and actions. The Parent Advisory Committee met on Monday, April 12th to discuss the Expanded Learning Opportunities grant plan and to review the results of the LCAP survey. A review of the LCAP survey results was provided to the School Board at the April 20th meeting.

On Monday, May 3rd the Parent Advisory Committee met to review the latest draft of the LCAP and Expanded Learning Opportunities grant plan. The committee reviewed draft goals, metrics, and actions for the 21-22 LCAP.

A summary of the feedback provided by specific stakeholder groups.

Parents and families expressed their desire to have enrichment opportunities for their students, credit recovery, physical activity, outdoor experiences, and interaction with peers via surveys and virtual meetings. Parents would like ongoing academic support for their students, specifically in the areas of math, English language arts, and ELD in order to be more college and career-ready. The trends that emerged

include a desire for more physical activity, art and music, strengthening the Seal of Biliteracy pathway, improving connectivity, adding workshops for parents, increasing communication from the district, providing students with enrichment, adding additional CTE courses, adding counselors to elementary schools, reducing class size, offering in-person tutoring.

Teachers and staff would like to see extended hours for paraeducators and library technicians, training for Special Education staff, an improved school climate, workshops for parents, clubs for kids, Internet, basic supplies at sites, SEL programming, restorative justice, more support for Kindergarten and First Grade, support for DI, differentiated professional development, additional Counselors, unified information from district, additional paraeducators and a reduction in combination classes.

LUSD's community partners provided feedback related to the needs of military families who live on the Vandenberg Space Force Base. In addition they would like to see an improvement with facilities/buildings, attention to overall health and wellbeing of students including nutrition and mental wellness. Our community partners would like to strengthen our partnership via grants, collaborating on the district's wellness policies and expanding contracts with outside agencies such as CADA and FSA.

Administrators shared a desire to increase support for AVID, reduce class size, add counselors to elementary, add APEX licenses for secondary students, expand para educators and provide in person tutoring for students.

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

The LCAP, as well as our Expanded Learning Opportunities, was influenced by stakeholder input. Based on feedback the district included actions specific to family workshops, a summer expanded learning program, professional learning opportunities for teachers, high dosage in-person tutoring, strategic professional development to accelerate learning, Counselors at all levels to support academic achievement and social emotional learning, staffing and resources for special education, a bilingual Literacy Specialist for DI program, field trips and summer enrichment, SEL curriculum, Sports for Learning (physical education and SEL) at the elementary schools, classes for credit deficient students, and additional hours and training for paraeducators. Based on stakeholder feedback the LCAP includes an increase in support for AVID from the 2020-21 year, an increase in resources for homeless students, and an increase in hours for liaisons.

# Goals and Actions

## Goal

Goal #	Description
1	Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards.

An explanation of why the LEA has developed this goal.

Improving academic achievement continues to be the highest priority for Lompoc Unified and was solidified in Spring 2021 when the School Board revised Board Goal 1 to focus on improving academic achievement and instruction. While the district has seen improvements in the areas of Graduation rates and Reclassification rates, most other metrics indicate that the majority of students are not meeting or exceeding grade level standards. There is a significant and persistent gap in academic achievement outcomes for English Learners, Foster Youth and Homeless students as evidence by SBAC, STAR, course enrollment data, and College and Career Indicators. The actions listed for Goal 1 support the priority of improving instruction and student learning across content areas and supporting all students in college and career readiness. Goal 1 is aligned with our efforts to align guidance and curriculum, and offer a premium education to all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Improve SBAC – Districtwide ELA – English learners	39% met or exceed on SBAC on Dashboard from 2019 13% met or exceed on SBAC on Dashboard from 2019				45% meeting or exceeding standards 18% meeting or exceeding standards
Improve SBAC – Districtwide Math • English learners	25% met or exceed on SBAC on Dashboard from 2019 8% met or exceed on SBAC on Dashboard from 2019				30% meeting or exceeding standards 13% meeting or exceeding standards



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Improve RFEF	18.3% of EL students are Redesigned fluent English proficient in the 2020-21 school year				25% of students will be considered RFEF
Improve College & Career Readiness Indicator	in 2020 39.2% of students are prepared, 19.9% of students are approaching prepared; 40.9% of students are not prepared				50% of students will be prepared
Improve A-G requirement course completion rate	Of the students who are considered "prepared" for college & career (CCI), 70% met A-G requirement; of students who are considered "approaching prepared" 18.7% met A-G requirements; of the students considered "not prepared" 0% met A-G course requirements				Of the students who are considered "prepared" for college & career (CCI), 75% met A-G requirement; of students who are considered "approaching prepared" 25% met A-G requirements; of the students considered "not prepared" 0% met A-G course requirements
Improve AP course enrollment rate	Currently, 14.77% of students are enrolling in AP courses				20% of students will be enrolling in AP courses.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Improve AP pass rate	Currently, 49.63% of students are passing AP courses.				55% of students will be passing AP courses.
Increase % of students passing UC/CSU Math courses	As of 2019-20, 59.35% of students are passing UC/CSU math courses.				65% of students will be passing UC/CSU Math courses.
Increase % of students passing UC/CSU ELA courses	As of 2019-20, 68.06% of students are passing UC/CSU ELA courses				75% of students will be passing CSU/UC ELA courses.
Improve K-12th grade STAR Reading % of students meeting or exceeding grade level standards	As of spring 2021 39% of students are meeting or exceeding grade level standards in Reading.				50% of students will be meeting or exceeding grade level standards as measured by STAR Reading assessment.
Improve K-12th grade STAR Math % of students meeting or exceeding grade level standards	As of spring 2021 45% of students are meeting or exceeding grade level standards in Math.				55% of students will be meeting or exceeding grade level standards as measured by STAR Math assessment.
Improve EL Progress toward English Proficiency	In 2019-20 9.35% of English learners scored a Level 4 on ELPAC				15% of English learners will score a Level 4 on ELPAC
Continue Implementation of Content and Performance Standards	All California State Standards will be implemented				Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All EL Students Will Have Access to Core and ELD Standards	Maintain that EL Students Will Have Designated and Integrated EL Instruction in Content Courses				Maintain
Improve CTE enrollment rate	As of 2019-20, 50.59% are enrolled in one or more CTE course				55% of students will be enrolled in one or more CTE courses.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Site allocations to meet specific needs of community	Increase services at school sites based on the individual needs of the school aligned to LCAP goals and 8 state priorities. Examples of increased services budgeted at the site include hiring additional computer instructional assistants, bilingual and library instructional IA hours, part-time support teachers, materials/supplies, technology, home/school liaisons, FSA counselor hours, PD, non-capitalized equipment, STEAM activities, arts/music programs, intervention teacher, tutoring and EL counselor. Individual school sites identified actions and goals via SPSAs for increased services to improve academic proficiency of English learners, low-socio economic and foster youth. School site councils (SSC) approve development of site budgets for SPSAs. Matrix used to determine increase services available at each site is based on number of students in each area: 1) Unduplicated Count above 55%. School Plans for Student Achievement will be approved by SSC and by LUSD School Board in Fall 2021. 10% of Title 1 funds have not been budgeted, but in a site Hold Harmless Account until final allocation from state is determined and is not allocated in the budget below.	\$1,957,603.00	Yes



