LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Arvin Union Elementary School District

CDS Code: 15-63313-0000000

School Year: 2021-22

LEA contact information:
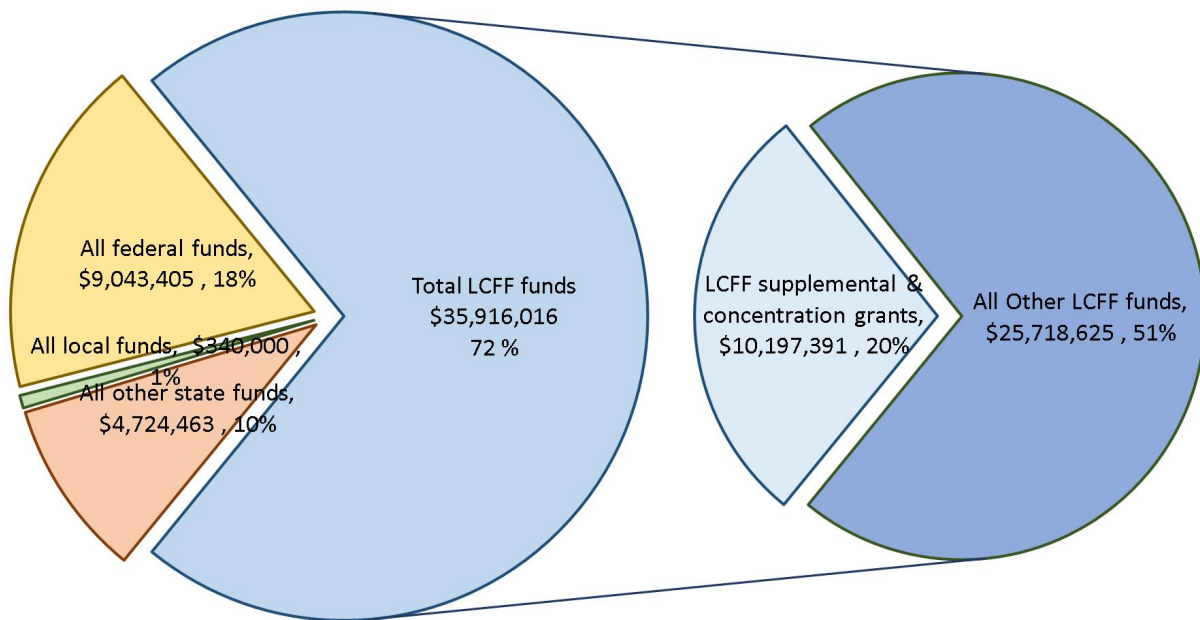
Georgia Rhett

District Superintendent

rhett@arvin-do.com

(661) 854-6500

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

All federal funds, $9,043,405 , 18%

All local funds, $340,000 , 1%

All other state funds, $4,724,463 , 10%

Total LCFF funds $35,916,016 72 %

LCFF supplemental & concentration grants, $10,197,391 , 20%
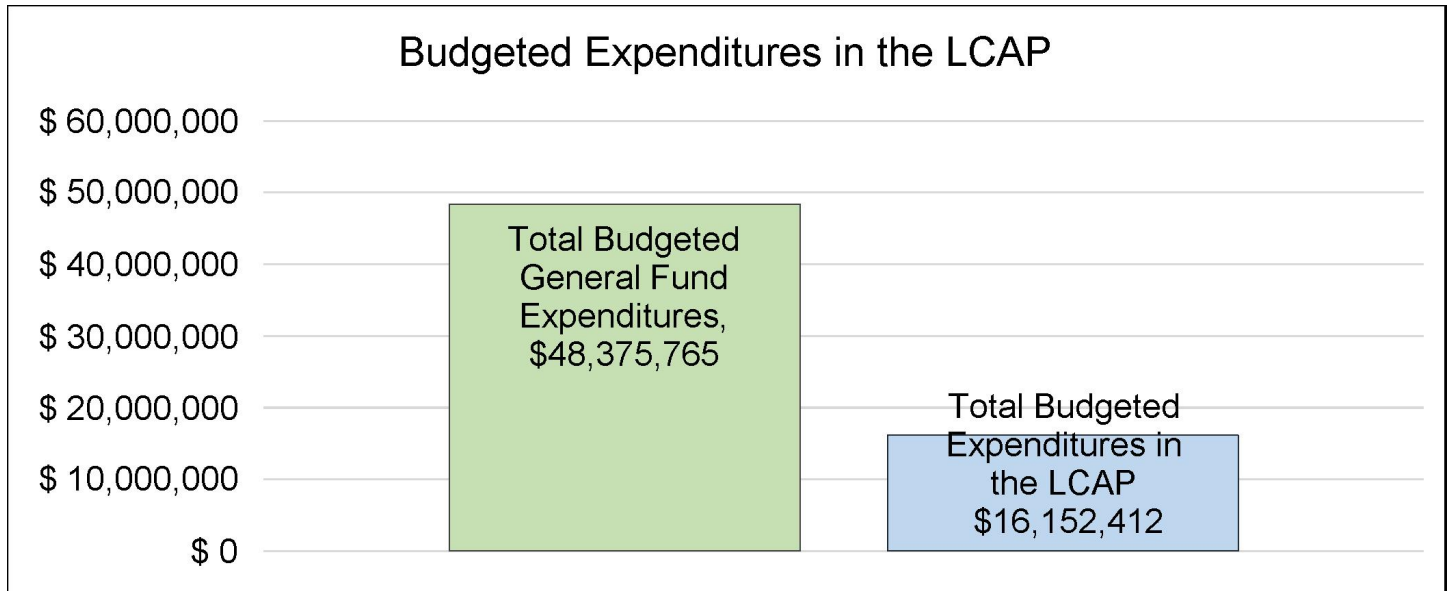
All Other LCFF funds, $25,718,625 , 51%

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

The total revenue projected for Arvin Union Elementary School District is $50,023,884, of which $35,916,016 is Local Control Funding Formula (LCFF), $4,724,463 is other state funds, $340,000 is local

funds, and $9,043,405 is federal funds. Of the $35,916,016 in LCFF Funds, $10,197,391 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $48,375,765	
	Total Budgeted Expenditures in the LCAP $16,152,412

Chart axis values: $ 60,000,000 / $ 50,000,000 / $ 40,000,000 / $ 30,000,000 / $ 20,000,000 / $ 10,000,000 / $ 0

This chart provides a quick summary of how much Arvin Union Elementary 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.

Arvin Union Elementary School District plans to spend $48,375,765 for the 2021-22 school year. Of that amount, $16,152,412.17 is tied to actions/services in the LCAP and $32,223,352.83 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
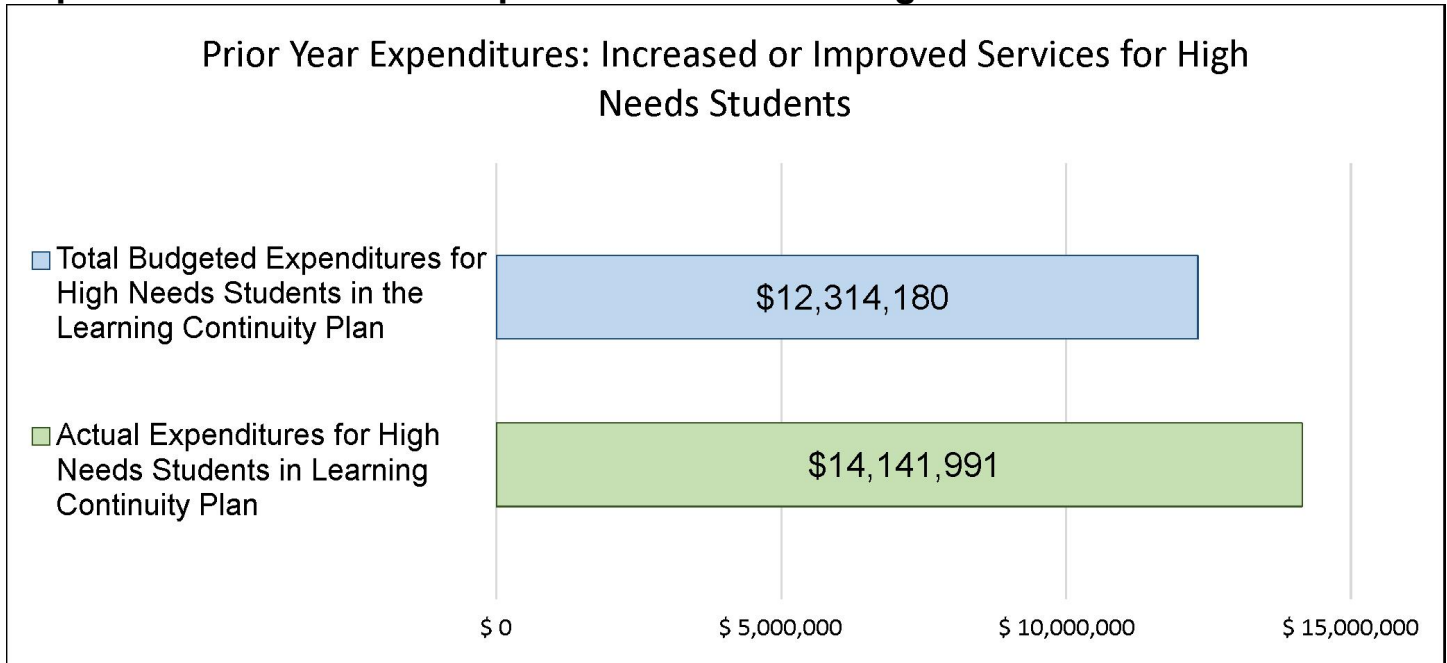
General fund expenditures include salaries and benefits for certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: textbooks, books and supplies, services and operating expenditures (ex. utilities), and capital outlay.

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

In 2021-22, Arvin Union Elementary School District is projecting it will receive $10,197,391 based on the enrollment of foster youth, English learner, and low-income students. Arvin Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Arvin Union Elementary School District plans to spend $16,087,412.17 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $12,314,180

Actual Expenditures for High Needs Students in Learning Continuity Plan: $14,141,991

(Axis: $0, $5,000,000, $10,000,000, $15,000,000)

This chart compares what Arvin Union Elementary 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 Arvin Union Elementary 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, Arvin Union Elementary School District's Learning Continuity Plan budgeted $12,314,180 for planned actions to increase or improve services for high needs students. Arvin Union Elementary School District actually spent $14,141,991 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
Arvin Union Elementary School District	Georgia Rhett District Superintendent	rhett@arvin-do.com (661) 854-6500

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

All students attain increasingly higher levels of achievement on State Standards through grade level standards-based instruction and targeted support.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1 Basic Services 1A Teachers appropriately assigned and fully credentialed for assignment - Williams 1B Pupils access to standards-aligned materials - Williams 1C School facilities maintained in good repair on the FIT report - Williams **19-20** Priority 1: Basic Meet Williams Act requirements of: 1A. Zero teacher misassignments with fully credentialed staff totaling 87%. 33% of currently permitted staff become credentialed. 1B. Instructional Materials: 100% compliance on Williams textbook review 1C. FIT review: Good or Exemplary at all schools. Student survey results increase at each site by 5%	Priority 1 Basic Services 1A: There were 0 teacher misassignments for 2019-2020 and all teachers were appropriately assigned. 80.6% of our staff was fully credentialed. 19.4% of currently permitted staff will be credentialed. 1B: Per Williams visits, the district was 100% in compliance based on textbook review. 1C: An exemplary rating on the Facilities Inspection review was achieved at all schools. Student Survey results from 2019-2020: These are district summary percentages as specific site data was not available from California Healthy Kids data. 72% of elementary students reported being satisfied with facilities upkeep which was a decrease of 5%. 52% of middle school students reported being satisfied with facilities upkeep which was an increase of 10%.

Expected	Actual
Baseline Priority 1: Basic 1A The 2016-2017 Williams Review requirements as measured by county and self-review indicated zero misassignments for the 2016-2017 school year. 82% of the district's teaching staff is fully credentialed for the 2016-2017 school year and highly qualified staff is no longer measured by the state. 1B The district had 100% textbook sufficiency for ELA/ELD, Math, Social Studies and Science at all 4 schools. 1C FIT results for the August 2016 Williams site visit resulted in 3 sites rated Exemplary and 1 site rated Good.	
Metric/Indicator Priority 2 Implementation of CCSS 2A Implementation of the Common Core academic and performance standards 2B Programs and Services supporting ELL access Implementation Surveys (state provided, APS, Butte) **19-20** Priority 2: Implementation of State Standards 2A Substantial implementation of Common Core Math and English Language Arts with the purchase of the CC LA/ELD program Benchmark. Evidence gathered through lesson plans, walkthroughs, and evidence of student work to record on Butte County Survey. Substantial implementation of PE and Health standards as measured by walkthrough and lesson plan evidence through dedicated PE instruction. 100% of students will receive Social Studies and Science standards instruction through use of core texts and integrated with related materials as measured by district observation.	Priority 2: Implementation of Common Core State Standards 2A: Classroom observations, refinement of Learning Windows, lesson design, and the Butte County California State Standards Implementation Metric (Level 3- full awareness) indicate substantial implementation of the State Standards using the tools contained within the most recent adoption of Language Arts and English Language Development. A decline in the Mathematics Dashboard Data does not correlate with perceptions of staff on the Butte County California State Standards Implementation Metric (Level 3 - full awareness). Reflections on Learning Windows and classroom instruction indicate a focus on the state standards yet systemic use of the framework and embedded assessment expectations are not in place. 100% of students receive Social Studies and Science instruction with support of the State Adopted Core Curriculum. Butte County California State Standards Implementation Metric results and Learning Window alignment with integration of content standards indicate an early implementation level. Science outcomes indicate

Expected	Actual
2B100% of English Learners will receive daily instruction aligned to the CA ELD standards in designated ELD with the addition of integrated ELD in all content areas to promote core academic content knowledge and English proficiency. All elements on the Butte County rubric for State Standards and EL program implementation will be a level 3 or higher. **Baseline** Priority 2: Implementation of State Standards 2A Implementation of State Standards was measured using three measures. 1. Site walkthrough information 2. The Academic Performance Survey which measures implementation status on a 4 point rubric including Fully, Substantially, Partially, or Minimally. 3. The Butte County rubric which measures implementation on a 5 Point metric including Initial Awareness, Developing Awareness, Full Awareness, Student Awareness, and Full Implementation. Implementation of Common Core Language Arts based on the APS rubric was rated overall as "Substantially" (Level 3/4) to "Fully (Level 4/4) " and Butte County rubric results indicate a range from "Developing Awareness" (Level 2/5) to "Full Awareness"(Level 3/5). Implementation of Common Core Math based on the APS rubric was rated as 3/4 and the Butte County rubric results indicate a range from "Developing Awareness" (Level 2/5) to "Full Awareness". (Level 3/5). Substantial implementation of PE/Health standards is evident as measured by walkthroughs.	an initial awareness level and Social Studies indicates some staff at the initial awareness and some staff at the developing level. Growth in Percentage of students scoring 6 out of 6 in the Healthy Fitness Zones at the middle school and increases to particular subtests on the Physical Fitness Test indicate substantial implementation of Physical Education Standards through dedicated Physical Education Instruction. Implementation of Health Standards is at a minimal level however materials and lesson time for Physical Education teachers are in place. 2B: 100% of English Learners receive daily Designated and Integrated English Language Development instruction aligned to California English Language Development Standards. Time is documented on master schedules and reviewed by site administrators. The Butte County California State Standards Implementation Metric indicates standards, planning, instruction, and assessment have reached an average Level 3 (substantial) implementation level.

Expected	Actual
100% of students receive science and social studies instruction through core and language arts themed materials. NGSS are rated as Initial Awareness (Level 1/5) by the district. 2B Implementation of ELD Program Implementation was rated a level 3/5 (core).100% of English learners receive daily instruction in designated ELD with the addition of integrated ELD in content areas however aligning this instruction to the detailed language of the proficiency continuum is a work in progress.	
Metric/Indicator Priority 4: Pupil Outcomes 4A Statewide achievement 5x5 rubric, Equity reports/CAASPP scores 4B Academic Performance Index/NA elementary 4C Pupils completing A-G/ NA elementary 4D % of EL making progress toward proficiency /CELDT/ELPAC scores 4E EL reclassification rate 4F % of pupils passing AP exam / NA elementary 4G % of pupil indicating college preparedness/NA elementary **19-20** Priority 4: Pupil Achievement District Rank of Yellow or Better 4A. Statewide Assessments: CAASPP decrease of 5% district-wide for standard not met for each grade level in comparison to their cohort based on Dataquest reporting for most recent year posted. Language Arts 5% decrease target is: 3rd 45.31% 4th 42.40% 5th 35.12% 6th 27.57% 7th 40.70%	Priority 4: Pupil Outcomes 4A The district achieved a rank of Orange for All Students in Language Arts due to maintaining 0.4 (-41.5). English Language Learners (-53), Hispanic (-41.7), Socio-economically disadvantaged (-43.4) students maintained a status of Low. Students with Disabilities increased 15.9 points yet remain in a Very Low status (-102.6). Homeless (-35.3) and White (-41) student groups declined and remain in a status of Low. The district achieved a rank of Orange for All Students in Math due to a decline of 3.4 points (-72.8). English Learners maintained a status of Low (-80). Hispanic (-72.9), Socio-economically disadvantaged (-74.9), and homeless (-78.7) declined and remain in a status of Low. However, the white student group (-70.2) declined significantly and remain in a status of Low. Students with Disabilities increased 12.5 points yet remain in a Very Low Status (-127.4). Percentage of students "not meeting standard" 2018-2019 CAASPP 3rd Language Arts 51.92% Math 45.56% 4th Language Arts 52.29% Math 42.94% 5th Language Arts 41.37% Math 50.41% 6th Language Arts 33.65% Math 44.83% 7th Language Arts 38.14% Math 56.59% 8th Language Arts 42.42% Math 63.83%

Expected	Actual
8th 26.25%	4B: Academic Performance Index (Not Applicable)
Math 5% decrease target is:	4C: A-G Requirements (Not Applicable K-8 District)
3rd 45.23%	
4th 36.64%	4D: 45.9% of English Learners made progress toward English Language Proficiency.
5th 39.75%	Well Developed 16.40%
6th 38.84%	Moderately Developed 37.77%
7th 56.79%	Somewhat Developed 30.12%
8th 49.17%	Minimally Developed 15.71%
	AMAO's are no longer a measurement used.
4B. Academic Performance Index: NA	
4C. A-G requirements: N/A - K-8 district	4E: The district reclassification rate for 2018-2019 was 5.7% based on Data Quest information.
4D. English Learner Progress: Minimum of yellow status	
4E. EL reclassification: 10%	
4F: AP Passage: N/A - K-8 district	4F: AP Passage Rate: (Not Applicable K-8 District)
4G: EAP Participation : N/A - K-8 district	
	4G: EAP Participation (Not Applicable K-8 District)
Baseline	
Priority 4: Pupil Achievement	
4A Statewide assessments	
District placement on the Language Arts 5 x 5 rubrics is in the yellow range with a status of "low" and a "maintaining" change rate for all students and all significant student groups with the exception of Students with Special Needs. This group has a status of "Very low" and a "maintaining" change.	
District placement on the Language Arts 5 x 5 rubrics is in the yellow range with a status of "low" and a "maintaining" change rate for all students and all significant student groups with the exception of Students with Special Needs. This group has a status of "Very low" and a "declining" change.	
Percentage of students "not meeting" proficiency.	
3rd/LA 59% 3rd Math 50%	
4th/LA 54% 4th Math 50%	
5th/LA 52% 5th Math 63%	