Action #	Title	Description	Total Funds	Contributing
2	Professional Development and programs related to increasing academic achievement	Provide professional development for all TK through 12th grade teachers, counselors and specialists to build their capacity in educational pedagogy and assessment. The topics of the PD will be related to curriculum, instruction, and assessment practices, implementation of Common Core State Standards, Science textbook adoption for Elementary, CORE reading academy, systematic phonemic awareness instruction for TK-2nd, ELD curriculum for Secondary, designated and integrated ELD for all teachers, and technology integration in order to meet the District's initiatives of high achievement for all students and closing the achievement gap, especially targeting low-income students, English learners and foster youth. District and site leadership will help teams calibrate and align grade-level expectations through a deep dive into state standards and assessment expectations. Each grade level or content team identifies essential targets and skills, and develops common assessments to inform instruction on a continuous cycle every 5-6 weeks. Formal reflection and planning accelerates achievement for targeted student groups. District Benchmark Assessment (STAR Early Literacy, STAR Reading and STAR Math) will be completed to guide instruction of English learners, foster youth and low income students. This also includes access to Accelerated Reader and Freckle Math supplemental program for all elementary sites.	\$541,505.00	Yes
3	Staffing support for ELA and math achievement and language development: TK/K support staff and K-3 Literacy Specialists and Library technicians	Kinder support teachers will provide support to the classroom with the implementation of the kindergarten instructional program. Support teachers will provide supplemental instructional service principally directed to English learner, low income and foster students. The District will provide a 4 hour TK instructional aide (paraeducator) to the nine TK classrooms and they will provide support to the instructional program. Their specific responsibility will be assisting the certificated teacher in providing instruction to individuals and small groups of TK students who may not receive the academic support at home.  Literacy Specialists will continue to work at each elementary school to support literacy at grades K-3. The Literacy Specialist will identify students with intensive literacy needs and provide intensive and	\$2,697,005.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>strategic support for students to achieve grade level proficiency. They will provide small group instruction to support classroom instruction and monitor the student's weekly progress and work to increase the number of student's proficient in reading by grade 3. An additional Literacy Specialist will be assigned to Hapgood Dual Language Immersion program to support students literacy skills in Spanish.</p> <p>District library technicians provide support and guidance with supplementary reading programs, contribute to the development of a library master plan and update catalog circulation database and other essential functions that promote learning.</p> <p>Provide bilingual instructional assistants to sites based on the number of English learners for the purpose/s of providing support to the instructional program within assigned classroom. Specific responsibility will be assisting a certificated teacher in providing instruction to individuals or small groups of limited or non-English speaking students and serving as a resource to other school personnel requiring assistance with non- English speaking persons.</p>		
4	Leadership Committees (CCC, ELD, SBCEO)	<p>Elementary and Secondary Common Core Council will work in content departments or grade level teams to articulate and plan instructional content and pacing that is coherent and aligned with content Frameworks and State Standards. Elementary grade level chairs TK – 6 serve as instructional leaders for grade level cohorts throughout the District performing duties essential to the efficient operation of the grade level including developing curriculum maps and formative assessments. Grade level chairs will collaborate, plan and present District information to all elementary sites and grade-level cohorts. SCCC and ECCCC will work closely to lead professional learning communities at their respective sights and support teams in curriculum, instruction, and assessment alignment.</p> <p>The LUSD English Language Development (ELD) Leadership Team will be comprised of site Principals, ELD Department Chair from the secondary schools and a primary and upper elementary teacher from</p>	\$89,978.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>each of the elementary schools. The ELD Leadership Team will review the work and focus at sites developing understanding of the ELA/ELD Framework, CA ELD Standards and implementation of integrated and designated ELD. The ELD Leadership Team will work to provide a District-wide ELD progress monitoring assessment that will be utilized to explicitly articulate the content knowledge and skills English learners need to improve English language development in core content. SBCEO ELD Consultant will provide professional learning, ongoing monthly on-site support and training to principals and staff at school sites by building of capacity in developing integrated and designated ELD in all content areas and monitoring of progress.</p>		
5	College & Career Readiness and Preparation	<p>LUSD will provide support for all students with a District-wide commitment for all 10th grade students to take the PSAT, 11th graders who desire to take the PSAT for the National Merit Scholarship Program and 11th grade students to take the SAT test. Students completing AP courses will take the College Board Advanced Placement tests at no cost to them. SAT Bootcamps will be provided during August, after school and on Saturdays prior to the SAT testing to prepare students. Services are principally directed to EI, FY and LI students who typically do not take either test due to cost of the test. It is LUSD's experience that FY, EL and LI students are at greater risk of not achieving grade level standards, not progressing towards graduation and are underrepresented in college.</p> <p>Support sections, including reading, will be provided within the course of the day at the secondary sites to increase and support "a-g" courses for students whom without the additional support might not take the course or fall behind and not complete it.</p> <p>Utilizing the online curriculum accessible through APEX licenses, LUSD provides alternatives for students to receive "a-g subject requirements" through credit recovery. Provide opportunities for students to retake courses for credit recovery for all subject areas during the school year and during the summer months.</p>	\$2,640,661.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Continue implementing coherent partnership between LUSD and Allan Hancock Community College with articulated pathways and opportunities for high school students to receive an AA degree concurrently with their high school diploma.</p> <p>Provide enrichment opportunities at the high school through Saturday school. The plan to hold Saturday School for LUSD's neediest students is in response to the community's desire for extended learning.</p> <p>Support secondary math programs by providing funds for freshman support and support sections to increase and support "a-g" courses for students who without the support would not take the course or fall behind and not complete it.</p> <p>Fund a district AVID coordinator. Fund summer training for 1 admin and 2 teachers at sites interested in expanding and strengthening their program to include: CHS, LHS, VMS, Maple, LC, LH, Ruth, MG, FL, BV. Support and fund college field trips as able. College age tutors will work with LUSD AVID students in tutorials. In addition, partner with Cal-SOAP to provide tutors at each high school to increase academic support, formal outreach and mentoring to under- represented students. Provide a tutor to each of the District's elementary schools and middle schools to help students with reading and math skills. The use of Cal SOAP tutors shall supplement existing services provided by CSEA bargaining unit instructional para- educators and shall in no way cause any reduction and/or elimination of those CSEA para-educator services.</p> <p>District secondary counselors increase access and strengthen services to support all students with an emphasis on English learners, foster youth, African American and Latino males, low socio-economic, Special Ed and first generation students. High school counselors will also support the Bridges to Success program by attendance at regular meetings with Allan Hancock College (AHC). The partnership between AHC and LUSD works to collaboratively promote student success</p>		

Action #	Title	Description	Total Funds	Contributing
6	Whole child enrichment (PE/outdoor) & STEAM programming	<p>In order to support equity in LUSD and knowing the LCFF unduplicated count and percentage of households that have not been traditionally able to access this type of learning opportunity, funding will be provided to ensure that all 6th grade students in LUSD will experience attending an outdoor science school. Students will attend the 3 day Catalina Island Marine Institute. The Catalina Island Marine Institute focuses on science, technology, engineering and math.</p> <p>Provide resources for District to build outside participation in STEAM Festival yearly and STEM Expo that engages EL, FY, LI students in extracurricular science activities. Expenses include extra duty time for teacher to organize events and materials and supplies to run the event.</p> <p>In order to support equity and access for EL, FY, LI students to a well-rounded education, LUSD will provide funds to support 5th grade students field trip to CHS Aquarium and all schools will receive funding for music and art enrichment.</p> <p>Provide each elementary school with a P.E. teacher to promote a healthy lifestyle for English learners, foster youth and low income students. This releases the classroom teacher from teaching P.E. and teachers have a flexible schedule that provides smaller student-teacher ratio for more personalized instruction. Support P.E. teachers in purchasing new and updated equipment each year, aligned with SPARK curriculum.</p>	\$1,223,809.00	Yes
7	Staffing and programming to support technology integration	The Education Technology Media Specialist will support classroom integration of technology. The ETMS will plan, coordinate, organize and manage the use of print, digital and related information technologies and equipment. The ETMS will work with the Director of Information Technology and Education Services to support classroom instruction using digital curriculum. This support will help classroom	\$680,058.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>teachers with the online curriculum delivery. The ETMS will ensure that teachers have support in logging in to the platforms and medias providing the curriculum. ETMS will coordinate the operation of the District's library/media centers and provides leadership and direction to classified library media techs. The ETMS will collaborate with staff in using the core curriculum and a variety and range of materials to support the curriculum. The ETMS will coordinate and deliver professional development related to the core curricular materials and utilization of technology.</p> <p>Site Technology Support Assistants will support classroom instruction and tech integration. They will provide support to classroom teachers with setting up instructional programs for core curriculum and support materials for all subjects, support for administering the CAASPP and other online assessments, information and guidelines for safe internet activity, instruction and training on technology related initiatives and troubleshooting technology.</p> <p>Continue to purchase and use a device management system (MDM) to manage mobile devices, with the capability of deploying apps for professional development, student enrichment, special education instruction and apps for EL development.</p>		
8	Staffing support for special education	<p>Continue to provide one additional Special Education Coordinator and one Program Specialist to support the implementation of student IEP's, monitor instruction and provide staff development to educational specialists in ELA, math and social emotional instructional programs. With 68% unduplicated count, hiring a Special Education Coordinator and a Program Specialist will be principally directed towards SWD are EL, FY and LI students.</p> <p>Continue ongoing support to the co-teaching sites with 3 hours a month or 12 hours a semester release time for general education and special education planning in order to meet the needs of students with unique needs.</p>	\$390,956.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	CTE Programming and staffing	Provide a robust CTE program with teachers offering courses at the two comprehensive high schools and one continuation high school to expand career readiness options. Program specialist will continuously develop pathways with the help of the CTE teachers and administrative assistant support. Services will be principally directed towards FY, LI and EL students. It is LUSD's experience that FY, LI and EL students are at greater risk of not achieving grade level standards, not progressing towards graduation and are underrepresented in college.	\$1,212,483.00	Yes
10	Expanded Learning / Summer Programming	LUSD will offer extended instructional learning time during Summer 2021, Summer 2022 at sites during the 2021-22 school year. This includes funding for Administrators, Teachers, Literacy Specialists, Bilingual and SPED paraeducators, counseling and mental health services, nurses, transportation, software, supplemental programs, SEL integrated physical activities, and enriching and hands-on field trips to Camp Whittier and the CHS Aquarium to support math and science. The summer program will include academic support in core areas such as reading, writing, and math in addition to enrichment and hands-on activities in science, art, music, and social science. LUSD is partnering with several organizations to provide mental health, physical education, and social-emotional enrichment during the summer including CADA, FSA, and Sports for Learning. Over 600 students are invited to the Elementary summer learning program, approximately 150 middle school students will have the opportunity to be part of this unique summer learning opportunity, and over 600 high school students will have time and support for credit recovery. Community liaisons, district and school staff have been working with the most vulnerable populations of students in Lompoc Unified School District to include students who are homeless, in foster care and/or are socioeconomically disadvantaged. While all students are welcome to apply, staff have gone above and beyond to reach these students to ensure they are aware of and have priority in the summer expanded learning program.	\$228,713.00	Yes