Expected	Actual
6th/LA 37% 6th Math 48% 7th/LA 57% 7th Math 56% 8th/LA 44% 8th Math 59% 4B Academic Performance Index: NA 4C A-G requirements: N/A - K-8 district 4D The district had a status of "low" and a "declining" rate for change resulting in an orange status for ELL Although AMAO's are no longer the state measurement, KeyData estimated outcomes are: 59.7% for AMAO #1. 21.7% for AMAO #2 less than 5 years. 53.8% for AMAO #2 more than 5 years. 4E Data retrieved from Dataquest indicates a 5% redesignation rate for the 2016-2017 school year. 4F AP Passage: N/A - K-8 district 4G EAP Participation : N/A - K-8 district	
Metric/Indicator Priority 7: 7A Percent Enrollment in broad course of study 7B Percent Enrolled in programs/services for unduplicated pupils 7C Percent enrolled in programs for exceptional needs **19-20** Priority 7: 100% of students, including unduplicated pupils will have access to all required areas of broad coursework as stated in Ed Code 51210. 100% of unduplicated students will have access to and receive general educational programs and services including Dual Immersion and AVID.	Priority 7: The following items were implemented through distance learning or hybrid instruction throughout the end of the 2019-2020 and for the 2020-2021 school year. 7A: 100% of students including unduplicated pupils had access to all required areas of broad coursework as stated in Ed Code 51210. 7B: 100% of unduplicated students had access to general educational programs and services including Dual Immersion, AVID, and Summer School. 100% of TK-3 have access to music and art education. 100% of English Learners received targeted English Language Development instruction and support. 7C: 100% of pupils with exceptional needs had access to and receive special education programs and services in the least restrictive environment as detailed in their IEP's.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan   Page 7 of 79
Arvin Union Elementary School District

Expected	Actual
100% of pupils with exceptional needs will have access to and receive special education programs and services in the least restrictive environment as detailed in their IEP's. 100% of English Learners will receive targeted English Language Development instruction and support. **Baseline** Priority 7: 7A 100% of students, including unduplicated pupils had access to all required areas of broad coursework as stated in Ed Code 51210. 7B 100% of unduplicated students had access to and received general educational programs and services including Dual Immersion and AVID. 100% of English Learners received targeted English Language Development instruction and support. 7C 100% of pupils with exceptional needs had access to and received special education programs and services in the least restrictive environment as detailed in their IEP's.	
Metric/Indicator Priority 8: Other Pupil Outcomes Physical Fitness Percentage of students meeting 6 of 6 criteria Percent of 3rd graders reading on grade level according to I Ready. Percentage of students that qualify for intensive intervention **19-20** Priority 8: Other Pupil Outcomes Physical Fitness Percentage of students meeting 6 of 6 criteria elementary 40% middle school 50%	3. Due to the closure of in-person school on March 17, 2020, Physical Fitness and End of Year I-Ready testing did not take place nor did End of Year Read 180.

Expected	Actual
50% of 3rd graders reading on grade level according to I Ready. A decrease of 5% in the percentage of students that qualify for intensive intervention is the expectation for each upcoming school year with a goal of 23.82% **Baseline** Priority 8: Other Pupil Outcomes 8A Physical Fitness Elementary percentage of students meeting 6 of 6 standards: 29.9%. Middle school percentage: 40.7% 1a. Aerobic Capacity 5th grade 56.5% 7th grade 73.5% 1b. Body Composition 5th grade 39.1% 7th grade 59.3% 1c. Abdominal Strength 5th grade 77.4% 7th grade 59.3% 1d. Trunk Extension Strength - 5th grade 99.1% 7th grade 96% 1e. Upper Body Strength 5th grade 73% 7th grade 80.4% 1f. Flexibility 5th grade 75.9% 7th grade 83.3% 2. End of Year I-Ready reading level for 3rd graders indicate 29% are reading within the 3rd grade level. Of that 29%, 8% are reading at a mid to end -of -year 3rd grade level.	

Expected	Actual
3. Intervention candidates scoring 2 or more years below grade level based on I-Ready are further tested for entry into the Read 180 program. Students initially identified by I-Ready that are not already Special Education who will receive services totaled the following percentages of the total population. These totals are not comparable to last year data due to changes in assessment criteria. 3rd/LA 42.9% 3rd Math 29.8% 4th/LA 31.6% 4th Math 28.6% 5th/LA 55.1% 5th Math 34.5% 6th/LA 63% 6th Math 36.7% 7th/LA 70% 7th Math 52% 8th/LA 66% 8th Math 58%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. District level personnel to ensure support for Common Core implementation, professional development, coaching for instructional staff, and functionality/access to district technology and data systems leading to 21st century skills. Director of Curriculum and Instruction Director of Student Services -(modified: extended to 4 days of work to focus on Multi Tiered Systems) ELD TOSAs District Data Coordinator Technology Certificated (2) Technology Classified (2) Educator Effectiveness TOSA Summer/Winter Tech work	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 484,008.43 3000-3999: Employee Benefits Supplemental and Concentration 173,323.83 2000-2999: Classified Personnel Salaries Supplemental and Concentration 134,531.97 3000-3999: Employee Benefits Supplemental and Concentration 95,315.62 1000-1999: Certificated Personnel Salaries Title III 75,287.34	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 482,283.12 3000-3999: Employee Benefits Supplemental and Concentration 181,810.50 2000-2999: Classified Personnel Salaries Supplemental and Concentration 133,019.07 3000-3999: Employee Benefits Supplemental and Concentration 85,427.48 1000-1999: Certificated Personnel Salaries Title III 76,022.74

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Title III 28,023.18	3000-3999: Employee Benefits Title III 28,241.09
	1000-1999: Certificated Personnel Salaries Special Education 35,719.52	1000-1999: Certificated Personnel Salaries Special Education 35,531.52
	3000-3999: Employee Benefits Special Education 12,543.88	3000-3999: Employee Benefits Special Education 11,273.65
	1000-1999: Certificated Personnel Salaries Title I 160,934.80	1000-1999: Certificated Personnel Salaries Title I 204,687.93
	3000-3999: Employee Benefits Title I 57,774.14	3000-3999: Employee Benefits Title I 44,886.89
2. District level personnel and monitoring/support to facilitate Williams staffing compliance, ensure intern staff progress toward full certification, support quality work habits through organization of the evaluation and certification process,and ensure support staff are in place to meet student needs. Director of Human Resources is replaced by classified Human Resources Manager Teacher Induction/Intern programs -increased to accommodate number of teachers	intern stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 34,000	intern stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 49,994.82
	3000-3999: Employee Benefits Supplemental and Concentration 43,376.05	3000-3999: Employee Benefits Supplemental and Concentration 43,704.97
	Teacher Induction Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 33,500	teacher induction program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 18,425.00
	salary of Human Resources Manager 2000-2999: Classified Personnel Salaries Supplemental and Concentration 61,788	salary of Human Resources Manager 2000-2999: Classified Personnel Salaries Supplemental and Concentration 55,282.88
		staff development welcoming for new teachers 4000-4999: Books And Supplies Supplemental and Concentration 153.50
		staff development for new teachers 5800:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1409.00
3. Reading Support Materials Accelerated Reader	Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 35,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 450
4. Site level personnel to promote increased academic achievement, safe and welcoming climate, and professional development in targeted areas Vice Principals Academic Coaches - 1 each site Dean of Student Success	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 508,155.99 3000-3999: Employee Benefits Supplemental and Concentration 189,955.07 1000-1999: Certificated Personnel Salaries Title I 265,840.28 3000-3999: Employee Benefits Title I 102,239.15 1000-1999: Certificated Personnel Salaries Lottery 124,314.64 3000-3999: Employee Benefits Lottery 49,893.87	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 512,609.95 3000-3999: Employee Benefits Supplemental and Concentration 183,517.08 1000-1999: Certificated Personnel Salaries Title I 270,894.11 3000-3999: Employee Benefits Title I 101,392.18 1000-1999: Certificated Personnel Salaries Lottery 125,646.60 3000-3999: Employee Benefits Lottery 50,300.52
5. Implement Thoughtful Classroom Observation Tool to provide targeted feedback to certificated staff for 9 instructional elements. No outside professional development will be utilized.	thoughtful classroom and stages/Framework support 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0 subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0	thoughtful classroom implementation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	subs 3000-3999: Employee Benefits Supplemental and Concentration 0	3000-3999: Employee Benefits Supplemental and Concentration 0
6. Professional development providing strategies and structures for instructional staff, certificated and classified, to meet needs of students in identified areas of need including: writing - Write from the Beginning mathematical practices English Language Development engagement strategies instructional materials implementation close reading standards implementation use of assessments, data systems and intervention programs Professional Learning Communities expansion of AVID and Thinking Maps scaffolding strategies based on research by Hattie/Marzano district after school and weekend trainings AVID National in California RTI/MTSS technology use differentiated staff led workshop sessions	overtime for training -Saturday or afterschool 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 130,000 overtime for training 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3000 subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000 registration and travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 80,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 40,000 3000-3999: Employee Benefits Supplemental and Concentration 25,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 25,463.36 2000-2999: Classified Personnel Salaries Supplemental and Concentration 550.27 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 11,098.51 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 20,357.93 3000-3999: Employee Benefits Supplemental and Concentration 7478.57 4000-4999: Books And Supplies Supplemental and Concentration 4572.99
7. Professional development for district and site administrators focused on Professional Learning Communities, strategic planning and taking action, and program implementation. Innovate Ed	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 100,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 84,660.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 20,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 23,280.00
	3000-3999: Employee Benefits Supplemental and Concentration 4,000	3000-3999: Employee Benefits Supplemental and Concentration 2492.80
8. Formative assessment and intervention - I Ready and PD/School City assessment software. No item bank will be purchased this year from School City.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 109,623.89	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 92,180.00
	4000-4999: Books And Supplies Supplemental and Concentration 10,000	4000-4999: Books And Supplies Supplemental and Concentration 3282.88
9. Library personnel & expansion Leveled reading materials for site libraries Certificated librarian at Haven Drive Library clerks - elementary sites summer clerks Improve library environment to promote reading leading to increased reading achievement	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 82,890	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 88,339.92
	3000-3999: Employee Benefits Supplemental and Concentration 34,668	3000-3999: Employee Benefits Supplemental and Concentration 35,078.71
	2000-2999: Classified Personnel Salaries Supplemental and Concentration 158,455.50	2000-2999: Classified Personnel Salaries Supplemental and Concentration 166,485.91
	3000-3999: Employee Benefits Supplemental and Concentration 99,826.35	3000-3999: Employee Benefits Supplemental and Concentration 117,753.03
	4000-4999: Books And Supplies Supplemental and Concentration 56,000	4000-4999: Books And Supplies Supplemental and Concentration 1798.07
	Follett training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		shelving for additional books purchased in previous years and to prepare for upcoming year 6000-6999: Capital Outlay Supplemental and Concentration 5225.23
10. Intervention personnel 1 teacher at each site Instructional aides - 2 to 3 per site - elementary Special Day Preschool classes - 2 certificated staff members (modified cost - position filled with new teacher)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 429,497.90 3000-3999: Employee Benefits Supplemental and Concentration 175,722.73 2000-2999: Classified Personnel Salaries Supplemental and Concentration 90,079.72 3000-3999: Employee Benefits Supplemental and Concentration 27,069.80 1000-1999: Certificated Personnel Salaries Title I 370,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 439,547.37 3000-3999: Employee Benefits Supplemental and Concentration 176,951.59 2000-2999: Classified Personnel Salaries Supplemental and Concentration 106,442.87 3000-3999: Employee Benefits Supplemental and Concentration 42,819.42 intervention teachers 1000-1999: Certificated Personnel Salaries Title I 246,323.50 3000-3999: Employee Benefits Title I 102,086.51
11. Summer school salaries, benefits, materials, and activities Arvin Advantage - After School program coordinator salary and benefits Kinder Boot Camp (modified to expand program) Additional intervention teachers	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 257,723.20 3000-3999: Employee Benefits Supplemental and Concentration 137,538.61 1000-1999: Certificated Personnel Salaries Title I 80,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4759.70 3000-3999: Employee Benefits Supplemental and Concentration 2559.80 1000-1999: Certificated Personnel Salaries Title I 37,573.20

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Title I 13,000	3000-3999: Employee Benefits Title I 13,228.30
	2000-2999: Classified Personnel Salaries Supplemental and Concentration 35,000	2000-2999: Classified Personnel Salaries Supplemental and Concentration 67.50
	3000-3999: Employee Benefits Supplemental and Concentration 8750	3000-3999: Employee Benefits Supplemental and Concentration 19.32
	transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0
	1000-1999: Certificated Personnel Salaries Base 37,000	1000-1999: Certificated Personnel Salaries Base 0
	3000-3999: Employee Benefits Base 12,500	3000-3999: Employee Benefits Base 0
	4000-4999: Books And Supplies Supplemental and Concentration 10,000	4000-4999: Books And Supplies Supplemental and Concentration 596.94
12. Special Projects Clerk - coordinate materials for parent communication and workshops, support intersession and Summer School preparations.	2000-2999: Classified Personnel Salaries Supplemental and Concentration 16,589.28	2000-2999: Classified Personnel Salaries Supplemental and Concentration 11,824.85
	3000-3999: Employee Benefits Supplemental and Concentration 2081.95	3000-3999: Employee Benefits Supplemental and Concentration 3550.95
13. Fund and expand Dual Immersion program: materials Spanish textbooks - science adoption and yearly replacements professional development	textbooks and classroom libraries science adoption 4000-4999: Books And Supplies Supplemental and Concentration 280,000	4000-4999: Books And Supplies Supplemental and Concentration 5238.61
	workshops/travel 5000-5999: Services And Other Operating	5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures Supplemental and Concentration 18,000	Supplemental and Concentration 1027.30
	overtime/subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 15,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5755.00
	3000-3999: Employee Benefits Supplemental and Concentration 3000	3000-3999: Employee Benefits Supplemental and Concentration 1112.84
14. Expand implementation of technology access in elementary grades and middle school math and science classrooms for project based learning. Sustain and refresh outdated and damaged district tech equipment.	4000-4999: Books And Supplies Supplemental and Concentration 450,000	4000-4999: Books And Supplies Supplemental and Concentration 195,659.37
	repair contracts 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000	brainstorm contract 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 17,333,17
15. Continue expanded course offerings Elementary art, music, and PE -add 2nd band teacher at elementary Interactive Science and NGSS materials AVID elective at Middle School Summer Band Camp Materials for Class and elective	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 484,177	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 417,254.04
	3000-3999: Employee Benefits Supplemental and Concentration 207,198.80	3000-3999: Employee Benefits Supplemental and Concentration 183,328.86
	4000-4999: Books And Supplies Supplemental and Concentration 100,000	4000-4999: Books And Supplies Supplemental and Concentration 68,184.27
	conference registration /band entry fees/ band review fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 35,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2615.36
	bus costs for Haven Drive band field trips 5700-5799: Transfers Of	5700-5799: Transfers Of Direct Costs Supplemental and Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Direct Costs Supplemental and Concentration 10,000	
		2000-2999: Classified Personnel Salaries Supplemental and Concentration 47.92
		5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2364.00
16. Expand educational extension activities, educational assemblies, and field trips - 1 per grade entry fees bus costs college trips Grades 5-8 Included Camp Keep costs for enrollment and staffing (modified)	5700-5799: Transfers Of Direct Costs Supplemental and Concentration 180,000	5700-5799: Transfers Of Direct Costs Supplemental and Concentration 2867.33
	Camp Keep and entry frees 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 75,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 84,149.95
	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9859.60
	3000-3999: Employee Benefits Supplemental and Concentration 2000	3000-3999: Employee Benefits Supplemental and Concentration 1738.57
17. ELL clerks Ellevation software program Subs to facilitate teacher 1 on 1 contact with students for ELPAC speaking to drive instruction	2000-2999: Classified Personnel Salaries Lottery 67,113	2000-2999: Classified Personnel Salaries Lottery 71,057.95
	3000-3999: Employee Benefits Lottery 44,986.57	3000-3999: Employee Benefits Lottery 53,308.27
	N/A 0	0
	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 32,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 21,780.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries Lottery 18,889.22	2000-2999: Classified Personnel Salaries Lottery 0
	3000-3999: Employee Benefits Lottery 14,745.20	3000-3999: Employee Benefits Lottery 0
	subs to allow teachers to test own students/ overtime for training 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 35,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 32,975.00
	3000-3999: Employee Benefits Supplemental and Concentration 7000	3000-3999: Employee Benefits Supplemental and Concentration 11,542.04
		2000-2999: Classified Personnel Salaries Supplemental and Concentration 10,309.40
18. Modified allocations Allocate funds to all 4 school sites based on unduplicated pupil counts to meet the needs of targeted students. (modified allocation) Supplemental Technology/Ink/Drums Student Incentives Supplemental student materials Incentive Field Trips Categorical Clerks/overtime supplemental staff Minicorp Support - will not continue Americorp	4000-4999: Books And Supplies Supplemental and Concentration 296,444.64	4000-4999: Books And Supplies Supplemental and Concentration 74,737.77
	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 40,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 23,433.78
	2000-2999: Classified Personnel Salaries Supplemental and Concentration 113,983.76	2000-2999: Classified Personnel Salaries Supplemental and Concentration 140,738.88
	3000-3999: Employee Benefits Supplemental and Concentration 14,304.97	3000-3999: Employee Benefits Supplemental and Concentration 58460.30
	N/A 0	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 41,888.10
		5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Supplemental and Concentration 13,017.15 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 23,433.78
19. The district will ensure unduplicated students who also receive Tier 3 intervention are provided additional materials to meet any needs related to language development and/or to support their academic achievement	4000-4999: Books And Supplies Supplemental and Concentration 20,000	4000-4999: Books And Supplies Supplemental and Concentration 10,242.00
20. District student incentives	4000-4999: Books And Supplies Supplemental and Concentration 15,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 32,000	4000-4999: Books And Supplies Supplemental and Concentration 5705.82 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0 2nd quarter field trips 5700-5799: Transfers Of Direct Costs Supplemental and Concentration 1522.51

Goal Analysis

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

Funds originally budgeted for a regular school year, end of year activities such as Summer School, end of year student incentives, summative assessments, and projected staffing were not fully expended due to the pandemic and sudden shift to distance only instruction at the end of the 2019-2020 school year.   Funds from actions not implemented remained unspent as actions planned were so close to the end of the school year and schools were shut down for in person instruction.