Action #	Title	Description	Total Funds	Contributing
11	Community Day School	Bob Forinash Community Day School serves expelled students and other high - risk youths. The instructional day includes academic programs that provide challenging curriculum and individual attention to student learning modalities and abilities. Development of pro-social skills and student self-esteem and resiliency are also included in a student's individualized learning.	\$741,059.00	Yes
12	District personnel to support LCAP implementation	The District will provide personnel to supports sites in order to support monitoring LCAP goals, actions and expenditures to ensure the actions are tied to District and school goals to ensure increased and improved services to students.	\$588,181.00	Yes
13	Support for Foster Youth & Homeless students	Foster Focus program, funds to purchase instructional materials foster youth and homeless, LUSD staff will participate in ongoing communication and collaboration between other LEAs, county agencies and nongovernmental organizations regarding foster and homeless youth to ensure immediate enrollment, partial credits for mid-semester changes, adequate transportation to school and graduation credit exemptions as appropriate. LUSD will collaborate with SBCEO Transitional Youth Services to provide training to District staff to ensure foster youth have access to AB 216 rights. AB 216 exempts a pupil in foster care who transfers between schools any time after the completion of the pupil's second year of high school from all coursework and other requirements adopted by the governing board of the school District that are in addition to the statewide coursework requirements. McKinney-Vento training.	\$2,750.00	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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An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.
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An explanation of how effective the specific actions were in making progress toward the goal.
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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.
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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.
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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.
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**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	Promote positive, effective communication among our community, District, students, staff and stakeholders.

An explanation of why the LEA has developed this goal.

Improving communication continues to be a priority for Lompoc Unified and was solidified in Spring 2021 when the School Board revised Board Goal 2 to focus on promoting positive and effective communication among the entire learning community. While the district has seen improvements in the overall number of parents and community members receiving communication and completing surveys, anecdotal feedback and open ended comments on surveys indicate this is an area we'd like to strengthen. It was a challenge to obtain representation from all parent groups during distance learning. While some parents were able to attend district and site committee meetings via Zoom, other parents representing unduplicated students, were not able to attend either due to Internet connectivity issues or lack of awareness. Of the 1,099 responses on the LCAP survey, 16% do not have a student in the district, 14% have a student with an IEP, 3.6% have a student with a 504 accommodation plan, 11% have a student who is an English Learner, .5% represent Foster Youth, 8.6% are parents of GATE identified students, .03% represent homeless population, 30% represent Free and/or Reduced meal plan population and 34% do not represent any of the groups listed. It is an important priority for Lompoc to increase and improve engagement with our families who represent English Learners, Foster Youth, Homeless and socioeconomically disadvantaged students. We have seen improvements with 97% of our parents receiving Parent Square communication, however metrics indicate that attendance at PAC, DELAC, Site Council, and ELAC meetings is down, especially for unduplicated student groups.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of parents who are receiving electronic Parent Square messages.	97% of parents are contactable on Parent Square.				99% of parents will be contactable on Parent Square.
Increase participation rate by 20% for completion of parent	816 parents completed the 2020-21 LCAP survey.				1,000 parents will complete the LCAP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
surveys, such as LCAP, CHKS, and Climate.					survey, CHKS, and Climate survey.
Increase parent input and decision making participation as measured by attendance at the District Parent Advisory Committee, District English language Advisory Committee, and the Superintendent's Equity Committee	Currently 50% of parents attend Parent Advisory Committee Meetings and 75% of parents attend DELAC meetings.				75% of parents will attend district committee meetings.
Increase parent participation at site events, meetings, as measured by attendance at Back to School Night, Open House, Parent/Teacher Conferences, and Parent Cafes or workshops offered by the Adult School.	Will collect a baseline measure for attendance at site events in 2021-22 school year.  The Lompoc Adult School served 135 parents of K-12 students this year with those parents representing 298 K-12 children.				The Lompoc Adult School will serve 200 parents.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Outreach & Communication with community	Increase outreach to English learner's parents in their primary language via: electronic means, flyers, newsletters, meetings, letters, home visits. In Spring 2021 the district implemented Parent Square and will continue to use this tool for all electronic communication. Parent Link is used to increase parent, family and community engagement for all TK-12 families and students. Emergency messaging, language translation, surveys and custom messages give LUSD and its schools a tool to get school related information to parents and the community. Daily bright spot emails to staff, weekly community transmittals to all staff and families, monthly HR newsletters to staff, monthly TSP newsletters to staff, Facebook updates, website updates, and district and side updates sent via Parent Square (email, post, text, call). Maintain District webpage with information such as upcoming events, calendars, services, menus, Curriculum, Instruction, Assessment, all department information, district plans and human resources information	\$56,685.00	Yes
2	Community Liasons & Translators	Continue to address needs of families by connecting them to appropriate resources. Build the professional capacity of home school liaisons to provide case management to families to connect them to school and community resources, as well as regular contact regarding student attendance. Liaisons provide support to all students and families with needs, particularly Spanish-speaking families, homeless, foster youth and immigrant families. A 0.5 FTE homeless liaison and a 0.5 FTE District foster youth/immigrant liaison support the home school liaisons to meet the specific needs of those particular groups.  LUSD will have 1.60 Spanish District translators who function as interpreters and translators. These positions aid communication with the District's Spanish community by converting message or text from English into Spanish either orally or in writing. Ensure that all school information sent home is translated into major languages represented at the schools. Provide oral translation for advisory meetings and parent conferences at the District level. LUSD has .5 transportation support to aid communication with parents regarding busing.	\$645,312.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>A Hmong bilingual instructional assistant to provide support of academic goals of English learner students.</p> <p>Contract with Bable to provide translation services when personnel is not available.</p>		
3	Parent Committees	Provide training and support for DELAC and ELAC members. Include parents on Superintendent's Advisory Committee. Expand parent representation on other committees such PAC, Safety and Special Education.	\$109.00	Yes
4	Workshops and resources for parents	<p>Adult Education will launch Parent Education as a remote option class as our adults have indicated a preference to continue learning from home. Also, as part of the First 5 Early Learning grant, we will be offering Parent Cafes, covering the five protective factors. These Parent Cafes are facilitated by trained parents who will receive stipends for their facilitation through the grant.</p> <p>The LUSD Resource Center will support families by connecting them to community resources, parenting classes and assistance with home-school communication. District-wide workshops will be available to help families to provide further support to their students through parenting skills, academic preparation and school engagement. The center will also provide information about and referrals to local community organizations that can provide assistance to families with regards to health, financial, legal and social-emotional issues.</p>	\$35,000.00	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	Develop capacity of all staff to meet the academic needs of all of our students through ongoing professional development and collaboration.

An explanation of why the LEA has developed this goal.

LUSD is prioritizing professional development for teachers and staff because research and evidence reveals that strengthening collective efficacy is the number one way to improve outcomes for students. The School Board revised Board Goal 3 in Spring 2021 to highlight the importance of a continued effort to provide professional development and promote collaboration among administrators, certificated staff, and classified staff. Survey results and stakeholder engagement efforts revealed that classified staff would like additional opportunities for training and for supporting students in the classroom. Teachers have expressed a desire for more personalized professional development activities as well as time to collaborate with Professional Learning Community teams. While the metrics below indicate all of our teachers are credentialed, we recognize the need to provide additional support for new teachers, coaching for administrators, time for teachers to design lessons and common assessments, and support for all staff to strengthen instructional skills.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credentialed teacher rate	100%				100%
Credentialed teacher teaching outside of subject area rate	0%				0%
Most recently adopted textbooks rate	100%				100%
Student lacking own copy of textbook rate	0%				0%
Teacher misassignment rate	0%				0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher retention rate	TBD				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Supports for Administrators	In conjunction with SBCEO's preliminary and clear administrative services credential program, LUSD will provide a mentor/coach to each candidate holding administrative positions in LUSD. The mentor/coach provides intensive, individualized support and assistance and assures that a leadership action plan for each administrative candidate is rooted in ongoing observation. Professional institutes for administrators (e.g. ACSA Academies).	\$10,945.00	Yes
2	Teacher Induction Program	LUSD will cover costs of District teachers in year 1 and year 2 of SBCEO's Teacher Induction Program (TIP).	\$305,787.00	Yes
3	Teacher Support Providers	Teacher Support Providers (TSP) support new classroom teachers in assisting with full implementation of Common Core State Standards, District core instructional program and the California Standards for Teaching Profession in order to eliminate any disparity that results from low-income and minority students being taught by inexperienced teachers. The TSPs will assist inexperienced teachers in building interactive classroom environments that support all learners and serve as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students, including students with diverse learning needs. One TSP will work with elementary teachers, one with secondary and the third TSP will work with special education teachers. TSP work - newsletters, trainings, Math curriculum maps, ELA curriculum maps, coaching	\$577,215.00	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
4	Provide a safe and respectful learning environment where each student, parent/guardian, and staff member is valued.

An explanation of why the LEA has developed this goal.

In Spring 2021 the School Board revised Goal 4 to focus on Culture and Safety. LUSD is prioritizing this area in order to create safe and respectful learning environments where all teachers, staff, parents, and students feel valued and connected. Survey results indicate that all stakeholders would like to see more resources for social-emotional learning, mental health, physical education, positive behavior interventions and supports, tiered systems of supports, training for special education staff, and strategies to improve attendance. Dashboard indicators reveal an attendance rate of 93.22% and chronic absenteeism rate of 13.9% as well as persistent gaps for subgroups of students (students with disabilities, English Learners, and socioeconomically disadvantaged students). LUSD plans to strengthen after school programming, and improve quality interactions with families and students to promote improved attendance and remove barriers to attendance.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase school attendance District-wide	93.22%				95%
Decrease chronic absenteeism at all schools	13.9%				12%
Decrease dropout rates of high school pupils	2.09%				2%
Increase graduation rates for all pupils	93%				97%
Decrease suspension	3.7%				3.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease expulsion rates	0.05%				.04%
Increase the level of school connectedness of pupils, staff and parents as measured by California School Parent Survey.	90% as of last CHKS in 2018-19.				93%
Increase level of sense of safety of pupils, staff and parents	86% as of last CHKS in 2018-19.				90%
Overall facility rating	Good				Good
Decrease middle school dropout rates	0%				0%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Tiered System of Supports	Increase opportunities on a site by site basis focused on the implementation of Positive Behavioral Intervention & Supports System, or PBIS as part of the Multi-Tiered System of Support (MTSS) using the PBIS Champion Model System as a framework for creating a comprehensive systems approach for the design and delivery of PBIS at LUSD schools. The framework provides criteria and how to steps for developing, implementing, monitoring and sustaining each level of the system in order to support our EL, FY, and LI students who are struggling with behavior, chronic absenteeism and school connectedness.	\$114,571.00	Yes



Action #	Title	Description	Total Funds	Contributing
2	Mediation, SARB, and Attendance Monitoring system	Decrease chronic absenteeism through the LUSD Attendance Mediation Program, which includes school incentives for attendance, letters to parents, classroom interventions, parent contacts, home visits, administrative meetings and referrals to SARB. Home school liaisons work with parents on parenting strategies during individual conferences and through parenting classes at the school sites. A2A. Decrease dropout rates of all students. Site administration team performs regular attendance review, grade analysis and behavior history for at-risk students and schedules SSTs to evaluate and implement individualized action plan. Increase graduation rates for all students. Utilize recommendations from prior year's data-driven evaluation to identify the critical factors of high school graduation with recommendations to increase graduation rate.	\$10,700.00	Yes
3	After School Programming	The ASES programs at five LUSD elementary schools provide an opportunity to merge school reform strategies with community resources. The goal is principally directed to support local efforts to improve assistance to EL, FY and LI students and broaden the base of support for education in a safe, constructive environment. It is the intent of the ASES program to provide safe and educationally enriching alternatives for children and youth during non-school hours. The program creates incentives for establishing locally driven before and after school education and enrichment programs.  Provide an additional after school program through the Boys and Girls Club to be held at La Honda but serve all elementary schools within the District. The goal is principally directed to support local efforts to improve assistance to students who might be home alone and to broaden the base of support for education in a safe, constructive environment.	\$80,000.00	Yes
4	Partnerships with community	Contract with outside agencies such as CADA and FSA to provide social/emotional support for students and families. Student Safety	\$902,449.00	Yes

Action #	Title	Description	Total Funds	Contributing
	organizations and agencies to increase safety and supports	Community Liaisons provide support to the instructional process with specific responsibilities for the safety and welfare of students while on school grounds; monitoring visitors; contacting parents of students who are not in attendance regularly; enforcing school and District rules and regulations. Outreach Consultants at LHS and LVMS work with the high at-risk population working to bring all services together for families. The District, in conjunction with the City of Lompoc and Santa Barbara County Sheriffs Department, agree to terms of an MOU that establish scope of services to be provided by School Resource Officers (SROs) and School Resource Deputies (SRDs). The SRO/SRD works in a proactive role with students and LUSD officials to counsel and advise the LUSD on important student-police related issues, as well as working on campuses on a daily basis in order to assist students in learning how to de-escalate situations or conflicts with both peers and adults. Fee to WestEd to implement the CA Healthy Kids Survey. District administrators and community members are working together on an Anti-gang task force to increase safety and improve climate in the communities surrounding the schools.		
5	Staffing to support health and wellbeing including Nurses, Health Clerks, Crossing Guards and Noon Duty Aides	District nurses and health clerks beyond the required amount to improve attendance through health promotion, disease prevention and disease management. Academics are improved because nurses enable better performance because healthy students are in classrooms ready to learn. District Wellness Committee promotes health and wellness and updates Wellness Policy as required. All schools to participate in self-assessment for wellness using assessment tool developed by District's Wellness Committee. Noon duty aides provide support to the instructional process with specific responsibilities for the safety and welfare of students while on school grounds to ensure student safety. Crossing Guards help students cross the street at key locations and help develop the skills to cross streets safely at all times.	\$1,457,799.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Staffing and Professional learning for special education	Provide professional development opportunities one day a month for special education SDC teachers in both academics and behavior. With 69% unduplicated count, this action is principally directed towards EL, FY and LI students. Fund full time behaviorists to provide training to staff and create student-specific programs for students with autism or who have exhibited substantial behavioral challenges in the school setting.	\$423,466.00	Yes
7	Staffing and resources to maintain and improve conditions of school facilities and grounds	Continue to improve the level of LUSD facility maintenance and cleanliness by monitoring custodial staff distribution with the addition of custodians staff principally directed towards the older city schools where the highest concentration of EL, FY and LI attend and where the use of the building and grounds are at a much higher use due to the after school ASES program. Continue to improve the level of LUSD facility maintenance and cleanliness by monitoring grounds maintenance staff distribution with the addition of grounds maintenance staff principally directed towards the older city schools where the highest concentration of EL, FY and LI attend and where the use of the building and grounds are at a much higher use due to the after school ASES program. LUSD's Maintenance and Operations Department implement/monitor schedule of prioritized facility upgrades.	\$1,000,257.00	No
8	Supplies for homeless students	To purchase clothing, basic necessities, and other resources for homeless students and families.	\$2,500.00	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.**

# 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
18.34%	\$15,100,747

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.

Improving academic achievement continues to be the highest priority for Lompoc Unified. There is a significant and persistent gap in academic achievement outcomes for English Learners, Foster Youth and Homeless students, and Low Income students as evidenced by 2019 SBAC results and 2021 STAR data. LUSD is prioritizing professional development for teachers and staff because research and evidence reveals that strengthening collective efficacy is the number one way to improve outcomes for students. Survey results and stakeholder engagement efforts revealed that classified staff would like additional opportunities for training and for supporting students in the classroom. Teachers and administrators have expressed a desire for more personalized professional development activities as well as time to collaborate with Professional Learning Community teams. We recognize the need to provide additional support for new teachers, coaching for administrators, time for teachers to design lessons and common assessments, and support for all staff to strengthen instructional skills.