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

District successes include district level personnel hired to ensure support for Common Core implementation, professional development, coaching for instructional staff, and functionality/access to district technology and data systems leading to 21st century skills. Additional successes are the implementation of district level personnel tasked to monitor/support/facilitate Williams staffing compliance, ensure intern staff progress toward full certification, support quality work habits through organization of the evaluation and certification process,and ensure support staff are in place to meet student needs. Success further extends to implementation of site level personnel including Vice Principals, one academic coach for each site, a Dean of Student Success at the middle school, all working to promote increased academic achievement, safe and welcoming climate, and professional development in targeted areas. Library personnel & expansion of leveled reading materials for site libraries including Certificated librarian at Haven Drive, Library clerks at elementary sites, summer clerks, and improved library environment to promote reading leading to increased reading achievement were also part of successes. Implementation of other staff that proved a success were Intervention personnel- 1 teacher per site; Instructional aides - 2 to 3 per elementary site; Special Day Preschool classes - 2 certificated staff members; Special Projects Clerk- coordinate materials for parent communication and workshops, and English Language Learner (ELD program) clerks. Our district also was successful in the implementation of materials including Accelerated Reader for Reading Support, Thoughtful Classroom Observation Tool to provide targeted feedback to certificated staff for 9 instructional elements, and Professional development providing strategies and structures for instructional staff, certificated and classified, to meet needs of students in identified areas in writing, mathematical practices, English Language Development, engagement strategies, instructional materials implementation, close reading, standards implementation, use of assessments, data systems targeting intervention programs, Professional Learning Communities, expansion of AVID and Thinking Maps through support from Teachers on Special Assignment, scaffolding strategies based on research by Hattie/Marzano, district after school and weekend trainings, RTI/MTSS, technology use, and differentiated staff led workshop sessions at the site level. Funding and expanding the Dual Immersion program was also successful including materials, Spanish textbooks - yearly replacements and professional development. Success was further noted in professional development implementation for district and site administrators focused on Professional Learning Communities, strategic planning and taking action, and program implementation including work with Innovate Ed. as well as expansion of technology access in elementary grades and middle school math and science classrooms for project based learning including to sustain and refresh outdated and damaged district tech equipment. Implementation of assessments and software such as formative assessment and intervention including the use of IReady and PD/School City assessment software, and Ellevation software program were successes. The continued expansion of course offerings including Elementary art, music, PE, Interactive Science and NGSS materials, AVID elective at Middle School, materials for elective classes, as well as additional materials to meet any needs related to language development and/or to support the academic achievement to ensure unduplicated students receiving Tier 3 intervention were successes.

Many challenges were faced due to the impacts of the pandemic, which included non implementation of Summer school as planned and field trips suspended from February 2020 through the remainder of the school year due to the state shut-down. Further, due to the closure of school on March 17, 2020, CAASPP, Physical Fitness and End of Year I-Ready testing did not take place nor did End of Year Read 180. Other challenges faced due to the state shut down was the aftermath of unimplemented programs including Summer school salaries, benefits, materials, and activities including Kinder Boot Camp. Further challenges were unexpanded educational

extension activities, educational assemblies, and district student incentives that were originally projected for the end of the 2019-2020 school year. In addition, Summer AVID training for large numbers of staff was not conducted.

Goal 2

Provide a safe, nurturing environment within high quality facilities for students, staff, parents, and the community.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Williams 1A. Credentialing 1B. Instructional Materials 1C. FIT Review **19-20** Priority 1: Basic Meet Williams Act requirements of: 1. Zero teacher misassignments with fully credentialed staff totaling 87%. 33% of currently credentialed staff become permitted. 2. Instructional Materials: 100% compliance on Williams textbook review 3. FIT review: Good or Exemplary at all schools. Student survey cleanliness results increase at each site	Priority 1 Basic Services 1A: There were 0 teacher misassignments for 2019-2020 and all were appropriately assigned. 80.6% of our staff was fully credentialed. 21.4% of currently permitted staff will be credentialed. 1B: Per Williams visits, the district was 100% in compliance based on textbook review. 1C: An exemplary rating on the Facilities Inspection review was achieved at all schools. Student Survey results from 2019-2020: These are district summary percentages as specific site data was not available from California Healthy Kids data. 72% of elementary students reported being satisfied with facilities upkeep which was a decrease of 5% from the previous year. 52% of middle school students reported being satisfied with facilities upkeep which was an increase of 10% from the previous year. A district student survey was not completed in 2019-2020 due to the early physical closure of school.

Expected	Actual
Baseline Priority 1: Basic 1A The 2016-2017 Williams Review requirements as measured by county and self-review indicated zero misassignments for the 2016-2017 school year. 82% of the district's teaching staff is fully credentialed for the 2016-2017 school year and highly qualified staff is no longer measured by the state. 1B The district had 100% textbook sufficiency for ELA/ELD, Math, Social Studies and Science at all 4 schools. 1C FIT results for the August 2016 Williams site visit resulted in 3 sites rated Exemplary and 1 site rated Good. Student survey results regarding the question "This school is a clean place." increased 18% totaling 54%.at BME, decreased 3.47% totaling 74.53% at ECR, increased 12.9% totaling 60.91% at SV, and decreased 15.69% totaling 29.31 at HD. Student survey results regarding the question "If things are broken at this school they get fixed immediately." now totals 50.13% at BME, 74.3% at ECR, 67.51% at SV, and 37.03% at HD.	
Metric/Indicator 3A: Parent input meetings and surveys 3B. Participation rates 3C. Parent Participation rates for IEP completion **19-20** Priority 3: Parent Involvement: 3A 60% Parent survey return rate. 3B Parent Surveys will show 95% of parents state attendance at school activities as "yes" or "sometimes"	Priority 3: 3A Parent Survey return rate results for 2019-2020 totaled 1,080 responses and 405 families responded to the California Healthy Kids online survey during distance learning in 2020-2021. 91% of parents, while the district did not hold in-person activities and was focused on distance learning and small cohorts, reported on the 2020-2021 California Healthy Kids Survey that the school encourages them to be an active partner with the school in educating their child. 86% stated the school actively seeks the input of parents before making important decisions. 91% feel the are welcome to participate at this school.

Expected	Actual
Sites will offer a minimum of 3 parent activities per trimester in addition to at least 1 Parenting Partners class 1 Latino Family Literacy Class and document attendance for further comparison. Parent Conference attendance will be at least 90% average in the district. Parent input as an agenda item will be on 100% of district and site agendas for DAC, DELAC, SSC, ELAC, Program PAC's and Coffee with Principal with feedback provided to district office. 3C: 100% IEP completion with parent input. Hold bi-annual meetings for parents of pupils with exceptional needs including Special Education and GATE and document attendance for further comparison. **Baseline** Priority 3: Parent Involvement 3A 42% Parent survey return rate 3B 90.6% of parents state attendance at school activities as "yes" or "sometimes" slightly missing the goal of 91% yet increased over the previous year of 81.56% All sites met the initial goal of holding a minimum of 2 parent activities per trimester and all sites provided one Parenting Partner series. Parent attendance at parent conferences ranged from 68% at fall conferences for Haven Drive and a fall conference high of 95% at El Camino. The average was 86% for fall conferences and 87% for spring conferences. Parent input was added as a category on district and site agendas and information relayed through site representatives to district councils or by principals. A parent meeting was held for GATE parents with an attendance of 34 GATE parents. The rate of return for the annual parent survey was 41.8%.	3B Parenting Partner and Latino Family Literacy series were held in 2019-2020 and Parent Partner through virtual means in 2020-2021. During the 2020-2021 school year, each site held a minimum of 6 Coffee's with the Principal (2 per trimester), online open house (first trimester) and 2 (first and second trimester) online parent conferences, and 4 grab and go events during the 2020-2021 school year (beginning of year and at least 1 per trimester) Parent conference attendance was 95% at Sierra Vista, 91% at Bear Mountain and El Camino Real, and 63% at Haven Drive. Parent input was gathered as a standing item on district and site agendas. 3C IEP completion rates are:100%.

Expected	Actual
3C The district has not held parent committee meetings for students with exceptional needs and does not have baseline data for IEP completion with parent input.	
Metric/Indicator 6A Suspension Rate 6B Expulsion Rate 6C Healthy Kids and district climate survey **19-20** Priority 6: School Climate Pupil suspension rate: District rate below 3% Expulsion rate below 0.3% Local measures: Questions regarding rules and norms will improve satisfactory responses by a minimum of 5% at each site below 75% current rate. Questions regarding safety will improve satisfactory responses by a minimum of 2% at each site. School connectedness rates will be a minimum of 88% at elementary sites and 75% at middle school. **Baseline** Priority 6: School Climate The most recent state reported data reported by the Department of Education shows a decline in 5 of 6 student groups resulting in a decline for all students. An increase is noted in the suspensions of English Learners. The pupil suspension rate for the district decreased from 4.6% to 3.4% for the comparison years 2013-14 and 2014-15 provided by the Department of Education. 2016-2017 end of year data collected by the district indicates 80 unduplicated students were suspended for a total of 275 days	6A Suspension Rate: The district suspension rate reported on the 2018-2019 district dashboard was 1.2% which placed the district in the Green category for all students. The suspension rate for the incomplete 2019-2020 school year was 1.0% 2018-2019 full year data indicates: All student groups within the district placed in the Green category. English Learners maintained at a rate of 1.2% suspended. Hispanic declined to a rate of 1.2% suspended. Homeless maintained at a rate of 0.9% suspended. Socioeconomically disadvantaged students declined to a rate of 1.2% suspended. Students with Disabilities declined to a rate of 2.6%. White students declined to a rate of 1.1% suspended. 6B: The expulsion rate from CalPads end of year data was 2018-2019 was 0.06% and 2019-2020 was 0.09%. 6C: Local Measures: The student survey question, "All adults at this school enforce the same school rules." was not measured as California Healthy Kids changed questions. However students treated with respect was 88% at the elementary and 64% at the middle school. The student survey question, "I am afraid of being beaten up at school" totaled satisfactory responses as 62% at the elementary stating not victimized and 71% at the middle school stating not victimized.

Expected	Actual
which is estimated to be a rate of 2.3%. The estimated expulsion rate is 0.33%. Local Measures: The student survey question, "All adults at this school enforce the same school rules." indicated increased satisfactory responses by 32.58% totaling 71.58% at BME, 11.76% totaling 80.85% at ECR, 5.07% totaling 71.07% at SV, and 33.24% totaling 56.24% at HD. The student survey question, "I am afraid of being beaten up at school" increased satisfactory responses by increasing disagree and strongly disagree by 39.12% to 65.12% at BME, 16.36% to 66.36% at ECR, 24.11% to 57.11% at SV, and 45.83% to 76.83% at HD. The student survey question, "I am happy to be at this school." provided a response percentage of 80.62% at BME, 88.79% at ECR, 83% at SV, and 56.04% at HD.	The student survey question, "I am happy to be at this school." provided a response percentage of 79% which is a decline from all elementary sites compared to the baseline. Results show 72.7% at HD which is an increase of 16.3%.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Engage families and parents through translation and community outreach/training ie. Parent Partners/Parent Universities Parent Facilitator at FRC Community Liaison at DO Clerk at FRC CABE for parents	2000-2999: Classified Personnel Salaries Supplemental and Concentration 133,017.22 3000-3999: Employee Benefits Supplemental and Concentration 88,578.76 workshop materials, parent awards, snacks 4000-4999: Books And Supplies Supplemental and Concentration 7000	2000-2999: Classified Personnel Salaries Supplemental and Concentration 144,875.43 3000-3999: Employee Benefits Supplemental and Concentration 93,206.94 4000-4999: Books And Supplies Supplemental and Concentration 3472.03

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	CABE for parents 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2000 2000-2999: Classified Personnel Salaries Local Restricted Programs 33,996 3000-3999: Employee Benefits Local Restricted Programs 25,000.19	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10,300 2000-2999: Classified Personnel Salaries Local Restricted Programs 79,172.34 3000-3999: Employee Benefits Local Restricted Programs 56,333.81 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3075.00 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2569.20 FRC supervisor 1000-1999: Certificated Personnel Salaries Local Restricted Programs 24,888.84 FRC supervisor 3000-3999: Employee Benefits Local Restricted Programs 8801.32
2. Implementation of Family Engagement Framework goals with a focus especially on Principles 1.04, 1.05, 5.01, and 5.03 including District and site webpages/newsletters/flyers and Blackboard Connect including addition of a parent portal	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 51,252	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,127.57 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		2000-2999: Classified Personnel Salaries Supplemental and Concentration 32.40
		3000-3999: Employee Benefits Supplemental and Concentration 98.37
		4000-4999: Books And Supplies Supplemental and Concentration 238.43
3. Professional development focused on positive school culture including PBIS and SWIS /Safe School Ambassadors /consider Capturing Kids Hearts Culturally responsive teaching Respectful relationships California Healthy Kids Survey Suicide prevention program	overtime and subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2640.00
	3000-3999: Employee Benefits Supplemental and Concentration 500	3000-3999: Employee Benefits Supplemental and Concentration 501.51
	PBIS and SWIS contracts and workshops California Healthy Kids Survey Culturally responsive teaching 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 9,000	contracts noted and RULER training for social-emotional support 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 30,034.63
	conference registration and travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 966.84
	2000-2999: Classified Personnel Salaries Supplemental and Concentration 3000	2000-2999: Classified Personnel Salaries Supplemental and Concentration 491.21
	3000-3999: Employee Benefits Supplemental and Concentration 2000	3000-3999: Employee Benefits Supplemental and Concentration 53.66

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		PBIS Tier 1-111 books for professional development 4000-4999: Books And Supplies Supplemental and Concentration 13,634.04
4. Summer sports camp, After School Sports stipends, and after school clubs Modified to provide funds to after school programs	summer sports camp 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0
	coach stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 65,000	coach and club stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 40,317.64
	3000-3999: Employee Benefits Supplemental and Concentration 16,250	3000-3999: Employee Benefits Supplemental and Concentration 9,477.17
	bus trips middle school 5700-5799: Transfers Of Direct Costs Supplemental and Concentration 18,000	5700-5799: Transfers Of Direct Costs Supplemental and Concentration 3073.20
	bus trips elementary 5700-5799: Transfers Of Direct Costs Supplemental and Concentration 10,000	5700-5799: Transfers Of Direct Costs Supplemental and Concentration 0
	after school clubs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 40,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0
	3000-3999: Employee Benefits Supplemental and Concentration 10,000	3000-3999: Employee Benefits Supplemental and Concentration 0
	club and after school support materials 4000-4999: Books And	4000-4999: Books And Supplies Supplemental and Concentration 1077.58

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplies Supplemental and Concentration 40,000 activities to expand after school program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 60,000	art and drama activities by Boys and Girls club 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 36,043.52 positions not taken by certificated staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 19,650.00
5. Personnel for student supervision - modified to expand Campus Supervisor - expand to 6 hours Noon Duty staff to promote positive climate and relationships Gate Duty staff to ensure student safety prior to arrival of certificated staff	2000-2999: Classified Personnel Salaries Supplemental and Concentration 300,000 3000-3999: Employee Benefits Supplemental and Concentration 51,835.40 additional campus supervisor 4 hours at HD additional 2 hours at elementary sites 2000-2999: Classified Personnel Salaries Title IV 44,000	2000-2999: Classified Personnel Salaries Supplemental and Concentration 276,107.95 3000-3999: Employee Benefits Supplemental and Concentration 60,619.73 extra hours campus supervisors 2000-2999: Classified Personnel Salaries Title IV 33,155.24 radios for supervision support 4000-4999: Books And Supplies Supplemental and Concentration 735.45 extra hours campus supervisors 3000-3999: Employee Benefits Title IV 2272.93 campus supervisor training 5800: Professional/Consulting Services And Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Supplemental and Concentration 300
6. Maintenance Personnel to ensure immediate repairs to facilitate a learning environment and no student displacement or interruption of learning HVAC technician	2000-2999: Classified Personnel Salaries Supplemental and Concentration 56,592 3000-3999: Employee Benefits Supplemental and Concentration 35,420.21	2000-2999: Classified Personnel Salaries Supplemental and Concentration 74,478.72 3000-3999: Employee Benefits Supplemental and Concentration 41,987.85
7. Safety and security updates to ensure increased student safety Exterior lighting Surveillance system with cameras Duress alarms ID labels electronic keys	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 200,000	Raptor /camera infrastructure 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 39,805.00 4000-4999: Books And Supplies Supplemental and Concentration 101,978.78 cameras 6000-6999: Capital Outlay Supplemental and Concentration 9505.00
8. Promote positive, welcoming environments Playground shade structures Replace café tables at BME/HD Student tables outside at HD	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 500,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0 outdoor recreation tables at Haven Drive 4000-4999: Books And Supplies Supplemental and Concentration 12,476.90 upgrades to library at El Camino and cafeteria seating at Bear Mountain and Haven Drive 6000-6999: Capital Outlay Supplemental and Concentration 157,733.05

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
9. Work with Arvin Police Department to provide safety and assistance with no formal contract	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0
10. District liaison attends local advisory group meetings for foster youth and supports Foster students with necessary items to begin school.	4000-4999: Books And Supplies Supplemental and Concentration 5000	4000-4999: Books And Supplies Supplemental and Concentration 184.48 conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 84.87
11. Childcare to accommodate parent meetings	2000-2999: Classified Personnel Salaries Supplemental and Concentration 2000 3000-3999: Employee Benefits Supplemental and Concentration 500	2000-2999: Classified Personnel Salaries Supplemental and Concentration 476.96 3000-3999: Employee Benefits Supplemental and Concentration 39.05

Goal Analysis

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

Funds for summer sports camp, after school sports stipends, and after school clubs were not fully expended as initially budgeted due to the pandemic and sudden change to distance only learning at the end of the 2019-2020 school year. Funds from actions not implemented remained unspent as actions planned were so close to the end of the school year and schools were shut down for in person instruction.

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

Successes of this goal include family and parent engagement through translation and community outreach and training by staff including our Parent Facilitator, Community Liaison, and Family Resource Center Clerk. Communication became paramount at the end of the 2019-2020 school year as students went to distance-only instruction and getting messages out was essential. Engagement also included Parent Partners/Parent Universities. Also a success were the Implementation of Family Engagement Framework goals with a focus especially on Principles 1.04, 1.05, 5.01, and 5.03 including District and site webpages/newsletters/flyers and Blackboard

Connect including addition of a parent portal. Professional development focused on positive school culture including PBIS and SWIS /Safe School Ambassadors, Respectful relationships, California Healthy Kids Survey, and Suicide prevention program. Personnel for student supervision promoted a positive school climate and helped build relationships principally directed to our unduplicated students and included the expansion of our Campus Supervisors to 6 hours, Noon Duty staff, and Gate Duty staff. The HVAC technician supported a healthy learning environment as classrooms were properly heated and cooled affording an environment conducive to learning. Other successes included Safety and security updates to ensure increased student safety, Exterior lighting, Surveillance system with cameras, ID labels, and electronic keys. The promotion of positive welcoming environments through playground shade structures, replacement of old café tables at school sties and addition of student tables at the middle school were successes based on survey data and feedback. Other successes of this goal were collaboration with Arvin Police Department to provide safety and assistance with no formal contract. In addition, the district assigned a District liaison that attended local advisory group meetings for foster youth including providing these unduplicated students the necessary items to begin school.   While childcare to accommodate parent meetings was a success because it afforded those in attendance the opportunity for full uninterrupted engagement, the end of the year projected expenditures did not happen due to the pandemic. We are proud of our success with implementation of Basic Services as we had 0 teacher misassignments for the 2019-2020 and all were appropriately assigned and alike were our Williams visits, with 100% compliance on textbook review as well as an exemplary rating on the Facilities Inspection review was achieved at all schools.

A district student survey was not completed in 2019-2020 due to the early physical closure of school and move to distance only learning. In place of the survey, individual and small group conversations were held as opportunities presented themselves during grab and go events.

Challenges as a result of the dramatic halt due to the pandemic were the suspension of Summer sports camp, suspension of After School Sports, and after school clubs. Throughout the year, a continued challenge has been the engagement of parents in structured activities as well as staffing of after school supplemental activities thus the contract with Boys and Girls Club for art and drama. We continue to focus on respectful relationships and active engagement of students during the school day and after school.