Dashboard measure indicate LUSD is in the "Orange" category for Math achievement, 59.4 points below standard. English learners are in Red with all other subgroups, except Asian, White and Filipino students, in Orange. LUSD is in the "Orange" category for ELA achievement, 18.7 points below standard. Students with disabilities are in Red with all other subgroups, except Asian, White and Filipino students, in Orange. Other state and local indicators show 39% of all students met or exceeded on ELA SBAC on Dashboard from 2019 with only 13% of English Learners meeting or exceeding on ELA SBAC. 25% of all students met or exceeded on Math SBAC with only 8% of English Learners met or exceeded on Math SBAC. As of spring 2021 39% of all students are meeting or exceeding grade level standards in Reading. As of spring 2021 20% of Limited English Proficient students are meeting or exceeding grade level standards in Reading. As of spring 2021 14% of Limited English Proficient students are meeting or exceeding grade level standards in Math. As of spring 2021 11% of Special Education students are meeting or exceeding grade level standards in Reading. As of spring 2021 14% of Special Education



students are meeting or exceeding grade level standards in Math. As of spring 2021 37% of primary grade students are meeting or exceeding grade level standards in Early Literacy. In 2019-20, 9.35% of English learners scored a Level 4 on ELPAC

After assessing the needs, conditions, and circumstances outlined of our EL, FY, and LI students as outlined above, we will address this condition of our EL, FY, and LI students by developing and implementing strategic professional learning opportunities, establish leadership teams and committees, purchase instructional resources and programs to accelerate learning, provide staffing and supports for new teachers who work primarily with EL, FY and LI students, staffing and support for early learners, early literacy, and English language development.

Goal 1, Action 1 indicates that the district will distribute funds to individual school sites principally directed towards EL, FY and LI qualifying students. In order to most effectively meet the goals of target students, unique intervention and support needs to be identified by the community and school leadership following District established guidelines and protocols to ensure expenditures adhere to funding requirements. Approved expenses are supplemental instructional supplies, professional development, instructional assistants, bilingual assistants, push-in teachers, technology, intervention programs, social and emotional support programs, parent and family engagement and literacy.

Goal 1, Action 2 and Goal 3, Action 1, 2, and 3 all support professional development for teachers and administrators who work primarily with EL, FY and LI students who are not demonstrating proficiency in academic achievement. These actions provide professional development for all TK through 12th grade teachers to provide high quality instruction to principally directed EL, FY and LI qualifying students. It is our experience that professional development will have the greatest impact on EL, LI and FY student achievement and is the most effective use in meeting District and state goals for our high-need and lowest performing students. Support new teachers in year 1 and year 2 of the SBCEO's Teacher Induction Program as inexperienced teachers need additional training and support to provide high quality instruction to principally directed EL, FY and LI qualifying students. It is our experience that professional development will have the greatest impact on EL, LI and FY student achievement and is the most effective use in meeting District and state goals for our high-need and lowest performing students, EL, FY and LI. LUSD will provide a mentor/coach to each candidate holding administrative positions in LUSD. The mentor/coach provides intensive, individualized support and assistance and assures that a leadership action plan for each administrative candidate is rooted in ongoing observation. Professional institutes for administrators (e.g. ASCA Academies), Teacher Support Providers (TSP) support new classroom teachers in assisting with full implementation of Common Core State Standards, District core instructional program and the California Standards for Teaching Profession in order to eliminate any disparity that results from low-income and minority students being taught by inexperienced teachers. The TSPs will assist inexperienced teachers in building interactive classroom environments that support all learners and serve as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students, including students with diverse learning needs. One TSP will work with elementary teachers, one with secondary and the third TSP will work with special education teachers. TSP work - newsletters, trainings, Math curriculum maps, ELA curriculum maps, and coaching.

LUSD will develop and implement additional staffing and training for Early Literacy, early learning and EL students to address the causes of gaps in academic achievement including lack of interventions and supports in language development and phonemic awareness, phonics, fluency and comprehension. Goal 1, Action 3 provides staffing support for ELA and math achievement and language development including TK/K support staff and K-3 Literacy Specialists and Library technicians. The district will provide literacy specialist at each elementary site to



support literacy K-3 principally directed towards FY, LI and EL students who are at greater risk of not achieving grade level standards. This action provides Kinder support teachers whose primary role is to support the classroom with the implementation of the kindergarten instructional program. Support teachers provide supplemental instructional service principally directed to FY, LI and EL students who are at a greater risk of not achieving grade level standards. This action provides TK Instructional Assistant to TK classrooms for the purpose of providing support to the instructional program. Specific responsibility will be assisting a certificated teacher in providing instruction to individuals or small groups principally directed towards FY, LI and EL students who are at a greater risk of not achieving grade level standards, not progressing towards graduation and are underrepresented in college. District library technicians provide support and guidance with supplementary reading programs, contribute to the development of a library master plan and update catalog circulation database and other essential functions that promote learning principally directed to EL, FY and LI students who are at risk of not achieving grade level standards, not progressing toward graduation and are underrepresented in college. LUSD's library services will be modified to the Follett Destiny Library Manage to empower digital learning to impact student achievement. Provide bilingual instructional assistants to sites based on the number of English learners for the purpose/s of providing support to the instructional program within assigned classroom. Specific responsibility will be assisting a certificated teacher in providing instruction to individuals or small groups of limited or non-English speaking students and serving as a resource to other school personnel requiring assistance with non-English speaking persons.

Elementary and Secondary Common Core Council will work in content departments or grade level teams to articulate and plan instructional content and pacing that is coherent and aligned with content Frameworks and State Standards. Elementary grade level chairs TK – 6 serve as instructional leaders for grade level cohorts throughout the District performing duties essential to the efficient operation of the grade level including developing curriculum maps and formative assessments. Grade level chairs will collaborate, plan and present District information to all elementary sites and grade-level cohorts. SCCC and ECCC will work closely to lead professional learning communities at their respective sights and support teams in curriculum, instruction, and assessment alignment (Goal 1, Action 4).

The LUSD English Language Development (ELD) Leadership Team will be comprised of site Principals, ELD Department Chair from the secondary schools and a primary and upper elementary teacher from each of the elementary schools. The ELD Leadership Team will review the work and focus at sites developing understanding of the ELA/ELD Framework, CA ELD Standards and implementation of integrated and designated ELD. The ELD Leadership Team will work to provide a District-wide ELD progress monitoring assessment that will be utilized to explicitly articulate the content knowledge and skills English learners need to improve English language development in core content. SBCEO ELD Consultant will provide professional learning, ongoing monthly on-site support and training to principals and staff at school sites by building of capacity in developing integrated and designated ELD in all content areas and monitoring of progress (Goal 1, Action 4).

In order to support equity in LUSD and knowing the LCFE unduplicated count and percentage of households that have not been traditionally able to access this type of learning opportunity, funding will be provided to ensure that all 6th grade students in LUSD will experience attending an outdoor science school. Students will attend the 3 day Catalina Island Marine Institute. The Catalina Island Marine Institute focuses on science, technology, engineering and math (Goal 1, action 6). The District will build outside participation in STEAM Festival yearly and STEM Expo that engages EL, FY, LI students in extracurricular science activities. Expenses include extra duty time for teacher to organize events and materials and supplies to run the event (Goal 1, action 6). In order to support equity and access for EL, FY, LI students to a well- rounded education, LUSD will provide funds to support 5th grade students field trip to CHS Aquarium and all schools will receive

funding for music and art enrichment (Goal 1, action 6). Each elementary school will be provided with a P.E. teacher to promote a healthy lifestyle principally directed toward EL < FY and LI students who typically have less access than other peer groups (Goal 1, Action 6).

Goal 1, action 7 will support the Education Technology Media Specialist in providing professional development for teachers in classroom integration of technology. The ETMS will plan, coordinate, organize and manage the use of print, digital and related information technologies and equipment. The ETMS will work with the Director of Information Technology and Education Services to support classroom instruction using digital curriculum. This support will help classroom teachers with the online curriculum delivery. The ETMS will ensure that teachers have support in logging in to the platforms and medias providing the curriculum. ETMS will coordinate the operation of the District's library/media centers and provides leadership and direction to classified library media techs. The ETMS will collaborate with staff in using the core curriculum and a variety and range of materials to support the curriculum. The ETMS will coordinate and deliver professional development related to the core curricular materials and utilization of technology. Site Technology Support Assistants will support classroom instruction and tech integration. They will provide support to classroom teachers with setting up instructional programs for core curriculum and support materials for all subjects, support for administering the CAASPP and other online assessments, information and guidelines for safe internet activity, instruction and training on technology related initiatives and troubleshooting technology.