Goal 3

Increase student attendance rates and engagement in school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 5A ADA (School Attendance rate) **19-20** 5A School Attendance Rate: Maintain an overall rate of attendance at 96% or better. **Baseline** 5A School Attendance Rate: 95.84% as of June 2, 2016	5A: The Average Attendance rate for a full year in 2018-2019 was 95.88% and for 2019-2020 was 95.80% until closure on March 17, 2020.
Metric/Indicator 5B Chronic absenteeism rate **19-20** 5B Chronic Absenteeism Rate: Decrease to below 9.5% **Baseline** 5B Chronic Absenteeism Rate: March mid-year chronic absentee rate 9.6% - End of year rate 7.42% March mid-year site chronic absences Haven Drive 9.1% El Camino Real and Sierra Vista 9.2% Bear Mountain 11.0% District Truancy Rate: March mid-year truancy rate 20.1% site truancy rates as of March Haven Drive 25%	5B Chronic Absenteeism Rate: A2A March mid-year chronic absentee rate 9.5% prior to closure on March 17, 2020. March mid year site chronic absences Haven Drive 8.5% El Camino 7.7% Bear Mountain 11.3% Sierra Vista 10.% A2A end of year data indicates 9.5% as of March 17, 2020. A2A truancy as of March 17, 2020 Haven Drive 25.4% Bear Mountain 28.3% Sierra Vista 16.3% El Camino Real 14.6%

Expected	Actual
Bear Mountain 23.7% Sierra Vista 17% El Camino Real 16.8%	
Metric/Indicator 5C Middle School Dropout rate **19-20** 5C Middle School Dropout Rate: Remain at or below 0.08% **Baseline** 5C Middle School Dropout Rate: 2015-2016 drop out data is 0.03%.	5C: The middle school dropout rate for 2018-2019 was 0%. The dropout rate for 2019-20 was 1 student.
Metric/Indicator 5D High School Dropout Rate: N/A Elementary District **19-20** 5D High School Drop-out rate -NA **Baseline** 5D High School Dropout Rate: N/A Elementary District	5D: High School Drop out rate - Not applicable
Metric/Indicator 5E High School Graduation Rate: N/A Elementary District **19-20** 5E High School Graduation rate - NA **Baseline** 5E High School Graduation Rate: N/A Elementary District	5E: High School Graduation rate - Not applicable
Baseline	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Promote positive attendance through contracted services for communication and site-follow up using reporting system for tracking absences. School Site Clerks Utilize A2A data reports to determine improvement areas and areas in need of focus A2A base contract with professional development for use with tardy letters Pre-K/3 Early Attendance Initiative College & Career Readiness Positive Attendance Initiative through A2A Excellence Contract Attendance Incentives at sites - school awards	contracts A2A and additional attendance incentive contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 55,300 $2000 each site attendance incentive 4000-4999: Books And Supplies Supplemental and Concentration 8,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 161,816.25 3000-3999: Employee Benefits Supplemental and Concentration 118,419.95	contracts A2A and additional attendance incentive contracts and conference 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 57,895 4000-4999: Books And Supplies Supplemental and Concentration 942.50 2000-2999: Classified Personnel Salaries Supplemental and Concentration 175,677.20 3000-3999: Employee Benefits Supplemental and Concentration 125,954.66
2. Personnel to promote parent and student engagement through communication and workshops Student Success Facilitators	2000-2999: Classified Personnel Salaries Supplemental and Concentration 121,661.69 3000-3999: Employee Benefits Supplemental and Concentration 109,076.56 Supplies - $1000 each site 4000-4999: Books And Supplies Supplemental and Concentration 4000	2000-2999: Classified Personnel Salaries Supplemental and Concentration 136,038.45 3000-3999: Employee Benefits Supplemental and Concentration 114,382.74 4000-4999: Books And Supplies Supplemental and Concentration 217.84 travel and conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 998.26

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		conference 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2861.18
3. Personnel to support physical and mental health to support attendance Clinica Sierra Vista District Nurses (4) Nurses Aide	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 90,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 217,607.06 3000-3999: Employee Benefits Supplemental and Concentration 79,571.99 2000-2999: Classified Personnel Salaries Supplemental and Concentration 80,739.36 3000-3999: Employee Benefits Supplemental and Concentration 60,861.02 1000-1999: Certificated Personnel Salaries Base 108,803.54 3000-3999: Employee Benefits Base 39,786.00	Clinica Sierra Vista and contracted nursing services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 86,400 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 205,519.11 3000-3999: Employee Benefits Supplemental and Concentration 98.354.19 2000-2999: Classified Personnel Salaries Supplemental and Concentration 39,574.57 3000-3999: Employee Benefits Supplemental and Concentration 30,088.26 1000-1999: Certificated Personnel Salaries Base 77,526.87 3000-3999: Employee Benefits Base 32,225.50 conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 34.00
4. Contract with KCSOS for social work services as part of Project 180 mental health services including training and related costs	5800: Professional/Consulting Services And Operating	5800: Professional/Consulting Services And Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue with increase to 4 School Social Workers KCSOS administrative services (secretary and KCSOS prevention specialist) and related training	Expenditures Supplemental and Concentration 485,000 4000-4999: Books And Supplies Supplemental and Concentration 500 KCSOS Social workers 5800: Professional/Consulting Services And Operating Expenditures Title IV 27,451	Expenditures Supplemental and Concentration 761,176 4000-4999: Books And Supplies Supplemental and Concentration 25.65 5800: Professional/Consulting Services And Operating Expenditures Title IV 0 social workers workshop 4000-4999: Books And Supplies Supplemental and Concentration 25.65
5. Alternative Learning Academy Grades 4-8 as an alternative to suspension /expulsion one teacher, two 3.75 hour aides, additional curriculum	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 55,000 3000-3999: Employee Benefits Supplemental and Concentration 28,962.49 4000-4999: Books And Supplies Supplemental and Concentration 4,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration 32,000 3000-3999: Employee Benefits Supplemental and Concentration 3201.98 behavioral intervention curriculum 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 32,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 52,694.01 3000-3999: Employee Benefits Supplemental and Concentration 28,814.81 4000-4999: Books And Supplies Supplemental and Concentration 0 2000-2999: Classified Personnel Salaries Supplemental and Concentration 32,526.01 3000-3999: Employee Benefits Supplemental and Concentration 6813.87 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,400

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
6. Support funds for Wings of Knowledge will replace Saturday School	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9000 3000-3999: Employee Benefits Supplemental and Concentration 1800 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0 3000-3999: Employee Benefits Supplemental and Concentration 0 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0

Goal Analysis

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

A district wide focus on engagement and relationship building was a priority, however due to the unforeseen ramifications of the pandemic, our district did not spend fully the funds budgeted as planned. These unexpended funds were spent in the 2020-2021 school year to mitigate students' learning loss with a districtwide campaign principally directed to unduplicated students to support engagement and learning.

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

As a success, the average attendance rate was not largely affected due to the dramatic effects of the pandemic as the data indicate only a 0.08% fluctuation from baseline data as the school year attendance recording ended in March. Also as a success our district's chronic absenteeism rate in a completely normal in-person school year (2018-2019) was on a decline from 9.6% to 7.42%, then, when compared to the 2019-2020 school year, the 9.5% rate did not exceed the starting point of the previous school year.

School site clerks promoted positive attendance through daily phone calls and support of attendance reporting logs during the regular school year and distance only student learning. Attention 2 Attendance (A2A) data reports continued to be utilized and correspondence regarding student attendance was sent throughout the year which included tardy as well as positive attendance letters. Student Success Facilitators at school sites promoted positive and improved student attendance through promotion of drive-through celebrations, digital awards, and positive daily percentage campaigns. Clinica Sierra Vista, District Nurses (4), and a Nurse's Aide supported physical and mental health to promote positive attendance principally directed to unduplicated students to support engagement and learning. Social work services as part of Project 180 mental health including 4 School Social Workers rolled out various campaigns throughout the school year including Suicide Prevention and to deal with the added stresses brought about by the

pandemic. Additionally, these social workers hosted late afternoon and evening virtual trainings and support services targeted to for our unduplicated students and their families. Due to distance learning, our Alternative Learning Academy for grades 4-8 as an alternative to suspension/expulsion was implemented through March 17, 2020. Wings of Knowledge was also implemented until March 17, 2020 when students were sent to a distance-only learning model, however, this program was sponsored through an outside agency, so this made previously allocated funds unnecessary.

Challenges included an ongoing concern with students who are ongoing chronic despite efforts of the district staff to re-engage. This was dramatically expanded as students did not attend in person. The dramatic effects of the pandemic on in-person instruction shifting to online learning. The district had to quickly adapt and change it's engagement and attendance support structures from in-person contacts to to a virtual format through platforms such as ZOOM, Microsoft Teams, and telephone calls.

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
Personal protective equipment and sanitizing products have been and will continue to be purchased to support staff working in person, to accommodate visitors to the district in person, and to ensure preparations are readied for future in-person student support and instruction. Cleaning supplies, plastic shields, masks, shields, replacement air filters for rooms in use with children at an increased number, and social distancing supports will be purchased. (CARES ACT)	500,000	162,113.05	No
Custodial staff ensure sanitation and readiness of classrooms. (Salaries and benefits) Base/Routine Maintenance	1,000,000	2,061,348.10	No
Increased costs of food packaging and delivery items including wagons for meals to accommodate meals outside the cafeteria to ensure meals are served with a focus on low income students. (wagons, packaging) (CARES ACT)	10,000	461,749.53	No
Increase current number of after-school personnel and contracted hours with service providers to address learning loss and not interrupt dedicated instructional minutes providing targeted in-person delivery of instruction. The number of staff working have been decreased this year due to low student participation in after-hours programs. Additional services would be targeted to meet the needs of Socio-Economically disadvantaged, English Learners, Foster and Homeless students based on teacher recommendation and data reporting indicating need. (ASES, LCAP, 21st Century)	100,000	140,480.86	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional handwashing stations to accommodate social distancing when students return physically to campus. (CARES ACT)	40,453	40.453	No
Purchase of student-size desktop shields, room dividers, and storage materials which allow in-person services to high need foster, English learner, and low income students at the earliest time possible given extra safety precautions - this initial purchase is to prepare for a hybrid model return and/or for small cohorts to promote personal spacing. (CARES ACT 95,000, LCAP 5000)	100,000	78,849.30	Yes
Signage for hygiene and expected behaviors (CARES ACT)	1,000	3930.61	No
Outside dining tables, trash cans, and portable fabric covers to accommodate breakfast and lunch an outside dining area for a cohort or hybrid need for outside fresh air and social distancing with concrete poured if needed depending on the campus set up. A permanent shade structure is not planned at this time. (CARES ACT)	146,000	95,627.21	No
Additional staff hours to service wellness checks - noon and hallway support PBIS implementation to support California Healthy Kids Survey outcomes to ensure unduplicated students have a safe, welcoming environment to attend. (CARES ACT $10,000, LCAP $40,000)	50,000	120,490.59	Yes
STEAM/activity based learning materials and training to promote re-engagement for in-person instruction and to promote the choice to return to physical classrooms at school sites when safe to do so. (LCAP $50,000)	50,000	40,092.40	Yes

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.

At the time of the Learning Continuity Plan writing, the district's future for returning to in-person instruction was constructed with input from stakeholders desiring a safe return to school and the uncertainty of the time. As such, the district expended a significant amount of funds in order to prepare for safe student return. These preparations although not fully implemented in 2020-2021 provide a strong foundation or return to in-person instruction in 2021-2022. Given the uncertainty of this time period, estimated costs vary from expenditures, the most significant differences are noted here. Personal Protective Equipment and Sanitizing products were

substantially less because the district did distance learning for the majority of the school year and were able to partner with the Kern County Superintendent of Schools to get a reduced price on items not initially anticipated. Due to the pandemic and the added need for proactive cleaning and disinfecting to meet requirements, custodial staff cost significantly more than projected. Increased food costs were not initially anticipated as the amount of salaries for cafeteria staff were not covered by the reimbursable meals. After school programs were offered and advertised virtually to ensure student and staff safety as a result of COVID-19 and state and county guidance. Due to low numbers of in-person return once opened and the half-day format, numbers of enrolled students was low and services were brought back to normal rates but not expanded. Assigned additional staff to conduct wellness checks, as well as PBIS were increased costs attributed to distance learning as many families chose not to return to in-person instruction.

Analysis of In-Person Instructional Offerings

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

The return of students to in-person instruction was manageable due to the gradual return promoted through the district's reopening plan. District communications as the year began was critical as multiple plans were rolled out as reopening guidance was modified. Structured campaigns utilizing Blackboard, text messages, Zoom meetings, site/district informational meetings and Facebook prompted initial return of students as messages of safety and academic support were shared.   Safety measures have been implemented at the highest level prompting a safe and slow return with a focus on identified groups in most need. This began with cohorts designed for Special Education students, those without wifi, English Learners, and students identified as benefiting from extra supports.   Collaboration with union representatives and reopening committee members were instrumental in the return to a state defined hybrid model with concurrent instruction where teachers teach students in the room and online. Support through multiple versions of reopening plans resulted in action steps within the Learning Continuity and Attendance plan which were executed as anticipated.   Equipment and items mentioned within this section were identified early on through stakeholder in put and were in place as students returned.

As COVID-19 ravaged the south valley through late winter, the burden of ensuring the safety of students and staff was overwhelming. A turning point in vaccination rates and decreased rates of COVID-19 prompted reopening however, many families have not yet overcome the fear of COVID which has impacted the number of in-person students. While Arvin COVID numbers were initially extremely high compared to county and state numbers, approximately 25% of parents have selected to send their children for in-person instruction when offered. This percentage decreases as the students increase in age. In an effort to promote consistency, a hybrid model with 1/2 day synchronous and 1/2 day asynchronous was implemented during distance learning and continued upon reopening.   This 1/2 day in-person schedule, while supporting some, also may have been a factor in student return numbers.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebook provided for each student in the district to ensure 1 to 1 capacity and reserves to ensure all students will have a device with no wait time if broken or needing replacement. This was a new purchase for each student in the district focused on ensuring equity and access for all students and also supports students enrolled in preschool programs supported by the district to ensure early learning. (CARES act $974,000, LCAP $26,000)	1,000,000	1,565,027.49	Yes
Wi-Fi mobile hotspots with purchased internet connectivity bought to ensure service for each family in the district and additional/multiple devices provided for those families with two or more students in the family as we battle significant service delays due to usage in the area. Initial purchase and first month wireless = $87,777 each month approximately $27,000 to serve socio-economically disadvantaged families without prior service (CARES act ($100,000) , LCAP $170,000)	270,000	571,040.23	Yes
Headphones with microphone provided for each student in the district to limit distractions for the student (output) and the rest of the class (input). (CARES ACT)	71,704	115,329.55	No
A district librarian and library clerks have supported distribution of technology and curriculum materials. The librarian and library clerks will push into distance classrooms to provide lessons and ensure library experiences while being available to support "grab and go" curriculum days if distance learning were to continue and additional chapters and units are needed in homes. This action step is particularly focused on English Learner and Socio-economically disadvantaged students to expand reading materials available to support literacy while students cannot be at school. (LCAP)	413,461	314,544.17	Yes
In addition to ongoing LCAP technology staff that has been largely dedicated to providing support for distance learning platforms and infrastructure, the district technology position has been expanded to	500,000	603,512.66	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
include more hours and an additional position added to support Google Hotlines and the increase technology support for Chromebooks and Wifi purchased. (CARES ACT $40,000, LCAP $460,000)			
Additional technology resources to support distance learning include document cameras, cameras for virtual meetings and classes. Technology for after-school personnel (CARES ACT)	6,000	32,777.69	No
The CANVAS platform was purchased in order to deliver curriculum for asynchronous time and to support synchronous learning. (CARES Act)	16,620	16,620	No
Google Suite was purchased to monitor Chromebooks and provide technology management and security. (CARES Act)	82,480	95,980	No
Three Teachers on Special Assignment are in place in the district to support new teachers, English Learners, Title I schoolwide efforts, 95% and Read 180 group intervention as well as the district's Dual Immersion Program for the 20-21 school year. All efforts continue yet focused on supporting these efforts through Distance Learning and platform support to ensure delivery of instruction. An additional Teacher on Special Assignment was hired to support distance learning/hybrid professional development efforts. (CARES Act $100,000 , LCAP, Title I, Title III, Lottery =$450,000)	550,000	551,362.21	Yes
Professional development to support Distance Learning formats, scheduling, platforms, attendance, relationship building through virtual means including payment for services and overtime. This cost includes registration, overtime, and materials costs. In addition, planning and preparation time with overtime costs to ensure platforms are readied for student usage. The district will work closely with Kern County Superintendent of Schools to support staff needs for Distance Learning including Hybrid if possible. Training has focused on ensuring platform development is easily accessed by students learning a second language and focusing on engagement of students working to access the platforms to virtually engage and/or complete	300,000	380,043.84	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
work with little supervision due to family work obligations or lack of familiarity with technology. (specifically targeted to low-income students). (CARES Act $100,000, LCAP/Title IV = $200,000)			
Transportation for special education students to take advantage of cohort possibilities during mandated distance learning - expanded bus utilization to accommodate social distancing guidance. (CARES Act)	20,000	25,723.57	No
I-5 level processor laptops purchased to replace I-3 level machines to accommodate speed needed for teachers to do direct instruction with synchronous learning to prevent dropping from lessons). Older machines will be returned to rolling labs for use by students when physically present. (CARES Act)	160,000	188,658.27	No
Monitors and HDMI cables for teachers to be able to have dual screens for class observation and instruction (zoom/teams/canvas) to improve monitoring and ability to manipulate multiple screens at one time. (CARES Act)	39,000	37,612.55	No
Zoom purchased to do large scale professional development and meetings. (CARES Act)	5,000	5271.78	No
Materials to support distance learning and to engage students actively in STEAM/hands-on activities during asynchronous time or after school hours. (CARES Act)	300,000	21,612.40	No
Continue to strengthen the technology infrastructure at each campus to ensure capacity for distance learning and especially capacity when returning to a hybrid model when students and staff will be utilizing connectivity requiring on campus and distance impact. This action may include the following: Replacing server equipment, switches and other hardware / expanding bandwidth to support a robust network capable of sustaining staff and student needs. This is especially critical to ensure low income students are able to engage and would be impacted greatly if the infrastructure does not effectively support all students in a distance learning or hybrid environment. (CARES Act, LCAP)	1,000,000	1,206,245.54	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.

At the time of the Learning Continuity Plan writing, the district's future for returning to in-person instruction was constructed with input from stakeholders desiring a safe return to school and the uncertainty of the time. As such, the district expended a significant amount of funds in order to prepare for safe student return. These preparations although not fully implemented in 2020-2021 provide a strong foundation or return to in-person instruction in 2021-2022. Given the uncertainty of this time period, estimated costs vary from expenditures, the most significant differences are noted here. A substantive difference between the planned actions and budgeted expenditures for the distance learning program include one additional Teacher on Special Assignment to the previously planned "Three" Teachers on Special Assignment that supported new teachers, English Learners, Title I schoolwide efforts, 95% and Read 180 group intervention as well as the district's Dual Immersion Program for the 2020-2021 school year. Chromebooks were significantly more due to the increased demand stemming from distance learning. WIFI connectivity including technology infrastructure was also an increased cost needed to support distance learning due to the poor connectivity capacity in the City of Arvin. A retirement in the Library Clerk positions was not anticipated, so the district had a decrease in this area. Technology support was an increase due to the demand of students needing assistance to thrive in the digital platforms for distance learning. Other technology including document cameras were an increased cost as all instruction was delivered virtually for the majority of the 2020-2021 school year. STEM materials were ordered, however, not all received in a timely manner due to being on "back-order" as the pandemic significantly impacted all areas of business.

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.

CONTINUITY OF INSTRUCTION
Learning platforms adopted to support synchronous and asynchronous learning time have proven themselves priceless in the engagement of students to support continuity of instruction. Teachers were able to deliver lessons as if students were in the classroom with them. Purchase and utilization of CANVAS, TEAMS, KAMI, GO GUARDIAN, and ZOOM, PBIS Rewards and RULER supported continuity of instruction and social-emotional learning. Haven Drive also implemented Second Step Curriculum to support social-emotional needs and Freckle for standards based instructional practice. Elementary students grades 1 through 6 were able to access I-Ready. Grab and go events provided a venue for schools to distribute materials to be utilized within units of study to be provided over set time periods. Teachers have been extremely resourceful, creative, and innovative to promote engagement and provide materials that support student access to learning. Intent is evident to provide what students needed given unprecedented circumstances. As the year progressed, the 100% distance learning format systematically transferred to concurrent instruction with some students in-person and some distance for synchronous time in the morning and asynchronous time for all in the afternoon. Grade levels were offered in person instruction in order beginning with Kindergarten on March 15th. Elementary art, music, and PE teachers worked with multiple subject teachers to push into virtual classrooms and offer videos for students to access at any time throughout the afternoons to continue offering opportunities for engagement. The district Dual Immersion Program teachers through

virtual and in-person continued instruction through shared classrooms. English Language Development and interventions, including 95% and Universal Instruction, continued as scheduled within the district reopening plans supported by classroom teachers, intervention teachers, and instructional assistants.

Although the school day meets state requirements for an instructional day, a decision was made to shorten the day with consideration to the amount of time students would be in front of a computer screen, teacher preparation needs, and family obligations while students were at home during distance learning. In order to implement this schedule and support households during distance learning, the reopening team determined documented times for various subject areas, interventions, breaks, etc. While this supported clarity of communication when families asked for information, accommodated family schedules, and ensured continuity of instruction at one level; the impact was significant when flexibility was desired such as push in programs or if support staff were absent. This shortened day has also possibly impacted return to in-person school days as parents may not have the means to pick up students mid-day.

ACCESS TO DEVICES AND CONNECTIVITY was notably the district's largest transformation and, as such, viewed as our greatest success. The Arvin Union School District transitioned from rolling labs in the classroom to 1 to 1 devices within four months. While we hear of districts who must resort to paper-packets, funding and focus of a huge team of people has ensured wifi devices or cohort services to all students. Wifi devices were purchased from Verizon and activated early in the year to promote access to the internet and were supplemented by T-Mobile and AT&T due to low-reception of Verizon hotspots in specific areas. Following successes of Earlimart, Lindsay, and other districts; the district has investigated and contracted for relay towers to broadcast out our district signal. A huge infrastructure project focused on wiring, servers, access point improvement, and prioritizing district internet traffic has supported teachers on site to deliver virtual and in-person instruction.

A struggle is unstable internet and poor service in our rural area which we continue to work to overcome - this is an equity issue faced by many and a battle we must overcome to ensure long-term continuity of instruction for all. Challenges with access to devices and connectivity continue to arise with availability, back orders of devices and related items, and orders not completed in the most timely manner hoped for. Our teams have worked to overcome this battle through innovative use of limited resources and we have learned to order early and order extra proactively anticipating future needs.

PUPIL PARTICIPATION AND PROGRESS
A2A Midyear data indicates a significant dichotomy. While student participation reflected active student engagement for synchronous instruction, academic progress did not move in a positive direction for all students. Those students scoring at mid-level, remained at mid-level, students scoring low stayed in that range and declined even further, while high students remained and/or exceeded standards. The undeniable reality of learning loss during distance learning, added to the already significant academic needs of students not meeting grade-level proficiency, requires us to accelerate the mitigation of learning loss with urgency. District academic scores indicate a high percentage of students are struggling and not progressing in Language Arts and Mathematics, which makes evident a need for extra support in these areas to meet student needs and ensure grade level proficiency districtwide.

Chronic absenteeism as measured by Attention2Attendance data and lack of student engagement noted by all stakeholder groups continues to be an identified focus prompting staff to actively promote LCAP goals by implementing our Student Engagement Plan throughout the year. A particular focus will be on African American, Asian, Multi-Race and Foster students who all struggle with attendance. While other groups remained relatively stable, it is a concern that the smaller minority demographics are significantly at risk of high rates of absenteeism. The numbers of students are relatively small however the impact and root causes for each including English Learners, socio-economically disadvantaged will be focus through our Engagement Team and administrative outreach.

To the positive, our percentage of students with excellent engagement and attendance has increased and students performing at high levels continue overall to do so. District classified support staff, now called the Engagement Team, have used a multitude of strategies to support participation and engagement. Strategies include phone calls, TEAMS and ZOOM conferences, meeting with students and families in person and home visits. They follow up on daily attendance reports and attempt to engage students as soon as possible each school day. Teachers utilized asynchronous time to hold office hours, provide intervention, and support complete completion of work assigned for asynchronous time.

More significantly impactful, the percentage of students with chronic attendance has increased dramatically in spite of district efforts with outreach and support. While conferencing had an impact on approximately 20% of families, those with chronic absences many times did not reengage in a regular manner. This was especially evident at the middle school where students dropped in and out of classes. Pupil progress has been dramatically impacted for students who were previously one grade level below standard. This has dropped to 2 or 3 years below grade level during this short time in both language arts and math.

DISTANCE LEARNING PROFESSIONAL DEVELOPMENT
Professional development provided strategies and structures for instructional staff, certificated and classified, to meet the unique needs of unduplicated students in identified areas. Trainings specifically targeted to support distance learning included utilizing CANVAS/KAMI to support learning, use of Zoom and TEAMS as communication tools, utilizing break out rooms and groups to facilitate intervention pull out/push in, building familiarity with parent portals and training parents how to access and use, integration of AVID strategies for virtual learning, and implementation of PBIS Rewards. The foundation for use of these platforms was established in partnership with Kern County Superintendent of Schools through the Curriculum and Instruction / Technology departments. This ongoing support has been available to district Teachers on Special Assignment who have pioneered this dramatic transition to a 21st Century skills environment. A fourth Teacher on Special Assignment was added to the team with a focus on distance learning for the 2020-2021 school year. Academic coaches at each site supported this effort. Scaffolded and repeated recorded workshops have been made available to support staff at various levels of computer literacy as knowledge and readiness has matured through the year. Initial workshops focused on building classroom pages and have become very elaborate with integrated assessments, layered notetaking, daily schedules and assignments, and various responses supports like FlipGrid and Kami. While in the midst of COVID, plans to implement 95% intervention continued. Instructional aide training and teacher training to support virtual grouping was conducted by Teachers on Special Assignment. STAR Renaissance was implemented at the middle school and has provided invaluable data in regard to standards attainment. Leadership training with Performance Education Partnership supported district administrators and lead staff to exercise leadership, initiative, and innovation through this very difficult year. The transition to trainings

on-line has opened up opportunities for flexible times, places, and recording. This has allowed staff to prioritize time, prevents the need for travel, and promotes group work in a safe manner.

Looking back to August/September 2020, the environment surrounding professional development was extremely stressful for all involved. Variations in individual capacity and expertise necessitated immediate action, much patience, a growth mind-set, and growing pains. Challenges of prioritization, timing, responsibility, and ensuring outcomes all arose. This year's continually changing situations challenged all stakeholders to adapt and begin to use new programs and develop capacities previously not capitalized upon.

STAFF ROLES AND RESPONSIBILITIES
As mentioned above, all staff gained technological proficiency. This growth over time ensured initiatives continued with the least disruption possible when supported virtually. Leading from the middle was evident as staff shared expertise and took time to support other's need and provided input through Reopening Committee work.
Staff from all departments were called upon to lend a hand with various tasks including initial and continuing technology distribution, grab and go meals, material preparedness and distribution, instruction, family contacts, conducting home visits, technology support services, meeting demands to support internet connectivity, and exercising resilience throughout for the benefit of students. Implementing safety protocols such as cleaning, disinfecting, temperature taking, setting up and conducting COVID testing and vaccinations, ensuring social distancing through reminders and monitoring, updating facilities, and ordering/organizing personal protective equipment were proactive measures taken with health at the forefront of decisions. In addition, utilizing RULER social-emotional check-in and observing stress levels to proactively respond to needs has been a responsibility for all. Throughout the year, Memorandums of Understanding have been written, revised, and implemented to meet changing needs.

Mid-Winter was the most challenging due to the number of cases, possible exposures, and the quick spread of COVID-19 within the community and the district. This tremendously affected particular departments, school sites, and offices as quarantines were implemented. At these times especially, the impact of illness affected staff productivity and job completion for some departments. The challenge of securing substitute services for instructional and department staff has continued throughout the school year and is still a struggle. This struggle has been overcome with support and teamwork from co-workers stepping in to ensure services are complete.

SUPPORT FOR PUPILS WITH UNIQUE NEEDS
In addition to grade level work organized, Special Education teachers created individual packets for students and creatively addressed unique needs. Student work and engagement was facilitated by home visits by teachers and support staff and individualized family support provided in order to communicate and support the students. Instructional aides were co-presenters and supported small group and individual student work. Specialized services such as Speech and Resource Specialist Program were conducted virtually by district teachers and contracted Vocovision. District Psychologists followed suit virtually to support students and conduct assessments as prescribed in individual learning plans. County services resumed in person instruction and Arvin students are attending. Parents played a critical role in supporting students guided by instructional staff. Transportation services are being provided to Special Education students only to meet social distancing requirements and these students were the first invited to cohort classes in November. Counseling and mental health support through social-workers continued through distance learning. English Learners were assured dedicated English Language Development during synchronous time and particular classrooms received extra

support from Title III aides. Family Resource Center staff increased contact with foster and homeless families to provide support for needed services. Cohort services were initiated for identified newcomers and foster/homeless. Nurses and social workers helped with physical and mental health needs. Assessments have been conducted initially through the Cohort Assessment Plan and the district now utilizes in-person and virtual assessment as possible.

As with grade level return to school, students with unique needs are not all returning to school based on parent preference. As services are being provided in person and through distance learning, concurrent classes are a challenge especially for students with unique needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Formative assessments to identify current levels of performance and ensure a valid, reliable outcome aligned to indicate growth and loss to implement interventions and accelerated learning targets. Assessments to include I-Ready in Grades 1-6 for Language Arts and Math. STAR Renaissance for Grades 7-8 in Language Arts and Math, Read180 in Language Arts, and 95% Group for K-3 Foundational skills to support English Language Arts and English Language Development. (LCAP)	167,000	107,035	Yes
Vice-Principals and coaches are in place to support teachers with student participation and engagement by monitoring lessons, ensuring interventions to support student needs, analyzing data to promote grouping and define professional development needed, measure usage of programs, ensure standards alignment, and implementation of district curriculum and programs. A focus is placed on analyzing data by student group in order to ensure equity including foster/homeless/low income/English learners/ and pupils with exceptional needs. English Language Development is key to designated ELD and Integrated ELD and will be facilitated by these two staff groups. These staff members will also participate on intervention committees focused on analyzing data and determining student groups based on need and help identify students needing cohort support. (LCAP, Title I, Lottery)	985,750	1,149,608.62	Yes
District program directors supporting English Language Learners, Special Education, and Preschool are ensuring assessments are conducted and will be focusing on targeted cohort intervention supports as Distance Learning moves through various stages of ability to ensure in-person support in addition to focusing on supports during Distance Learning. (LCAP, Title I, Special Education Funds)	540,000	532,894.78	Yes
Intervention teachers and instructional assistants funded through Title I and LCAP will facilitate small group instruction. Intervention	1,873,296	2,602,448.19	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
teachers and aides will conduct pull out groups during 95% intervention during synchronous time and support student independent work during asynchronous time or through after school programs. Title III aides will facilitate small group practice of teacher-taught skills during Designated ELD time. Special Education aides will facilitate meeting with students to support meeting individual learning needs. (LCAP, Title I, and Title III)			
95% Group instructional materials have been purchased to facilitate instruction and intervention for students in Kindergarten through Third Grade. While distance learning or hybrid an additional set of kits is necessitated to ensure instructional assistants and intervention teachers working in separate places and unable to share materials have a leveled kit for all students being served. (Title I, CARES act)	100,000	165,264.80	No
Summer School - Summer 2020 including administrative/certificated and classified salaries, transportation, and materials. Enrollment targeted to English Learners, foster, homeless, and socio-economically disadvantaged students at all levels of standards attainment to mitigate learning loss. Extended School Year will be offered to students with disabilities. (LCAP/Title I/Special Education Funds)	400,000	297,346	Yes
Consultation work with Performance Education Partnership, Inc (Nancy Padilla) to work with district and site teams supporting goal setting, analyzing data, collective inquiry to close achievement gaps specific to the unduplicated student group, progress monitoring through data analysis, and grade level support for lesson design and lesson study. (LCAP)	135,000	145,600	Yes
Afternoon school programs and tutoring to support student achievement while distance learning or hybrid through a push in model or afterschool tutoring. (ASES, 21st Century, Kids Code)	1,061,878	757,905.86	No
Migrant support services serving many of our English Learners and low-economic including educational services, home visits, referrals for vision, hearing, food referrals, SEL support for families, and engagement support. (Migrant)	825,456	768,973.8	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Dual Immersion services to support biliteracy - focused on English Learner students to support comprehension and low income students to open horizons with biliteracy (materials and teacher stipends) (LCAP)	105,000	41,311.35	Yes
Base program funds for administrators, teachers, cafeteria, and office support staff. (Base)	20,000,000	17,765,986.46	No
Materials to support learning, extension of lessons, home libraries, STEAM, and intervention materials have been and will continue to be purchased to meet low income student and family needs. (CARES ACT 100,000, LCAP 50,000)	150,000	158,978.71	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.

At the time of the Learning Continuity Plan writing, the district's future for returning to in-person instruction was constructed with input from stakeholders desiring a safe return to school and the uncertainty of the time. As such, the district expended a significant amount of funds in order to prepare for safe student return. These preparations although not fully implemented in 2020-2021 provide a strong foundation or return to in-person instruction in 2021-2022. Given the uncertainty of this time period, estimated costs vary from expenditures, the most significant differences are noted here. District leadership conversations were continuously focused on attempting to meet student needs whether distance or in-person as well as supporting staff through changes and updates to program implementation. As soon as numbers allowed, small group cohorts were implemented for Students with Special Needs, to support wifi, and students struggling to achieve. Time in asynchronous afternoons was focused on individual and small group intervention and supplemental services through afterschool programs continued to be offered. Intervention Teachers and Instructional Support Aides were a significant increase in cost as the district implement the new 95% reading intervention program while in the distance learning format, which necessitated extra hours of work to support instruction and meet student needs. Summer School for 2020-2021 is being implemented after a cancellation in 2019-2020 in a full day format with support of instructional staff, instructional aides, and contracted support from Entrusted Legacy and Boys and Girls Club programs.   After school programs were offered and advertised virtually to ensure student and staff safety as a result of COVID-19 and state and county guidance.

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.

Teachers and instructional aides as well as after school program staff provided instructional services on revised schedules which included a significant amount of synchronous time as suggested by stakeholders. Dedicated sections of the day were identified to address subject area work with intervention time and English Language Development scheduled to ensure equitable services. With the addition of 1 to 1 devices for all students in conjunction with internet service, CANVAS has been essential to lesson delivery and as a central location for all students to access their work. With an eye to equity, content delivery was facilitated through this platform. While paper packets filled the gap initially after closure, CANVAS most closely simulated a classroom environment. Although engagement has been difficult throughout the year, the Engagement Team and instructional staff efforts have shown a distinctly positive trend to increased engagement and grade levels met on scheduled Mondays to plan learning. Scheduled windows for i-Ready, 95%, and STAR Renaissance were conducted and data used to review program implementation and student needs. Initial ELPAC testing and end of year ELPAC was conducted by classroom teachers and support staff as required by the state. Local measures were completed following the district assessment calendar. The district made the decision to focus on instruction and use of local data rather than CAASPP testing. I-Ready and Freckle self-paced lessons were utilized for First through Sixth Grade and teachers have ensured students utilize the online learning during asynchronous time. Celebrations for the 2020-2021 school year when compared to the period March through June 2020 are evident. Summer School 2020 was packet-based with support from Entrusted Legacy staff and with an I-Ready component, and although nothing like normal and with low enrollment, participating parents and students enjoyed the materials and activities and provided positive feedback. Language arts and math progress was celebrated with drive through incentives throughout the summer. Differentiation for students with unique needs was supported through cohorts, early return to school, individualized materials, and transportation provided.

As the 2020-2021 year progressed, student engagement and unstable internet affected testing. Pacing was modified to meet teacher needs and the assessment calendar, although still in place, was secondary to active engagement of students. Pupil learning loss is significant, especially for students already 1 year below grade level.
Lower levels of engagement correlate with socio-economic status as schools with larger percentages of low-income students had higher chronic absenteeism rates. Engagement directly correlates with academic maintenance and growth. Professional Learning Communities continued through virtual means however staff have stated one of the challenges was being able to share student work when not together physically. Learning Windows were implemented however the focus and time for many was expended largely to make the transition to distance learning and ensure lessons were prepared for each day. Stress has been very high to deliver lessons with all attempts to address selected standards. Daily core lessons were conducted during synchronous time. In addition, leveled interventions were offered during morning instructional periods and also in the afternoons during asynchronous time. Student log-in for intervention in the afternoon has been much more difficult to get students engaged and consequently the learning gaps get larger and larger. Due to the decision to extend the 2020-2021 and 2021-2022 school years by 5 days and to add an additional 2 days of professional development, a decision was made to maintain the 20 day summer school and extend instructional time to a full day rather than extending the number of days as proposed in the Learning Continuity and Attendance Plan.

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.

Many compliments have been shared from parent surveys and input from stakeholders regarding the positive impact our nurses, school social workers and administrative attention to physical and mental health and social and emotional well-being has been for students.   The stress of the pandemic, physical impacts of COVID-19 within Arvin homes, and distance learning have been substantial. Social workers at each of our four sites and a Clinica Sierra Vista Counselor addressed trauma and other impacts of the pandemic. Social workers contracted through Kern County Superintendent of Schools conducted regular parent informational sessions with an emphasis on students' mental health and well-being as well as family engagement strategies to support parent's communication with their students. These sessions were conducted in English and Spanish. Multi-tiered systems of support (MTSS) for social emotional needs was also continued. Students received social worker services through phone call and virtual connections. Current Implementation of RULER has been instrumental as teachers conducted daily check-ins and check-outs to support as an additional component of the daily schedule in conjunction with support from the site classified Engagement Team and Site Administrators. Administrative staff together with our site campus supervisors and site social workers were trained as trainers this year and will continue the forward momentum to roll-out this initiative more in-depth district-wide. Monitoring and supporting the mental health and social-emotional well-being of our students and staff throughout the school year included building the capacity for our students in Recognizing, Understanding, Labeling, Expressing and Regulating emotions (the five key "RULER" skills of emotional literacy/intelligence). We continued the implementation of our existing Positive Behavioral Interventions and Supports (PBIS) program with the additional digital component of PBIS Rewards as well as Safe School Ambassadors through virtual sessions at all school sites. Our Family Resource Center Staff has readily extended services to guide families to access social service connections to outside agencies to support access to basic necessities. Family Resource staff implemented google-phone numbers to ensure they were available even through the pandemic and times when there was a need for remote work and/or quarantine. Extension services that were supported by the Family Resource Center included access to instructional materials, support accessing technological devices, and provided interpretation services for Spanish speaking families as needed to support the school community. Staff received training hosted by Kern County Superintendent of Schools in Suicide Prevention to support student welfare. Memorandums of Understanding with all units were composed and implemented to exercise assembly bills regarding COVID-19 leaves including remote work and other accommodations. Required trainings such as beginning of the year staff onboarding, forms, mandated policy reviews, and Child Abuse Reporting training were conducted virtually for all district staff. These trainings encouraged staff to watch for signs utilizing virtual platforms and implement making home calls with all precautions when triggers indicated more involvement was needed.