Continue to purchase and use a device management system (MDM) to manage mobile devices, with the capability of deploying apps for professional development, student enrichment, special education instruction and apps for EL development.

Goal 1, Action 8 will provide one additional Special Education Coordinator and one Program Specialist to support the implementation of student IEP's, monitor instruction and provide staff development to educational specialists in ELA, math and social emotional instructional programs. With 68% unduplicated count, hiring a Special Education Coordinator and a Program Specialist will be principally directed towards SWD are EL, FY and LI students. We will continue to provide ongoing support to the co-teaching sites with 3 hours a month or 12 hours a semester release time for general education and special education planning in order to meet the needs of students with unique needs.

In order to close academic achievement gaps in Reading, Writing, Language development and Math for EL, FY and LI students, LUSD will offer extended instructional learning time during Summer 2021 and Summer 2022. This includes funding for Administrators, Teachers, Literacy Specialists, Bilingual and SPED paraeducators, counseling and mental health services, nurses, transportation, software, supplemental programs, SEL integrated physical activities, and enriching and hands-on field trips to Camp Whittier and the CHS Aquarium to support math and science. The summer program will include academic support in core areas such as reading, writing, and math in addition to enrichment and hands-on activities in science, art, music, and social science. LUSD is partnering with several organizations to provide mental health, physical education, and social-emotional enrichment during the summer including CADA, FSA, and Sports for Learning. Over 600 students are invited to the Elementary summer learning program, approximately 150 middle school students will have the opportunity to be part of this unique summer learning opportunity, and over 600 high school students will have time and support for credit recovery. Community liaisons, district and school staff have been working with the most vulnerable populations of students in Lompoc Unified School District to include students who are homeless, in foster care and/or are socioeconomically disadvantaged. While all students are welcome to apply, staff have gone above and beyond to reach these students to ensure they are aware of and have priority in the summer expanded learning program. Summer expanded learning is principally directed toward EL, FY and LI qualifying students who are at risk of not achieving grade level standards, not progressing toward graduation and are underrepresented in college (Goal 1, action 10).



All of the Dashboard data, state and local achievement data indicates that Foster Youth students are performing well below other groups of students. Goal 1, Action 13 will support the Foster Focus program, funds to purchase instructional materials foster youth and homeless, LUSD staff will participate in ongoing communication and collaboration between other LEAs, county agencies and nongovernmental organizations regarding foster and homeless youth to ensure immediate enrollment, partial credits for mid-semester changes, adequate transportation to school and graduation credit exemptions as appropriate. LUSD will collaborate with SBCEO Transitional Youth Services to provide training to District staff to ensure foster youth have access to AB 216 rights. AB 216 exempts a pupil in foster care who transfers between schools any time after the completion of the pupil's second year of high school from all coursework and other requirements adopted by the governing board of the school District that are in addition to the statewide coursework requirements. All administrators and staff who work closely with FY, EL, and LI students will participate in McKinney-Vento training in partnership with SBCEO.

The above actions are being provided on an LEA-wide basis and we expect/hope that all students with lower rates of academic achievement will benefit. However, because of the significantly lower achievement rates for EL, FY, and LI students, and because the actions meet needs most associated with the experiences of a socio-economically disadvantaged status, we expect that the academic achievement rate for our EL, FY, and LI students will increase more than the average rate of all other students.

LUSD is in the "Green" category for Graduation Rate with 93.7% graduation rate. 86.4% of English Learners graduated, 83.3% of Homeless students graduated, and 73.9% of students with disabilities graduated. LUSD is in the "Yellow" category for College/Career with 38.4% of students prepared. English learners and students with disabilities are in the red category and SED students are in the "Orange." 8.7% of ELs are prepared, 2.9% of students with disabilities are prepared, and 28.5% of LI students are prepared.

In 2020 39.2% of all students were considered "prepared" for college based on the CCI. Of the students considered "prepared" 13% are English Learners and 33.9% are LI students. 19.9% of all students are considered "approaching prepared" based on CCI. Of the students "approaching prepared" 21.3% are English Learners and 20.8% are LI students. 40.9% of all students are considered "not prepared" based on CCI. Of the students "not prepared" 64.8% are English Learners and 45.3% are LI students.

After assessing the needs, conditions, and circumstances of our EL, FY, and LI students as outlined above, we will address this condition by developing an implementing a robust CTE program, supporting students with college exams, hiring counselors for all secondary sites, provide teachers with professional development, utilize online curriculum for credit deficient students, provide opportunities outside the school day for students to meet requirements, provide additional staffing for A-G courses, and operate a Community Day School. Goal 1, Action 5 will provide support for all students with a District-wide commitment for all 10th grade students to take the PSAT, 11th graders who desire to take the PSAT for the National Merit Scholarship Program and 11th grade students to take the SAT test. Students completing AP courses will take the College Board Advanced Placement tests at no cost to them. SAT Bootcamps will be provided during August, after school and on Saturdays prior to the SAT testing to prepare students. Services are principally directed to EL, FY and LI students who typically do not take either test due to cost of the test. It is LUSD's experience that FY, EL and LI students are at greater risk of not achieving grade level standards, not progressing towards graduation and are underrepresented in college. LUSD will support sections, including reading, will be provided within the course of the day at the secondary sites to increase and support "a-g" courses for students whom without the additional support might not take the course or fall behind and not complete it. LUSD will provide the online curriculum accessible through APEX licenses, LUSD provides alternatives for students to receive "a-g subject requirements" through credit recovery.

Provide opportunities for students to retake courses for credit recovery for all subject areas during the school year and during the summer months. LUSD will continue implementing coherent partnership between LUSD and Allan Hancock Community College with articulated pathways and opportunities for high school students to receive an AA degree concurrently with their high school diploma. The district will provide enrichment opportunities at the high school through Saturday school. The plan to hold Saturday School for LUSD's neediest students is in response to the community's desire for extended learning. LUSD will support EL, FY and LI students in college preparation via secondary math programs by providing funds for freshman support and support sections to increase and support "a-g" courses for students who without the support would not take the course or fall behind and not complete it. LUSD will support AVID by funding summer training for 1 admin and 2 teachers at sites interested in expanding and strengthening their program to include: CHS, LHS, VMS, Maple, LC, LH, Ruth, MG, FL, BV. Support and fund college field trips as able. College age tutors will work with LUSD AVID students in tutorials. In addition, partner with Cal-SOAP to provide tutors at each high school to increase academic support, formal outreach and mentoring to under-represented students. Provide a tutor to each of the District's elementary schools and middle schools to help students with reading and math skills. The use of Cal SOAP tutors shall supplement existing services provided by CSEA bargaining unit instructional para-educators and shall in no way cause any reduction and/or elimination of those CSEA para-educator services. District secondary counselors increase access and strengthen services to support all students with an emphasis on English learners, foster youth, African American and Latino males, low socio-economic, Special Ed and first generation students. High school counselors will also support the Bridges to Success program by attendance at regular meetings with Allan Hancock College (AHC). The partnership between AHC and LUSD works to collaboratively promote student success.

Goal 1, Action 9 will provide a robust CTE program with teachers offering courses at the two comprehensive high schools and one continuation high school to expand career readiness options. Program specialist will continuously develop pathways with the help of the CTE teachers and administrative assistant support. Services will be principally directed towards FY, LI and EL students. It is LUSD's experience that FY, LI and EL students are at greater risk of not achieving grade level standards, not progressing towards graduation and are underrepresented in college. The district will provide career technical education courses at high schools. Services will be principally directed towards FY, LI, and EL students. It is LUSD's experience that FY, LI and EL students are at greater risk of not achieving grade level standards, not progressing towards graduation and are underrepresented in college.

Goal 1, Action 11 outlines the operation of Bob Forinash Community Day School, serving expelled students and other high-risk youths. The instructional day includes academic programs that provide challenging curriculum and individual attention to student learning modalities and abilities. Development of pro-social skills and student self-esteem and resiliency are also included in a student's individualized learning. Bob Forinash Community Day School serves mandatory and other expelled students and other high-risk youths principally directed towards EL, FY and LI students who are at a greater risk of not progressing towards graduation and are underrepresented in college.

These actions are being provided on an LEA-wide basis and we expect/hope that all students with lower graduation rates and college preparedness rates will benefit. However, because of the significantly lower graduation rates and college preparedness rates for EL, FY, and LI students, and because the actions meet needs most associated with the experiences of a socio-economically disadvantaged status, we expect that the graduation and CCI rates for our EL, FY, and LI students will increase more than the average rates of all other students.