All stakeholders were taken to new heights of mental health and social/emotional challenges due to the drastic change in the educational and home-life settings equally. The reality of the pandemic stretched far beyond what could have been imagined or anticipated of which, many lost family members, loved ones, and acquaintances. Challenges to get students engaged for asynchronous instruction and push the limits of attention-spans utilizing technology were monumental.   It was necessary to implement more personal phone calls to homes and exercise home-visits to get students re-engaged. The comfort zones of families with knocks on their doors were challenged and calls after regular school hours were not always welcomed. Staff utilized their outreach skills, but

some students and families to date, have not been receptive to proactive strategies. Our non-engaged middle school student lists went from more than 80 at the beginning of the year, to an average of approximately 25 students. Our reengagement teams continue their work to get this middle school average down as we move toward full in-person instruction.

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.

Our pupil and family engagement team consisted of site administrators, site office staff, student success facilitators, campus supervisors, teachers, and instructional aides. Each of these staff members played an integral role in pupil and family engagement/outreach as well as attendance record keeping and engagement compliance. Attendance protocols for distance and hybrid learning were implemented to ensure accuracy in logistics and affirm that all students were receiving instruction accordingly. Staff kept daily attendance utilizing our student information system Schoolwise by entering if a student was engaged during distance learning and entering if they were present when we moved into in-person instruction. Teachers and office staff detailed the reasons for non-engagement or absence utilizing the pull-down feature in this system to inform engagement staff as they completed family contacts with the goal of re-engaging. Tiered re-engagement strategies began with the daily identification of individual students that were "not engaged" as obligated by mandates. Site staff then conducted family contacts. They also supported students and parents with technology on site and at home through home visits to ensure equity in engagement. In addition to Schoolwise, Attention2Attendance (A2A) software and service was utilized to continuously track and measure student participation levels and generate intervention letters translated into the family's home language to support engagement and outreach. Successful implementation of our Engagement Plan led to 82.5% of students were considered "manageable, satisfactory, or excellent" due to the efforts of staff, students, and parents. The district's excellent attendance rate increased 7% compared to 2019-2020. Students participated via ZOOM and/or Microsoft Teams for synchronous time instruction with the incorporation of subjects such as physical education, music, and art. Further, the CANVAS platform was used to house regular classroom assignments including submission of student work with the capability to visually verify assignment completion. This information mirrored weekly engagement record paperwork turned in by each staff member reflecting the schedule and instructional tasks for the week. Incentives were successful in motivating students and parents to prompt engagement and attendance. School closure in March led to utilization of parent packets which, although an emergency stop gap, did not promote equitable access. A huge transition from paper packets to 1 to 1 Chromebooks facilitated engagement for students of all grade levels. This required and led to countless hours of attention to training of staff, parents, and students provided early in the year and ongoing throughout the school months to increase proficiency and use of hardware and software promoting engagement.

A secondary success was the added convenience of remote attendance to district stakeholder meetings brought about new as well as additional participants than in previous years. Stakeholders were able to connect to the various meetings including our District Board Meetings, Coffee with the Principal, School Site Council, District Advisory Council, District English Language Advisory Council, Migrant Education Program Meetings, Title I Parent Meetings, Parent/Teacher Conferences, Individualized Education Plan meetings, Student Success Team meetings, Attendance Conferences, and District/Site workshops and informational meetings through smart

phones and technology devices from home. District and site messaging and initiatives were pushed out through Blackboard Connect via text messages as well as voice recordings, Facebook, and the district website. Google hot-lines and home visits were utilized by multiple staff members to provide communication venues for technology support as well as to contact the Family Resource Center and some program services including Migrant Education. Communications were facilitated by written materials in Spanish and/or interpreters provided.

Our largest challenge will be making up academic losses as some students were very difficult to engage or re-engage. The district's mid-year Attention2Attendance (A2A) indicated 6.7% of students missed 25 days or more and 10.8% missed 12.5 to 25 days of school. The district's chronic rate unfortunately has increased 8.6% due to the impacts related to COVID-19. This has particularly affected Kindergarten, although every grade has been impacted. Socio-economics appear to play a significant role as Sierra Vista and Bear Mountain Elementary schools have a much higher "chronic" rate than El Camino Real Elementary and Haven Drive Middle School, which do not have proportionately as many students. Although students engage in the morning for synchronous time, many do not engage in the afternoon for asynchronous work. Although staff worked diligently to hold conferences and meet with families, the improvement rate after a conference was 15.2%, much lower than our typical yearly rate.

Analysis of School Nutrition

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

No-cost nutritionally adequate meals were offered to 100% of our students as part of Provision 2 funding. Successes included the flexibility to serve all students and afforded our families the opportunity to pick-up their meals from the most convenient location for them. Meal distribution contents include balanced meals for breakfast, lunch, and supper which are served on a daily basis each weekday of school. Service sites included the 3 district campuses with kitchens, mobile service to country students, and bus service to two local parks during distance learning. This continued as students returned to school as less than 1/3 have decided to return in person.   Families were advised of meal service through various platforms such as Facebook posts, Blackboard Connect, personal contacts during laptop pick up/exchanges and through our district website. Food distribution at school sites as the district transitions to in-person instruction includes personnel assigned to departure gates at the end of the school day to facilitate safe departure and provision of healthy meals.

School Nutrition challenges included getting proportionate participation rates given the size of our student population and the incurred increase costs for meals to the district. Initial access to food products was very difficult but has improved over time. Although "prepackaged" food was the most practical given the scope of meal distribution, stakeholder input did not favor meal selections particularly those that were "prepackaged". Finding time and opportunity to "rest" and "re-energize" essential staff in the Cafeteria and Maintenance, Operations, and Transportation (MOT) departments at the frontlines of meal delivery and service was also a challenge since school meals were provided from the beginning of the pandemic throughout the school shut-down period and to date.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Additional packaging and materials to support meal service during distance and hybrid formats. (CARES ACT)	5,000	167,427.22	No
Mental Health and Social and Emotional Well-Being	During initial distance learning the assigned Alternate Learning Academy teacher was underutilized and the person in the position was moved to fill a regular education position due to class size overage and to ensure a very small class for the newest students in 4th and 5th grade. This position may be reinstated if a need is seen during distance learning yet expected to be empty until a return to campus physically. (LCAP)	50,000	0	Yes
Mental Health and Social and Emotional Well-Being	Social workers at each site and a counselor at Haven Drive provide mental health services through outreach, small groups, and on-line resources. (LCAP)	600,000	578,037	Yes
Pupil Engagement and Outreach	Parent and student engagement communication tools including Schoolwise Parent Portal, Blackboard, online newsletters, parent workshops, family engagement activities (LCAP)	72,000	68,545.11	Yes
Pupil Engagement and Outreach	Foster/Homeless support to meet the needs of individual families including transportation, clothing, school supplies, vaccinations, etc. (LCAP)	30,000	30,700.75	Yes
Mental Health and Social and Emotional Well-Being	Alternative Learning Academy to support restorative justice efforts at the sites. Includes a teacher and 2 instructional aides. During Distance Learning the instructional aides will be assigned to support family contacts as part of engagement	120,500	30,120.01	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	efforts. The teacher position will be filled when we return to a hybrid status. (LCAP)			
Mental Health and Social and Emotional Well-Being	School nurses are in place at each school site to support health needs, make outreach calls and complete screenings as possible. A health clerk is also in place to support the needs of students and families. (LCAP)	625,200	556,869.00	Yes
Pupil Engagement and Outreach	Student Success Facilitators, Attendance Clerks, and Categorical Clerks ensure family contacts to promote engagement of students during school days. These roles are utilized during both distance learning and during physical attendance at school. (LCAP)	550,500	672,468.56	Yes
Mental Health and Social and Emotional Well-Being	School climate for physical and virtual school continues to be a focus. Funds are allocated to each school to provide resources to promote engagement, academic achievement, and efforts to promote a positive school climate with a focus on increasing positive responses on California Healthy Kids Surveys. In addition, staff funded through this step are Campus Supervisors at each campus assigned to student supervision, relationship building, and to promote engagement and student safety utilizing various tools including training from Bluewater Consultants, RULER, Safe School Ambassadors, etc. (LCAP/Title IV)	200,000	359,264.09	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Provide Tier III materials and supplies for groups or individuals with identified needs requiring differentiated support. (LCAP)	10,000	0	Yes
Pupil Engagement and Outreach	Provide fine arts, PE, and program supplies to provide students with experiences they may not otherwise encounter. This is facilitated by middle	1,112,800	1,000,646.83	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	school staff as well as supplemental elementary art, band, and dedicated single subject elementary PE teachers. This will continue whether in person or distance learning through virtual means. (LCAP)			
Mental Health and Social and Emotional Well-Being	Additional tools, signage, and incentives to "restart" and "overcome" during and following distance learning. (CARES Act)	12,000	14,667	Yes
Mental Health and Social and Emotional Well-Being	Family Resource Staff and district liaisons are available to support and reach out to families particularly facilitating foster, homeless, English learner, and low income families to provide resources, share district information, and facilitate family needs during these stressful times.	241,673	223,761.00	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.

At the time of the Learning Continuity Plan writing, the district's future for returning to in-person instruction was constructed with input from stakeholders desiring a safe return to school and the uncertainty of the time. As such, the district expended a significant amount of funds in order to prepare for safe student return. These preparations although not fully implemented in 2020-2021 provide a strong foundation or return to in-person instruction in 2021-2022. Given the uncertainty of this time period, estimated costs vary from expenditures, the most significant differences are noted here. Costs for nutritionally sound easily portable meals for students were significantly more costly than initially anticipated. The Alternative Learning Academy was not implemented in the 2020-2021 school year as the vast majority of the year was conducted through distance learning and the certificated staff member assigned was assigned an elementary classroom. Instructional aides provided cohort support to students with wifi needs during distance learning. School nurses were substantially less than planned as the district contracted with Maxim. Pupil engagement and outreach was in higher demand than initially planned due to the low number of students returning to in-person instruction and the need to conduct more outreach and home-visits, thus, creating more cost in this area. Mental Health and Social Emotional Well Being costs were increased due to increased Campus Supervisor positions and partnership contracts to support outreach and support onsite classroom support for cohorts and social distancing/movement around campus upon reopening. In addition, campus signage to promote a welcoming environment focused on PBIS and school spirit are included. Materials and supplies for Tier III were modified and new purchases not made due to distance learning and the capacity to utilize materials virtually this also includes fine arts and physical education.

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.

The 2021-2024 LCAP has been completely restructured. New goals have been written given stakeholder input and with unknowns still to be addressed. Action steps will focus on a return to in-person instruction yet be flexible to accommodate distance learning as necessary. Multiple action steps are continuations of past initiatives with personnel, programs, and materials associated. Others have been revised to meet the needs of a drastically changed local environment and worldwide impacts. Students now have devices and connectivity to advance the use of technology as a learning and communication tool within and beyond the classroom walls. Moreover, the resilience of our entire school community indicates a desire to overcome challenges and a dedication to addressing those challenges and meeting changing needs. These celebrations guide our work in the goal areas following:

Significantly and with intended purpose, Goal 1 includes actions and outcomes related to social-emotional well-being, mental health, respectful relationships, and engagement with a focus on addressing Maslow's Hierarchy of Needs before Bloom's Taxonomy. Students, staff, and families must have basic needs met as a foundation to beginning to address academic achievement especially given the impacts of the past year. A multi-year review of California Healthy Kids Data indicates many students do not feel meaningfully engaged or connected to their schools– this was compounded by distance learning. Building student relationships and creating a solid base will afford the opportunity to then focus on getting all students to grade level competency through extension of our school year with rigorous and intentional lesson delivery.

Goal 2 includes actions and outcomes related to academic achievement with the utmost attention to meeting academic needs of students through equitable services. A focus on equity has been evident in our mission statement "Every Child Learning, Every Day, No Matter What it Takes." Review of the impact that distance learning had on particular student groups and individuals, with multiple barriers to overcome, drives an increased attention to utilization of data to identify strengths and needs in order to inform instruction through structural and systems change. Implementation of structures to support differentiated instruction will be critical to mitigate learning loss, drive grade level instruction, and extend rigor for those working at grade level standard. Attention to core frameworks and standards is critical.

Goal 3 includes action steps to accomplish Goal 2. As expectations for implementation of programs or processes evolve, all staff must be able to skillfully address student needs. While meeting certification requirements to hold positions in the district, our goal is to provide continuous support to expand understandings and skills to further the positive impacts for which we are each responsible. Professional development for specific content areas and services have been defined – especially in the areas of differentiating instruction, math and support for English Learners.   Utilization of data through cycles of inquiry focused on consistent and timely formative assessments was identified as a significant gap this year and now is our opportunity to ensure planning, assessment, and modification of teaching to ensure learning at high levels is part of a coherent system.

The district's only Focus Goal is in place to systematize structures to support English Learners' acquisition of English and to set foundations for engagement in core content classes. Long-term student outcomes indicate utilization of vocabulary and synthesis of language supports are critical components to student success in the core. This is especially critical as, although communication has been facilitated through TEAMS and ZOOM during distance learning, the need to ensure differentiation and equitable services was magnified. Professional development and communication of structures will be critical to this work to ensure consistency of program implementation.

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

I-Ready and STAR data depict significant gaps and needs due to barriers or circumstances evolving out of distance learning, hybrid schedules, lack of engagement, and a focus on initial survival as transitions were made from classroom-based practices to online/digital platforms. Utilization of these two data systems will continue for consistency. Further formalizing 95% Reading Program data use will support targeting needs and differentiating instruction at the early grade levels and for students with special needs. Interim Assessments from the state testing system will be calendared and utilized to identify programmatic needs as well as focused needs of individual students.

A strategic focus on structures of Professional Learning Communities' utilization of Cycles of Inquiry based on formative assessments developed by classroom teachers will be foundational to this work. In addition, ensuring instructional alignment with content frameworks and grade-level standard's expectations will be supported in the following areas to address pupil learning loss for all students and especially for pupils with unique needs: 1. With the support of Cole Sampson at Kern County Superintendent of Schools for Math as well as the Preschool through third grade Curriculum Continuity Grant through the Gates Foundations 2. With the support of Jill Hamilton-Bunch to support Designated English Language Development to support English Learners 3. Expansion of the implementation of 95% to support students in Kindergarten through Third Grade and those with special needs 4. Continuation of AVID implementation and a focus on building comprehension, critical reading skills, expressive writing skills, and 21st century skill development to support Language Arts and support success across all content areas 5. With the support of Teachers on Special Assignment and Academic Coaches, to dig into frameworks and help further unpack standards 6. With meaningful feedback provided by Administrators through the Thoughtful Classroom Teacher Effectiveness Framework 7. Targeted interventions during and after school hours including summer school, intersessions, and weekend classes 8. Alignment of afterschool program services as a continuation of instruction and relationships built during the school day 9. The addition of one intervention teacher to each site to support differentiated student needs 10. An increase of instructional assistant work time to promote guided practice for students 11. Dedicated personnel from the Family Resource Center identified to contact and support families with students who are foster or homeless and advocate for services on their behalf. 12. The addition of 5 instructional days to the school calendar for the 2021-2022 and 2022-2023 school years 13. Integration of technology platforms and tools to support differentiated learning and project-based assignments focused on performance based outcomes.

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.

Specific attention during this very difficult time was paid to our unduplicated student groups. The pandemic, the length of distance learning, and the amount of parents who opted for their students to stay distance-learning had the greatest impact on the student groups within our unduplicated count. Given the district's population of 65% English Learners, 96.5% Low Income and individual Foster Students, it was imperative that action steps to support these students were implemented. Specifically, wrap-around services and distance learning. All action steps with the exception of STEAM were implemented in the 2020-2021 with the intent to continue these action steps in the 2021-2022 school year.

Substantive differences within items identified as contributing to increased or improved services were:
With the flexibility of regulations, the district was able to provide additional after school personnel services during the day and did not extend as much into the late evenings. Additional staff hours were increased to ensure the safety of those students attending in-person instruction. Chromebooks, WIFI,and technology infrastructure were increased to ensure all students had one to one and connectivity access as well as replacements on-hand to ensure the continuity of instruction. The Librarian was a substantive difference from initial budget due to retirement that wasn't replaced during distance learning. Professional Development was needed as distance learning continued throughout the year to support students throughout the academic year. Formative student assessment was a significantly lower cost because the district did not implement the Accelerated Reader (AR) Program. Vice Principals, Coaches, and Intervention Teachers were an increase in services as the virtual/ distance-learning instruction support was needed to ensure academic instruction was viable for students. Summer School was a decreased cost because less students enrolled than originally anticipated. Dual Immersion services were decreased because the new textbook adoption was not implemented. Alternative Learning Academy Teacher was reassigned to a regular classroom to meet the needs of students that were distance learning and the aides provided outreach support for the year, which was a decrease in cost. Nurses were a substantive difference and a decrease because the staff member at one of the elementary sites was an Licensed Vocational Nurse and another could not be hired, so an outside vendor had to be secured. Pupil Engagement and Outreach was a higher cost as increased services were needed to support students during distance learning this includes student success facilitators and school climate.

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.

Despite the challenges our school community continues to face, the district has moved forward to find solutions to support the immediate and long-term needs of the district. Identifying and prioritizing the needs, allowed for improvements and solutions to take place including: adequate technology and internet support, appropriate staffing, instructional modifications with integration of technology, professional development to support new programs, and equitable parent and student services to support student learning. Through ongoing needs analysis, the district continues to provide multiple layers of support to address the "whole child" especially as we all emerge from the depths of the pandemic. Integration of supplemental services also includes ongoing communication and planning regarding academic support through Migrant and After school programs as well as social emotional well-being through services provided by site MSWs.

Through analyzing student outcomes, engaging stakeholders, and utilizing a variety of methods of gathering data, we were able to conduct and evaluate a Needs Assessment of the district. This was the catalyst for developing the next steps of re-configuring and aligning our goals and refining our practices.

As such, the district has restructured the upcoming LCAP plan to include 4 goals and reordered goals with a focus first on socio-emotional and physical health which is immediately followed by actions to support academic success. To support these two areas, professional development will be restructured and is the third plan goal. A focus goal for English Language Development brings specific attention to the instructional system refinement necessary to improve academic and language outcomes for English Learners.

Development of Goal 1 included reviews of student outcomes in regard to survey results and attendance as well as parent surveys. Data and input indicates a need to focus on engagement and communication which we expect to continue to support through:
*Outreach teams comprised of school site and district level personnel with the goal of reaching out to actively engage students and families and provide support for mental and physical health
*Technological advancements in district software and hardware have proven beneficial in academic accessibility to date.
*Communication platforms, professional development and implementation support to improve all stakeholder engagement and access.
*Staff and students continuing to develop their personal 21st century skills including use of presentations and canvas digital tools
*SEL awareness and strategic knowledge and skills providing opportunities to express and implement effective strategies to address needs of all stakeholders.
*COVID safety awareness for the protection of all.
*Continue evaluation of implementation of instructional model and strategies across content areas and digital platforms
*Increased parental and community engagement through multiple outreach modes including meetings, workshops, online groups, and more intimate settings with small groups to meet individual needs

Based on this continuous adjustment of addressing needs the whole child, we strive to develop more equability for all pupils and pupils of unique needs. Providing for the social-emotional needs of the students, the actions are expected to create a safe environment where pupils are able to excel in learning.

Development of Goal 2 evolves from student academic outcomes which are of immediate concern given the fact that unduplicated student groups have been identified as an Orange on the most recent dashboard and more recent formative/diagnostic assessment illustrates a need to improve our focus on differentiated instruction through all content areas and especially in the area of English Language Development to support student achievement. Items to address systemic supports and differentiated instruction include:
*Ensuring alignment across departments
*Increased attention to depth of standards and project based learning
*Continued development of integration of technology and 21st century skills districtwide
*Differentiation in lessons to support content acquisition and standards or grade level
*An expansion of intervention teachers and instructional aide support to allow for targeted attention to identified needs and expansion/systematizing of a Multi-Tiered System of Supports for Academics
*Coaching and leadership guidance in order to ensure implementation of regularly scheduled Cycles of Inquiry using formative assessments to drive instruction.
*Technology integration in daily instruction has provided opportunities for differentiated instruction to meet the needs of all students. Equity will be a focus to insured access to tools that scaffold and deepen learning. Student engagement and innovation are expected evolved with support from multimedia and web 2.0 tools such as video and audio recordings, text-to-speech, immersive reader, and digital annotation as supports to increased learning.

Development of Goal 3 is a natural outcome of the intent of Goals 1 and 2. In order to achieve desired outcomes, every staff member should receive the support they need to implement strategies and deliver instruction with high levels of student learning as outcomes. This will require building foundations in areas not yet solid, expanding current practices to move to student implementation levels.
*All departments will continue open lines of communication to ensure equitable practices to include all stakeholders. Differentiated professional development based on the unique needs of staff to support and advance student learning. Extended Day Programs will continue to support the daily instruction with the implementation of standards based instruction with a focus on project based learning. Utilization of various platforms is needed to increase parental engagement throughout the district.
*Data analysis of student learning loss indicated immediate actions were needed to bridge learning gaps. Therefore, summer school will include a full day of instruction and additional days were built into the academic school year calendars for 2021-2022 and 2022-2023
*Tiered professional development is expected to build teacher self-efficacy and strengthen the cycle of inquiry by refining current pedagogical practices to meet the needs of 21st-century learners.

Our one and only focus goal, Goal 4, specifically attends to the needs to modify our instruction to support English Learners. Declining redesignation rates and English Language Proficiency movement suggests internal attention to daily practices and lesson design.

*Targeted professional development, coaching, and grade-level follow through at the site level will be expanded to provide support to classroom teachers and instructional assistants delivery of lessons and to promote intentional practice on key skills noted to be missing in current student expressive performance.
*To meet the needs of our English Language Learners, effective use of language acquisition and collaborative structures are expected to foster opportunities for students to make meaningful connections and demonstrate application of knowledge.
*To integrate English development in meaningful ways, the district intends to support the integration of Padlet, Canvas Discussions, and Flipgrid collaborative structures that allow students to engage, build upon, deepen, and present new learning

In summary, the district is committed to increasing or improving services based on needs identified through data and stakeholder input. Actions previously seen as successful in creating a foundation or improving student outcomes are continued.   Actions have been expanded and improved for consistency of implementation and with support to guide successful outcomes for staff implementation.   A unified voice as students return to in-person instruction is clear - provide a safe, engaging atmosphere with opportunities for all students to achieve through equitable services.

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.

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,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o 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	11,805,886.52	11,280,994.15
	0.00	0.00
Base	198,089.54	109,752.37
Local Restricted Programs	58,996.19	169,196.31
Lottery	319,942.50	300,313.34
Special Education	48,263.40	46,805.17
Supplemental and Concentration	9,956,045.00	9,494,162.34
Title I	1,049,788.37	1,021,072.62
Title III	103,310.52	104,263.83
Title IV	71,451.00	35,428.17

* 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	11,805,886.52	11,280,994.15
	0.00	0.00
1000-1999: Certificated Personnel Salaries	4,147,959.70	3,538,351.05
2000-2999: Classified Personnel Salaries	1,668,252.97	1,708,083.98
3000-3999: Employee Benefits	2,257,602.32	2,155,736.42
4000-4999: Books And Supplies	1,305,944.64	505,181.55
5000-5999: Services And Other Operating Expenditures	185,000.00	1,765,477.13
5700-5799: Transfers Of Direct Costs	218,000.00	7,463.04
5800: Professional/Consulting Services And Operating Expenditures	2,023,126.89	1,428,237.70
6000-6999: Capital Outlay	0.00	172,463.28

* 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	11,805,886.52	11,280,994.15
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	145,803.54	77,526.87
1000-1999: Certificated Personnel Salaries	Local Restricted Programs	0.00	24,888.84
1000-1999: Certificated Personnel Salaries	Lottery	124,314.64	125,646.60
1000-1999: Certificated Personnel Salaries	Special Education	35,719.52	35,531.52
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	2,890,059.58	2,439,255.74
1000-1999: Certificated Personnel Salaries	Title I	876,775.08	759,478.74
1000-1999: Certificated Personnel Salaries	Title III	75,287.34	76,022.74
2000-2999: Classified Personnel Salaries	Local Restricted Programs	33,996.00	79,172.34
2000-2999: Classified Personnel Salaries	Lottery	86,002.22	71,057.95
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	1,504,254.75	1,524,698.45
2000-2999: Classified Personnel Salaries	Title IV	44,000.00	33,155.24
3000-3999: Employee Benefits	Base	52,286.00	32,225.50
3000-3999: Employee Benefits	Local Restricted Programs	25,000.19	65,135.13
3000-3999: Employee Benefits	Lottery	109,625.64	103,608.79
3000-3999: Employee Benefits	Special Education	12,543.88	11,273.65
3000-3999: Employee Benefits	Supplemental and Concentration	1,857,110.14	1,651,385.45
3000-3999: Employee Benefits	Title I	173,013.29	261,593.88
3000-3999: Employee Benefits	Title III	28,023.18	28,241.09
3000-3999: Employee Benefits	Title IV	0.00	2,272.93
4000-4999: Books And Supplies	Supplemental and Concentration	1,305,944.64	505,181.55
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	185,000.00	1,765,477.13
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	218,000.00	7,463.04
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	1,995,675.89	1,428,237.70
5800: Professional/Consulting Services And Operating Expenditures	Title IV	27,451.00	0.00
6000-6999: Capital Outlay	Supplemental and Concentration	0.00	172,463.28

* 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	8,033,385.85	7,884,087.37
Goal 2	1,832,941.78	1,413,094.64
Goal 3	1,939,558.89	1,983,812.14

* 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	$1,997,453.00	$3,164,722.10
Distance Learning Program	$4,734,265.00	$5,731,361.95
Pupil Learning Loss	$26,343,380.00	$24,493,353.57
Additional Actions and Plan Requirements	$3,629,673.00	$3,702,506.57
All Expenditures in Learning Continuity and Attendance Plan	$36,704,771.00	$37,091,944.19

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$1,697,453.00	$2,784,808.95
Distance Learning Program	$700,804.00	$539,585.81
Pupil Learning Loss	$21,987,334.00	$19,458,130.92
Additional Actions and Plan Requirements	$5,000.00	$167,427.22
All Expenditures in Learning Continuity and Attendance Plan	$24,390,591.00	$22,949,952.90

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$300,000.00	$379,913.15
Distance Learning Program	$4,033,461.00	$5,191,776.14
Pupil Learning Loss	$4,356,046.00	$5,035,222.65
Additional Actions and Plan Requirements	$3,624,673.00	$3,535,079.35
All Expenditures in Learning Continuity and Attendance Plan	$12,314,180.00	$14,141,991.29

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
Arvin Union Elementary School District	Georgia Rhett District Superintendent	rhett@arvin-do.com (661) 854-6500

Plan Summary [2021-22]

General Information

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

The District School Board takes an active role in leadership for our district. With input from data and stakeholders the following vision has been developed to guide our work: "The Arvin Union School District focuses on the educational, environmental, and emotional needs of our community with a culture of unity and a dedication to student success. We provide equitable educational services to enhance all students' lives preparing for High School and beyond through a system of continuous improvement. We are accountable for financial stability, infrastructure maintenance, and developing staff capacity for the achievement of student goals with a common direction produced through Trust, Transparency, and Teamwork."

The Arvin Union School District serves approximately 3040 students in Transitional Kindergarten through 8th grade at four school sites. The district has three elementary schools ranging in size from 710 to 875 students (Bear Mountain, El Camino Real, and Sierra Vista) and one middle school (Haven Drive) serving 671 students. Preschool classes are available at each site through state preschool and a district preschool for Students with Special Needs is housed at Bear Mountain Elementary. Personnel are dedicated to expanding academic, physical, behavioral, and mental health services with support from supplemental services funded through Local Control Funding, Title funds, short term COVID related funding, as well as the Migrant Program and the Family Resource Center - First 5.

Based on Data-Quest information available to the public, the district population consists of high numbers of groups considered within the unduplicated student count for Local Control Funding at 95.82%. Unduplicated Student Populations include 65% English Learners, 0.5% Foster Youth, and 7.4% Homeless status. The English Learner population is mainly Spanish speaking with a very small population of Arabic and native languages. Migrant students account for 14.4% of our population, Students with Disabilities 8.5% and Socioeconomically

Disadvantaged are 96.5%. Ethnicities within the district include approximately 95.7% Hispanic, 2.9% White, 0.2% Asian, and 0.8% African American,0.2% Filipino, 0.1% Americans Indian/Native and 0.2% of students reporting 2 or more races.

Our community is surrounded by agriculture and many of our students' parents work in some faction of the agricultural cycle working very long hours.   As a semi-rural community, the drive times to work for parents whether to offices, business, local warehouses, or the fields can be 30 minutes or more. The city has transformed over the past years from a small town atmosphere to a small city with significantly varied socio-economic status. Family ties and friendships are strong for many providing wide-spread support systems.   In opposition, there are newcomers to town who may not have a local structure for support such as childcare or to meet transportation needs. Social issues previously not as evident include increasingly visible homelessness, crime, violence, building blight, and a lack of public services keeping up with growth.   Unemployment is high and above the state average. Socio-economic and ethnic groups populate the city in distinct pockets with historical and unspoken boundaries causing students to then associate and stand up for their "turf". These "turfs" are also evident within the apartment complexes around the city, where there is a higher rate of juvenile activity. Rivalries and conflicts are evident in town and once all students are in the school environment and on the same campus, making socio-emotional and belonging a high need of all students. Homebuilding projected several years ago is now in completion stages on the south side of town while previously projected housing developments begun within the few years have not moved forward with building. To date, this has not significantly affected the district's enrollment as families living in town have relocated to newer housing.

COVID-19 had a significant impact on Arvin as case rates outpaced Kern County for much of the time period March 2019-March 2020 resulting in a decision to close limited in-person cohorts in December, resume limited cohorts in January while remaining in a distance learning format and then gradual reopening began in February with our youngest students. The district then added one grade level per week until all students were offered the opportunity to return in May.   Although in-person instruction was offered, approximately 60% of parents selected to remain on a distance learning format. This interrupted learning time has significantly affected socio-emotional health and academic achievement levels.

Local business services remain largely limited to small vendors and health services are limited. Local resources are not expanding at the same rate as the need.   Entertainment and recreation opportunities other than city parks, which have not been kept up, around town are not available. In addition, technology suffers due to limited tower access in this far south end of the San Joaquin Valley.   Many of our students and their families are isolated from services provided in the metropolitan area of Bakersfield due to distance and economic circumstances. A new positive in progress is a new community health center.

The hardships of the community affect students attending our schools in many ways which we strive to overcome through school opportunities. The elements within our strategic plan are outcomes of partnering with community, families, and staff for increased services to support continuously improving outcomes for students.

Reflections: Successes

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

Stakeholder input gathered for this plan spoke to the significant and ongoing efforts of school staff, parents, and students to continue the educational process throughout the impact of COVID-19 and the difficult times of distance learning.   When prompted in a parent survey "would you like to give a shout-out to a program or staff member who has positively promoted your student", 93% of respondents replied with thanks to individual teachers, staff members, or school teams who had supported them and their children. Community input at our annual Spring South Valley Collaborative meeting noted student connections with the teacher, support for students and parents, resilience of parents, schools becoming a center for resources, homevisits, social-emotional support, food distribution including off campus locations, and giving children access to chromebooks and wifi as positives to celebrate.

As reported by stakeholders through surveys and discussions at Coffee with the Principal and District Advisory meetings, the district increased and improved services to students through accomplishment of 1 to 1 technology ratios utilizing Chromebooks and the acquisition and distribution of WIFI hotspots and/or WIFI cohorts to support students without internet connectivity at home. The need to distance learn prompted a life-changing transition to use of technology for delivery of instruction and student use. Communication platforms were added or improved to support student, parent, and staff engagement. These communication platforms included CANVAS, Microsoft TEAMS, ZOOM, PBIS Rewards online, Schoolwise Parent Portal, and utilization of Blackboard for communication.   Services expanded to include Google Hotlines for mental health support, technology support, and the Family Resource Center to support 1 on 1 communication.   Parent surveys completed on February 1st, 2021 indicated 41% of parents stayed informed about their child's progress through the teacher, 22% from the Parent Portal, 19% from CANVAS, 5% from other district personnel, and 12% by watching the child's lesson online.   77% of parents reported they preferred receiving a text and 15% a phone call as the best method for receiving information. Our Blackboard system accommodates both.

In the midst of the chaos, attention to academics was overshadowed by health and safety issues, but the district vision remained intact. TK-3 teachers began implementation of the 95% Intervention Program to support Early Literacy.   Middle school teachers implemented STAR Renaissance diagnostic assessments to guide instruction which has promoted their focus on Professional Learning Community implementation.   New and experienced staff were proactive learners as expertise and implementation capacity was not simply a factor of seniority or years of teaching experience. Staff continues to overcome recent challenges through professional development, daily life-experience, and survival instincts to navigate the digital transition to support students and each other. This observable practice reflects a robust model of supporting others in practice. With all the stressful impacts of COVID-19 from March to March, overall Professional Learning Community Survey results indicate certificated staff largely hold to the 2019-2020 combined developing and sustaining levels of implementation for mission, vision, shared values, collective commitments and purpose although sustaining levels decreased during this time of distance learning and working. District Teachers on Special Assignment, coaches, administrators, and instructional team members have led this charge. The district also has begun working with Kern County Superintendent of Schools on the Kern Integrated Data Systems (KIDS) project and looks forward to being able to utilize data at our fingertips as our district moves from the pilot stage to full implementation.

Staff from all departments stepped up to support an ever-changing environment. Maintenance of Williams Act (Priority 1) compliance was sustained with the help of many hands. Although over 60% of parents have stated they will not be sending their students to in-person instruction this year, when surveyed, 87% of parents felt the district was concerned about their child's safety when at school.

The district suspension rate for "all students" has declined dramatically since 2017-2018. The district has implemented multiple-wrap around services to support this data point. Perhaps our largest focus, socio-emotional support, included implementation of the RULER socio-emotional learning program in conjunction with Positive Behavior Intervention and Supports (PBIS Rewards Online) and an engagement team at each site of no less than 6 staff members dedicated to reaching out to students and families. This foundational team included attendance clerks, student success facilitators, campus supervisors, social workers, nurses, and categorical clerks and expanded to include administrators, program directors, teacher teams, and additional classified staff. Based on a district survey, 82% of parent respondents were aware of the School Social Workers and an overwhelming 98% of parent survey respondents stated social workers are important to have at each site.   98.5% of parents reported nurses were important at each site.

Learning loss has been an undeniable reality as indicated by mid-year I-Ready and STAR data.   The unimaginable losses possible have been tempered by teachers, instructional aides, and after school staff who provided synchronous instruction to all in morning classes followed by targeted intervention during asynchronous time in the afternoon. Student work has been uploaded into CANVAS in an amazing transformation to the digital world with teacher support and guidance led by District Teachers on Special Assignment. While engagement has been a very significant challenge, schedules constructed with district teachers from the elementary and middle school levels promoted a structure for implementing Multi-Tiered Systems of Support. A focus on English Language Learners was continued with protected time for Designated ELD and staff continued to implement strategies to promote Integrated ELD utilizing AVID skills focused on writing and engagement among others. Special Education students were the first to return under cohort guidance to provide support and the district's limited transportation due to distancing on busses provides access to services for this student group. Students with Disabilities and Socially Economically Disadvantaged made gains or held constant.

District and site leadership training was refined to focus on the art and science of thinking, planning, and measuring the effect of our actions toward achievement of goals identified. Reflection on local district survey results including California Healthy Kids Surveys (CHKS), Butte County Survey, as well as academic data has led the group to collectively identify engagement, student achievement, and professional development as critical factors to promote a commonly owned plan for success.   Moving forward, the work this year largely focused on technology acquisition, engagement and training and maintaining/building relationships from a distance. The data sources being put into place this year and Professional Learning Community Processes will be utilized to help mitigate learning loss moving forward.

Resilience has been mentioned many times by various stakeholders and exemplifies students, parents, staff, and the community and is uppermost in our minds as we write this strategic plan which will guide district work for the next three years to maintain employment of personnel, to expand professional development, to continue implementation of successful programs and actions, and to provide additional resources to expand areas identified as initially successful.

Reflections: Identified Need

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

The undeniable reality of learning loss during distance learning, added to the already significant academic needs of students not meeting grade-level proficiency, requires us to accelerate the mitigation of learning loss with urgency. District academic scores indicate a high percentage of students are struggling and not progressing in Language Arts and Mathematics, which makes evident a need for extra support in these areas to meet student needs and ensure grade level proficiency districtwide.

In addition, while Language Arts CAASPP scores from 2018-2019 indicated a positive trend for "all" students, the math scores have been on a negative trajectory utilizing the Distance From Standard. Also, an identification as "orange" on the 2018-2019 District Dashboard for language arts and math including all students, low income, and English Learners is a concern. Hispanic, Homeless, and English learners have lost ground in both Language Arts and Math. This need also was a driver in the decision to continue with plans to implement 95% Group and STAR Renaissance assessment through a time when plates were already full as well as to initiate plans to join P3-CC Math (Preschool through 3rd Grade Curriculum Calibration for math) and engage Kern County Superintendent of Schools Math consultants for the 2021-2024 school years. Plans to modify summer school, after school intervention, and extended year have begun. A focus on curriculum alignment, a newly designed targeted and tiered professional growth structure, addition of intervention teachers at all sites, the addition of a Teacher on Special Assignment, a focus on Cycle of Inquiry, Expanded intervention and extension opportunities, and a focus on equity following a path set by the local school board are planned for the upcoming 3 years of the LCAP plan.

The district's redesignation rate is much lower than desired and stakeholder input from parents and staff express desires to improve outcomes for English Learners. As such, the district will be working collaboratively with Jill Hamilton-Bunch, a much respected education at the college level, to focus on Designated English Language Development and utilization of content vocabulary to support academic conversations. 45.9% of students made progress toward English proficiency which mirrors the inconsistent progress over time.