Improving communication continues to be a priority for Lompoc Unified. While the district has seen improvements in the overall number of parents and community members receiving communication and completing surveys, anecdotal feedback and open ended comments on surveys indicate this is an area we'd like to strengthen. It was a challenge to obtain representation from all parent groups during distance learning. While some parents were able to attend district and site committee meetings via Zoom, other parents representing unduplicated students, were not able to attend either due to Internet connectivity issues or lack of awareness. We have seen improvements with 97% of our parents receiving Parent Square communication, however metrics indicate that attendance at PAC, DELAC, Site Council, and ELAC meetings is down, especially for unduplicated student groups. Of the 1,099 responses on the LCAP survey, 16% do not have a student in the district, 14% have a student with an IEP, 3.6% have a student with a 504 accommodation plan, 11% have a student who is an English Learner, .5% represent Foster Youth, 8.6% are parents of GATE identified students, .03% represent homeless population, 30% represent Free and/or Reduced meal plan population and 34% do not represent any of the groups listed. It is an important priority for Lompoc to increase and improve engagement with our families who represent English Learners, Foster Youth, Homeless and socioeconomically disadvantaged students. We also heard from our ELAC, DELAC and parents of English Learners via the LCAP survey that there is an interest in attending parent workshops hosted by the school district.

After assessing the needs, conditions, and circumstances of our EL, FY, and LI students, as summarized above, we learned that the participation and parent engagement rate of our EL, FY and LI students is significantly lower than the rates for all students. In order to address this condition of our EL, FY, and LI students, we will develop and implement parent outreach and communication programs, provide community liaisons and translators, encourage parents of UP students to join and attend parent committee meetings and provide workshops to parents. Goal 2, Actions 1, 2 will support liaisons in providing case management to families to connect them to school and community resources as well as regular contact regarding student attendance who typically do not access school resources. Goal 2, Actions 1, 2 will support increased outreach to English learner's parents in their primary language via: electronic means, flyers, newsletters, meetings, letters, home visits. In Parent Square and will be the primary tool for all electronic communication in order to reach all families, but especially parents of EL, FY and LI students who rely on text messaging. Goal 2, Action 2 will also provide translators at district and site level to ensure that all written communication is translated and that all oral communication is interpreted into the parent's primary language. Goal 2 Action 4 summarizes how Adult Education will launch Parent Education as a remote option class as our adults have indicated a preference to continue learning from home. Also, as part of the First 5 Early Learning grant, we will be offering Parent Cafes, covering the five protective factors. These Parent Cafes are facilitated by trained parents who will receive stipends for their facilitation through the grant. The LUSD Resource Center will support families by connecting them to community resources, parenting classes and assistance with home-school communication. District-wide workshops will be available to help families to provide further support to their students through parenting skills, academic preparation and school engagement. The center will also provide information about and referrals to local community organizations that can provide assistance to families with regards to health, financial, legal and social-emotional issues.

Goal 2, Actions 1, 2, 3 and 4 are being provided on an LEA-wide basis and we expect/hope that all families with lower rates of attendance and participation in school or district events will benefit. However, because of the significantly lower rate for EL, FY, and LI students, and because the actions meet needs most associated with the experiences of a socio-economically disadvantaged status, we expect that the participation and engagement rate for our EL, FY, and LI students and families will increase more than the average rate of all other students.

LUSD is prioritizing this area in order to create safe and respectful learning environments where all teachers, staff, parents, and students feel valued and connected. LUSD is in the "Orange" category for Chronic Absenteeism. The rate is 13.3% and is an increase by 1.3% from the previous year. African American, English Learner, Foster youth and Homeless students are in the "Red" category. LUSD is in the "Orange" category for Suspension Rate. African American, English Learners, and students with disabilities are in the "red" category.

Dashboard indicators reveal an attendance rate of 93.22% and an overall rate chronic absenteeism rate of 13.9%. After assessing the needs, conditions, and circumstances of our EL, FY, and LI students, we learned that the chronic absenteeism rate is 14.6% for EL students, 16.2% for LI students, 27.9% for Homeless students, and 35.1% for Foster Youth.

The overall suspension rate for all students is 3.6%. After assessing the needs, conditions, and circumstances of our EL, FY, and LI students, we learned that 6.9% of English Learners were suspended at least once, 10.2% of students with disabilities were suspended at least once, 20% of foster youth were suspended at least once, and 7.3% of LI students were suspended at least once. In addition, survey results indicate that all stakeholders would like to see more resources for social-emotional learning, mental health, physical education, positive behavior interventions and supports, tiered systems of supports, training for special education staff, and strategies to improve attendance and behavior.

In order to address this condition of our EL, FY, and LI students, LUSD plans to improve quality interactions with families and students to promote improved attendance, strengthen after school programming, provide health services to students and families, provide supervision to students before, during and after school, and provide EL, FY and LI students and families with additional outside resources. Goal 4, Actions 1 and 2 are designed to address some of the root causes of absenteeism and suspension. The framework provides criteria and how to steps for developing, implementing, monitoring and sustaining each level of the system in order to support our EL, FY, and LI students who are struggling with behavior, chronic absenteeism and school connectedness. Mediation, SARB, and Attendance Monitoring system will chronic absenteeism through the LUSD Attendance Mediation Program, which includes letters to parents, classroom interventions, home visits, administrative meetings and referrals to SARB. It is LUSD's experience that EL, FY and LI students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college by not attending school.

Goal 4, Action 3 ensures we have after school programming in place to provide an opportunity to merge school reform strategies with community resources. It is the intent of the ASES program to provide safe and educationally enriching alternatives for children and youth during non-school hours for students who might be home alone as is principally directed towards EL, FY and LI students. The after school program will support local efforts to improve assistance to students who might be home alone and to broaden the base of support for education in a safe, constructive environment.

Goal 4, Action 4 will provide Student Safety Community Liaisons support to the instructional process with specific responsibilities for the safety and welfare towards principally directed FY, LI and EL students while on school grounds; monitoring visitors; contacting parents of principally directed EL, FY and LI students who are not in attendance regularly; enforcing school and District rules and regulations.

Outreach Consultants at LHS and LVMS work with the high at-risk principally directed EL, FY and LI students working to bring all services together for families. It is LUSD's experience that EL, FY and LI students are at greater risk of chronic absenteeism, at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college. Action 5 will provide funding for School Resource Officers to support school safety and foster positive school experiences principally directed towards EL, FY and LI



students. It is our experience that School Resource Officers represent the most effective means of decreasing student discipline, decreasing truancy, enhancing school safety and providing a positive school culture particularly with the EL, LI and FY student populations.

Goal 4, Action 5 provides additional nursing services to improve attendance through health promotion, disease prevention and disease management. Services will be principally directed towards EL, FY and LI students due to higher rates of chronic absenteeism. District nurses and health clerks beyond the required amount to improve attendance through health promotion, disease prevention and disease management. Academics are improved because nurses enable better performance because healthy students are in classrooms ready to learn. District Wellness Committee promotes health and wellness and updates Wellness Policy as required. All schools to participate in self-assessment for wellness using assessment tool developed by District's Wellness Committee. Additional noon duty aides provide support to the instructional process with specific responsibilities for the safety and welfare of students while on school grounds to ensure student safety. Crossing Guards help students cross the street at key locations and help develop the skills to cross streets safely at all times. It is LUSD's experience that EL, FY and LI students benefit most from this support and coordination of services.

Goal 4, Action 6 will provide staffing and professional learning for special education staff. 69% of our students with disabilities are EL, FY or LI students and therefore staffing, training and support for behavior will reduce suspension rates for these groups of students.

Goal 4, Action 8 will provide supplies for homeless students as we know our homeless students do not typically have access to basic supplies, food, clothing, and outside resources to promote attendance and positive behavior.

Goal 4, Actions 1-6, 8 are being provided on an LEA-wide basis and we expect/hope that all students with lower attendance rates, higher absenteeism rates, higher suspension rates will benefit. However, because of the significantly higher absenteeism and suspension rates for EL, FY, and LI students, and because the actions meet needs most associated with the experiences of a socio-economically disadvantaged status, we expect that the absenteeism and suspension rates for our EL, FY, and LI students will decrease more than the average rate of all other students.

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

Using the calculation tool provided by the state, Lompoc Unified School District has calculated that it will receive \$15,100,747 in Supplemental and Concentration funds under the Local Control Funding Formula (LCFF) during the 2020-2021 LCAP year. The details of these expenditures are itemized in the Goals, Actions & Services section of the plan. These funds are utilized district-wide to increase or improve services for all students, principally directed towards English Learners, Foster Youth, Low Income students, and some exclusive to individual unduplicated count subgroups. The increased services are at least 18.34% (minimum proportionality percentage) of the total LCFF budget. After assessing the needs, conditions, and circumstances of our English Learner, Foster Youth, and Low Income students, we learned that rates of academic achievement, attendance, graduation, college and career readiness, and parent engagement are lower than the rates for all students. In order to address this condition of our EL, FY and LI students, we will develop and implement improved programs and increased services designed to address some of the major causes of absenteeism, suspension, lack of preparedness for college, and lower academic achievement rates. The above section describes in detail how Actions listed in the four Goal areas are principally directed

towards EL, FY, and LI students. The majority of actions are being provided on an LEA-wide basis and we expect/hope that all students will benefit. However, because of the persistent gaps and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the success rates for our EL, FY and LI students will increase more than the average rate of all other students.

# Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$15,884,890.00	\$118,998.00		\$2,613,668.00	\$18,617,556.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$15,455,171.00	\$3,162,385.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Site allocations to meet specific needs of community	\$900,000.00			\$1,057,603.00	\$1,957,603.00
1	2	English Learners Foster Youth Low Income	Professional Development and programs related to increasing academic achievement	\$184,450.00			\$357,055.00	\$541,505.00
1	3	English Learners Foster Youth Low Income	Staffing support for ELA and math achievement and language development: TK/K support staff and K-3 Literacy Specialists and Library technicians	\$2,697,005.00				\$2,697,005.00
1	4	English Learners Foster Youth Low Income	Leadership Committees (CCC, ELD, SBCOE)	\$44,337.00			\$45,641.00	\$89,978.00
1	5	English Learners Foster Youth Low Income	College & Career Readiness and Preparation	\$2,301,214.00			\$339,447.00	\$2,640,661.00
1	6	English Learners Foster Youth Low Income	Whole child enrichment (PE/outdoor) & STEAM programming	\$1,141,612.00			\$82,197.00	\$1,223,809.00
1	7	English Learners Foster Youth Low Income	Staffing and programming to support technology integration	\$680,058.00				\$680,058.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	8	English Learners Foster Youth Low Income	Staffing support for special education	\$390,956.00				\$390,956.00
1	9	English Learners Foster Youth Low Income	CTE Programming and staffing	\$1,128,485.00	\$83,998.00			\$1,212,483.00
1	10	English Learners Foster Youth Low Income	Expanded Learning / Summer Programming	\$20,077.00			\$208,636.00	\$228,713.00
1	11	English Learners Foster Youth Low Income	Community Day School	\$723,376.00			\$17,683.00	\$741,059.00
1	12	English Learners Foster Youth Low Income	District personnel to support LCAP implementation	\$497,593.00			\$90,588.00	\$588,181.00
1	13	English Learners Foster Youth Low Income	Support for Foster Youth & Homeless students	\$250.00			\$2,500.00	\$2,750.00
2	1	English Learners Foster Youth Low Income	Parent Outreach & Communication with community	\$34,883.00			\$21,802.00	\$56,685.00
2	2	English Learners Foster Youth Low Income	Community Liasons & Translators	\$640,412.00			\$4,900.00	\$645,312.00
2	3	English Learners Foster Youth Low Income	Parent Committees	\$109.00				\$109.00
2	4	English Learners Foster Youth Low Income	Workshops and resources for parents		\$35,000.00			\$35,000.00
3	1	English Learners Foster Youth Low Income	Supports for Administrators				\$10,945.00	\$10,945.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Teacher Induction Program	\$118,587.00			\$187,200.00	\$305,787.00
3	3	English Learners Foster Youth Low Income	Teacher Support Providers	\$577,215.00				\$577,215.00
4	1	English Learners Foster Youth Low Income	Tiered System of Supports				\$114,571.00	\$114,571.00
4	2	English Learners Foster Youth Low Income	Mediation, SARB, and Attendance Monitoring system	\$10,700.00				\$10,700.00
4	3	English Learners Foster Youth Low Income	After School Programming	\$80,000.00				\$80,000.00
4	4	English Learners Foster Youth Low Income	Partnerships with community organizations and agencies to increase safety and supports	\$832,449.00			\$70,000.00	\$902,449.00
4	5	English Learners Foster Youth Low Income	Staffing to support health and wellbeing including Nurses, Health Clerks, Crossing Guards and Noon Duty Aides	\$1,457,799.00				\$1,457,799.00
4	6	English Learners Foster Youth Low Income	Staffing and Professional learning for special education	\$423,066.00			\$400.00	\$423,466.00
4	7	All	Staffing and resources to maintain and improve conditions of school facilities and grounds	\$1,000,257.00				\$1,000,257.00
4	8	English Learners Foster Youth Low Income	Supplies for homeless students				\$2,500.00	\$2,500.00



# Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$14,884,633.00	\$17,617,299.00
<b>LEA-wide Total:</b>	\$10,046,809.00	\$12,287,806.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$4,837,824.00	\$5,329,493.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Site allocations to meet specific needs of community	LEA-wide	English Learners Foster Youth Low Income		\$900,000.00	\$1,957,603.00
1	2	Professional Development and programs related to increasing academic achievement	LEA-wide	English Learners Foster Youth Low Income		\$184,450.00	\$541,505.00
1	3	Staffing support for ELA and math achievement and language development: TK/K support staff and K-3 Literacy Specialists and Library technicians	LEA-wide	English Learners Foster Youth Low Income		\$2,697,005.00	\$2,697,005.00
1	4	Leadership Committees (CCC, ELD, SBCEO)	Schoolwide	English Learners Foster Youth Low Income		\$44,337.00	\$89,978.00
1	5	College & Career Readiness and Preparation	Schoolwide	English Learners Foster Youth Low Income		\$2,301,214.00	\$2,640,661.00
1	6	Whole child enrichment	LEA-wide	English Learners Foster Youth		\$1,141,612.00	\$1,223,809.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		(PE/outdoor) & STEAM programming		Low Income			
1	7	Staffing and programming to support technology integration	LEA-wide	English Learners Foster Youth Low Income		\$680,058.00	\$680,058.00
1	8	Staffing support for special education	LEA-wide	English Learners Foster Youth Low Income		\$390,956.00	\$390,956.00
1	9	CTE Programming and staffing	Schoolwide	English Learners Foster Youth Low Income		\$1,128,485.00	\$1,212,483.00
1	10	Expanded Learning / Summer Programming	LEA-wide	English Learners Foster Youth Low Income		\$20,077.00	\$228,713.00
1	11	Community Day School	Schoolwide	English Learners Foster Youth Low Income		\$723,376.00	\$741,059.00
1	12	District personnel to support LCAP implementation	LEA-wide	English Learners Foster Youth Low Income		\$497,593.00	\$588,181.00
1	13	Support for Foster Youth & Homeless students	LEA-wide	English Learners Foster Youth Low Income		\$250.00	\$2,750.00
2	1	Parent Outreach & Communication with community	LEA-wide	English Learners Foster Youth Low Income		\$34,883.00	\$56,685.00
2	2	Community Liasons & Translators	Schoolwide	English Learners Foster Youth Low Income		\$640,412.00	\$645,312.00
2	3	Parent Committees	LEA-wide	English Learners Foster Youth Low Income		\$109.00	\$109.00
2	4	Workshops and resources for parents	LEA-wide	English Learners			\$35,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
3	1	Supports for Administrators	LEA-wide	English Learners Foster Youth Low Income			\$10,945.00
3	2	Teacher Induction Program	LEA-wide	English Learners Foster Youth Low Income		\$118,587.00	\$305,787.00
3	3	Teacher Support Providers	LEA-wide	English Learners Foster Youth Low Income		\$577,215.00	\$577,215.00
4	1	Tiered System of Supports	LEA-wide	English Learners Foster Youth Low Income			\$114,571.00
4	2	Mediation, SARB, and Attendance Monitoring system	LEA-wide	English Learners Foster Youth Low Income		\$10,700.00	\$10,700.00
4	3	After School Programming	LEA-wide	English Learners Foster Youth Low Income		\$80,000.00	\$80,000.00
4	4	Partnerships with community organizations and agencies to increase safety and supports	LEA-wide	English Learners Foster Youth Low Income		\$832,449.00	\$902,449.00
4	5	Staffing to support health and wellbeing including Nurses, Health Clerks, Crossing Guards and Noon Duty Aides	LEA-wide	English Learners Foster Youth Low Income		\$1,457,799.00	\$1,457,799.00
4	6	Staffing and Professional learning for special education	LEA-wide	English Learners Foster Youth Low Income		\$423,066.00	\$423,466.00
4	8	Supplies for homeless students	LEA-wide	English Learners			\$2,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			

**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
<b>Totals:</b>				<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
<b>Totals:</b>					



# 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 LCFE, 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.