The need for engagement in daily lessons and participation in intervention and extension led to a schedule implemented to promote productivity for students and staff with an understanding that fatigue is a major factor in distance learning. Student in-person group interviews indicated that while some students like the virtual privacy, others are challenged by internet and structures around them. Parent surveys indicated a 27% decrease in parent satisfaction with their child's academic progress during distance learning (53.7%) compared to prior to distance learning (80.7%). Significantly, those disagreeing with student progress has increased from 8% prior to distance learning to 29% during distance learning. Engagement as measured by Chronic Absenteeism indicates student attendance for a full day has been impacted tremendously by distance learning. This pattern of non-engagement must be reversed. The district and unduplicated student groups' 2018-2019 Dashboard colors are orange. Chronic absenteeism as measured by Attention2Attendance data and lack of student engagement noted by all stakeholder groups continues to be an identified focus prompting staff to actively promote LCAP goals by implementing our Student Engagement Plan throughout the year. A particular focus will be on African American, Asian, Multi-Race and Foster students who all struggle with attendance. While other groups remained relatively stable, it is a concern that the smaller minority demographics are significantly at risk of high rates of absenteeism. The numbers of students are relatively small however the impact and root causes for each including English Learners, socio-economically disadvantaged will be focus through our Engagement Team and administrative outreach.

While the suspension rate decreased for "all students" the rate has increased significantly for African American and Foster students after a significant decline the previous year. This decline is tempered with the knowledge student behavior previously leading to a suspension possible was alleviated with restorative practices of the Alternate Learning Academy. The socio-emotional needs of students, families, and staff is another factor that has prompted reflections on strategies for delivery of content, professional development, use of materials and programs, and aligning personnel services to support well-being. RULER was adopted this year to facilitate our focus on teaching and learning strategies for socio-emotional health and PBIS Rewards Online implemented.   A new Family Resource Center Coordinator has been tasked with job duties aligned to facilitate improved services particularly for foster and homeless youth supported by a re-aligned engagement team.

Parent involvement has increased through virtual means this past school year, however, stakeholder input and results from district surveys indicate a need to ensure all parents are included in conversations and collaboration. Expanded program services and personnel focused on parent involvement to improve student outcomes is a focus which supports all identified needs discussed in this section.

LCAP Highlights

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

The 2021-2024 LCAP is the district strategic plan.   The plan drives our comprehensive strategic planning, focuses on stakeholder engagement, and provides a format for demonstrating accountability and compliance.   It is a roadmap that will, over time, support redefining metrics and structures to ensure that students, staff, and parents have an opportunity to show their success in their own way to overcome when "I can't" or "I can't or haven't yet" is the current reality.   The district will continue all actions related to conditions of learning and basic services which have been successful with meeting Priority 1 to date.   Student, staff, and parent success foundationally begins with safety and connectedness (school climate) which facilitates engagement among and within stakeholder groups.

Professional Learning Communities' focus on the Cycle of Inquiry will be fine-tuned to ensure sustainable change through review of expanded data resources, short term goal setting, implementation of action steps which include curriculum alignment, and implementation of standards/assessment. Tiered and targeted professional development is being tailored to address areas of need identified in surveys and stakeholder input.   A focus on the last piece of the cycle, making modifications, is critical to change the district trajectory for student achievement and individual student outcomes which includes continuing to expand our course access. These modifications will be crucial to engage students to develop to their full academic and social potential and remove the predictability of success of failure.

Parent involvement will be key to this work - the openness achieved during distance learning has been celebrated by stakeholders in many ways - we are partners in this work.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No schools in the district have been identified.

Support for Identified Schools

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

Not applicable. No schools in the district have been identified.

Monitoring and Evaluating Effectiveness

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

Not applicable. No schools in the district have been identified.

Stakeholder Engagement

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

The Arvin Union School District is committed to significant and purposeful engagement of parents, students, educators, bargaining units, community groups, and other stakeholders in the development of the LCAP and the budget process. In compliance with statute, stakeholder engagement supported comprehensive strategic planning, accountability, and improvement across the state priorities and district locally identified priorities.

During the 2019-2020 school year, an 8 by 7 graphic organizer (framing the 8 State Priorities and 7 Main District Focuses) in addition to a one-pager front/back visual was used to provide an overview of the district's LCAP to provide context for input. Meeting times and dates were posted on the district website at the beginning of the year and held as part of regular district meetings throughout the school year. Time was provided for stakeholder group discussions and input regarding proposed actions and services facilitated by the 8 by 7 graphic organizer. Actions and services suggested by all stakeholder groups were gathered systematically and input into the 8 by 7 graphic organizer at each of the calendared meeting dates, which were reviewed and considered for the new 3-year plan as well as guided the remaining months of the academic year. Additionally, Community Meeting times were selected to ensure the opportunity for daytime and late evening attendance. The district used a variety of meetings, surveys, and activities to involve stakeholders each beginning with the review of district data, funding, goals, and current action steps as applicable to the group of parents, students, community stakeholders, and staff.

Given the ongoing changes beginning March 2020 due to COVID-19, the district made continuous efforts to reach students and families especially those not having internet. Initial formal input was conducted to develop the district's Learning Continuity Plan and has continued with LCAP input as well as gathering input for the Extended Learning Grant. As with all family outreach, ensuring communication was available to families that spoke a language other than English was continued. This included Blackboard messages, Zoom meetings, and face to face contacts. Facebook and social media have also begun to be utilized and plans and updates are posted to the internet. Specific to updating the LCAP for 2020-2021, a set of 20 questions was composed for parent and community input gathered at district and site stakeholder meetings. Additionally, multiple google surveys were sent out throughout the year to various stakeholder groups asking for input related to reopening, school services, and requesting input and feedback for planning. This format was significantly different and supplemented information from quantitative data - numerical district data from the previous year. This format requested was largely for qualitative data - stakeholder's heart-felt experiences from the last year. Meetings have been offered virtually and in-person with a focus on virtual which has expanded the voices being heard as larger groups log on/respond to online surveys compared to attending a meeting in person. In addition, quantitative data has been utilized to focus conversations and gather more information.

The qualitative and quantitative data have provided a broad picture of strengths and needs which have been taken into account as finalization of the district's strategic plan (the LCAP) is exercised. The following groups were actively involved in the LCAP development process.

STUDENTS

November 1, 2019/Healthy Kids Surveys/Input for 2021-2024, January 10, 2020 at 11:30 a.m./Sierra Vista Elementary Student Input- Lunch Meeting/Input on Proposed LCAP/LEAP Actions 2021-2024, January 17, 2020 at 11:30 a.m./Bear Mountain Elementary Student Input- Lunch Meeting/Input on Proposed LCAP/LEAP Actions 2021-2024, January 31, 2020 at 11:30 a.m./ Haven Drive Middle School Student Input- Lunch Meeting/Input on Proposed LCAP/LEAP Actions 2021-2024, February 7, 2020 at 11:30 a.m./El Camino Real Elementary Student Input- Lunch Meeting/Input on Proposed LCAP/LEAP Actions 2020-2023 student input meetings district wide on zoom with unduplicated count students identified by Site Administration 2nd/3rd grade January 26, 2021, 4th/5th/6th grade, January 27, 2021, 7th and 8th grade January 29, 2021; January 21, 2021 California Healthy Kids, March 2021 Student Elective Surveys for the Middle School.

DISTRICT ADMINISTRATORS, SITE PRINCIPALS, PROGRAM DIRECTORS , AND TEACHERS ON SPECIAL ASSIGNMENT
District Administrators, Site Principals, Program Directors, and Teachers On Special Assignment met with the Superintendent and Assistant Superintendent throughout the year focused on professional development with a focus on leadership, innovation, and initiative as it relates to their positions and implementation of LCAP.   This group met to review data and implementation/completion of action steps and provided input and feedback at various other administrative meetings. These meetings were held on September 30, 2019 at 8:30 a.m./Program Directors and Administration/Kern County Superintendent of Schools Annual Visit, January 13, 2020 8:30 a.m./District and Site Administration/Input on Proposed LCAP/LEAP Analysis-2020-2023, February 3, 2020 at an Administrative Council (A/C) meeting 8:30 a.m./District and Site Administration/Program Directors/Review and feedback, October 6/December 7, 2020 January 25, March 15, April 15, 18, and 22, 2021 in conjunction with Leadership data review.

The Superintendent, Assistant Superintendent and Site Administrators work closely to ensure alignment of Single Plan for Student Achievement (SPSA) with our Local Control and Accountability Plan (LCAP). The most recent school site plans were adopted in December 2020 and are reviewed prior to approval by the school board.

STAFF STAKEHOLDERS
Through a series of district meetings and surveys, staff stakeholders provided input for items within the 8 priorities and to respond to expected outcomes related to action steps directly affecting their positions by providing verbal and written input.
January 21, 2020 at 2:15 p.m./Bear Mountain Elementary Certificated Staff/Data Report and input for 2021-2024, January, 28, 2020 at 2:40 p.m./Haven Drive Middle School Certificated Staff/Data Report and input for 2021-2024, March 4, 2020 at 2:15 p.m./Sierra Vista Elementary Certificated Staff/Data Report and input for 2021-2024, February 19, 2020 from 8:00 a.m.-4:00 p.m./District Staff/Input on Proposed LCAP/LEAP Actions 2021-2024, February 26, 2020 at 8:30 a.m./Instructional Aides/Input on Proposed LCAP/LEAP Actions for 2021-2024, March 4, 2020 at 2:15 p.m./ Certificated Staff/Data Report and input for 2020-2023, January 2021 California Healthy Kids Survey, February 2021 Butte County Survey and Professional Learning Community Surveys. March 22, 2021 Dual Immersion and English Learner committee meeting input. Ongoing professional development surveys conducted by district Teachers on Special Assignment and conversations with site administration during regularly scheduled staff members.

PARENTS

Various groups of parents have been invited to come together to provide input particular to the district, school sites, or programs. District data, as available, has been reviewed, an overview of the revised goals shared, input taken regarding key elements of the plan. February 20, 2020 at 8:00 a.m./El Camino Real Parents Coffee with the Principal/Data Report and input for 2021-2024, February 21, 2020 at 8:00 a.m./Bear Mountain Elementary Parents Coffee with the Principal/Data Report and input for 2021-2024, February 27, 2020 at 8:00 a.m./Haven Drive Parents Coffee with the Principal/Data Report and input for 2021-2024, February 28, 2020 at 8:00 a.m./Sierra Vista Parents Coffee with the Principal/Data Report and input for 2021-2024 , March 3, 2020 at 5:00 p.m./ Migrant Parent Advisory Council (PAC)/Data Report and input for 2021-2024 January 2021, California Health Kids Survey, February 18, 2021 Coffee with the Principal El Camino, February 19, 2021 Coffee with the Principal Bear Mountain, February 25, 2021 Haven Drive Coffee with the Principal, February 23, 2021 Migrant Parent Advisory Council Input and Response to Questions, February 26, 2021 Sierra Vista Coffee with the Principal, March 4, 2021 Distance Learning and Reopening zoom meeting and input

COMMUNITY
With support from our Family Resource Center and the Arvin/Lamont/Weedpatch Collaborative along with Citizens for a Better Arvin, the district was able to provide a review of data, share current action steps, and gather written input from multiple community groups including Citizens for a Better Arvin, United Farm Workers, Dolores Huerta Foundation, Kern Rural Assistance, Public Health, Community Action Partnerships, fellow Family Resource Centers, Clinica Sierra Vista and representatives from various other agencies.   The District Superintendent and Assistant Superintendent attended each meeting during the 2019-2020 school year. February 26, 2020 at 5:00 p.m./Parent-Community Forum/Input on Proposed LCAP/LEAP Actions for 2020-2023, February 26, 2020 at 5:30 p.m./Committee for A Better Arvin Parent-Community Forum/Input on Proposed LCAP/LEAP Actions for 2020-2023,   March 5, 2020 at 10:00 a.m./Arvin – Weedpatch Community Collaborative/Data Report and input for 2020-2023, March 4, 2021 South Valley Neighborhood Partnership - actions steps and input, May 19,2021 draft LCAP shared with Dolores Huerta Foundation Representative through email for further input

DISTRICT ADVISORY COUNCIL (DAC)
*District Advisory Council Meetings - This committee is composed of members representing the district and school sites include staff and parents of unduplicated students. Through various meetings the District Advisory Council provided input on and reviewed our Local Educational Agency Plan and additionally had the opportunity to review and revise as needed, the district Title I Parent Involvement Policy, and district initiatives. These Meetings were held: October 16, 2019 at 9:00 a.m./District Advisory Council/District Data Overview (Academic), November 20, 2019 at 9:00 a.m./District Advisory Council/Action Step Updates, January 22, 2020 at 9:00 a.m./District Advisory Council/Data Report – Dashboard & Input on Proposed LCAP/LEAP Actions 2021-2024, February 19, 2020 at 9:00 a.m./District Advisory Council/Input on Proposed LCAP/LEAP Actions 2021-2024, September 2, 2020 at 9:00 a.m./District Advisory Council/ Learning Continuity plan input, September 16, 2020 at 9:00 a.m./District Advisory Council/Learning Continuity and Attendance Plan Input and Advisement, there were no written responses requested from the Superintendent, October 21, 2020 at 9:00 a.m./District Advisory Council/ Local Data Review, November 18, 2020 at 9:00 a.m./ District Advisory Council/ Data review, January 20, 2021 at 9:00 a.m./District Advisory Council/ Information Restructured Goals, February 17, 2021 at 9:00 a.m./District Advisory Council/ Reviewed and Responded to district questions for meetings.

*May 12, 2021 at 9:00 a.m./District Advisory Council/ Review of Draft LCAP and LEA Federal Addendum, there were no written responses requested from the Superintendent.

**DISTRICT ENGLISH LEARNER ADVISORY COUNCIL (DELAC)
February 12, 2020 at 3:30 p.m./District English Learner Advisory Council (DELAC)/Mid-year review and feedback, September 2, 2020 action step review and input for Learning Continuity Plan, September 16, 2020 Learning Continuity and Attendance Plan Input and Advisement, there were no written responses requested from the Superintendent. January 20, 2021 LCAP presentation on new goals, February 24, 2021 feedback and input with interview questions.

*May 12, 2021, review of Draft LCAP and LEA Federal Addendum, there were no written responses requested from the Superintendent.

SELPA LCAP SUPPORT CONSULTATION
May 11, 2021 3:30 p.m. SELPA LCAP SUPPORT CONSULTATION with Kern County Superintendent of Schools including the District Superintendent and Director of Student Services.

LOCAL BARGAINING UNITS
Bargaining unit leadership representatives met in 2019/2020 including October 17, 2019/Union Association- ATA/Negotiations.
ATA July 16, 2020 Reopening, August 19, 2020 Reopening and input, September 16, 2020 Reopening and input, October 13, 2020 Distance Learning and input, October 21, 2020 Negotiations, October 27, 2020 Negotiations, November 18, 2020 and December 1st, 2020 Reopening and input, January 20 and 21, 2021 Reopening and input, January 26, 2021 MOU negotiations, February 9, 2021 Distance Learning and Reopening
February 17, 2021 Distance Learning and Reopening/Extended School Year, March 16, 2021 Summer School plans and Extended School year, May 19, 2021 Initial LCAP draft; June 11, 2021 Final review with ATA

CSEA October 13, 2020 Reopening and input, November 10, 2020 Reopening and input, December 1, 2020 Reopening and input, February 2, 2021 Distance Learning and Reopening, February 9, 2021 Distance Learning and Reopening, March 2, 2021 Classified positions, March 16 and 23rd Extended School year and Summer School input, May 19, 2021 Initial LCAP draft; June 14, 2021 Final review with CSEA

SCHOOL BOARD
Informational Reports to the School Board on LCAP goals, action steps, outcomes and budget were presented as part of the Superintendent Evaluation as well as program and specific LCAP updates.
These meetings were held on September 10, 2019 at 6:00 p.m./Board Update/Annual Update Report – Action Step update, October 15, 2019 at 6:00 p.m./ Board Update/Report on Local Measures, December 10, 2019 at 6:00 p.m./Board Update/Data Report – Dashboard, January 21, 2020 at 6:00 p.m./Board Update/School Accountability Review Card's, February 18, 2020 at 6:00 p.m./Board Update/Action step update, March 10, 2020 at 6:00 p.m./Board Update/Action step update, April 21, 2020 at 6:00 p.m./Board Update/Action step update

September 8, 2020 Annual Update Report -Learning Continuity and Attendance Plan, September 22/24, 2020 hearing and adoption of the Learning Continuity and Attendance Plan, September 25, 2019 at 9:00 a.m./District Advisory Council/District Data Overview (Williams,

Climate, Suspension/Expulsion), October 20, 2020 Report on Local Measures, December 8, 2020 Adoption of the Budget Overview for Parents, January 19, 2021 Board update/School Accountability Review Cards, April 20, 2121 Board update.

June 15, 2021 A draft of the LCAP was taken to the school board meeting allowing an opportunity for questions, comments, and a public hearing. Public comment was given by member of the Dolores Huerta Foundation. Additional input has been received from Kern County Superintendent of Schools in relation to details for an approvable plan, especially in regard to the section for Increased and Improved Services.

June 22, 2021 The district presents the LCAP, Local Measures, and the Budget for board approval at a regularly scheduled meeting of the board of trustees. Plan approved as presented.

A summary of the feedback provided by specific stakeholder groups.

During LCAP input this year and at the end of the 2019-2020 school year, there were many patterns and trends largely influenced by COVID-19 school closures and the implementation of distance learning.   Input gathered in 2019-2020 was reflected again in suggestions and concerns gathered during 2020-2021 input. The following are summaries of information gathered.

STUDENTS
Students report wishing to be more fully engaged in school.   Many said they struggled with work and were glad when teachers and other school staff stepped in to help. They particularly mentioned having access to computers now with 1 to 1 Chromebooks however a large number mentioned the internet being "glitchy".   Many discussed the hardship of doing schoolwork with a family in the background or items competing for their attention in the house especially having to help younger siblings. Student desires to return to school in person were varied with some feeling more comfortable not having to show their camera and others focused on the social aspects of school and wanting to come back with their friends.   PBIS Rewards online was mentioned as a positive to be able to be honored for positive attendance, behavior, and academic work.   Students appreciate incentives. Eighth graders want to be sure, no matter the version, that they have a graduation ceremony. Student comments March through May upon return to school are very positive affirm the importance of relationships and in-person instruction. As with each year, students mention art and band as fun and engaging. Students were able to identify intervention and support services which had helped them including specifically I-Ready, intervention teachers, campus supervisors, and social workers.

DISTRICT ADMINISTRATORS, SITE PRINCIPALS, PROGRAM DIRECTORS , AND TEACHERS ON SPECIAL ASSIGNMENT
Having time to implement existing and additional programs was expressed multiple times by this group. The addition of CANVAS and related systems, PBIS Rewards online, RULER, Go Guardian, Parent Portal, 95%, Weekly Attendance Accounting, online report cards, online monitoring and support of students, professional development to support staff and the overall weight of COVID-19 security measures and reporting has been a huge undertaking led by this group.   Through Workplace Performance Inventory surveys growth in Leadership, Innovation, and Initiative (as defined by the book "Key Competencies for System Change - Leadership, by Michael Fullen) have come to the surface. Individual and group conversations reflect a need to focus on data specific to targeted standards and student groups and reflection on the Cycle of Inquiry to ensure the full cycle is completed for continuous improvement.   Additionally, requests for tools to support in-person

and online learning range from ear-phones and mice to mobile stations for teachers to support concurrent instruction (those in-person and online at the same time).   While celebrations revolve around 1 to 1 capacity, there are concerns in regard to availability and impact of technology support staff to aid parents, students and staff.   Support staff have been mentioned as highly instrumental in support of students and families - the group of people mentioned are part of the renamed "Engagement Team".   Recommendations include adding a 3rd psychologist to support behaviors and behavior plans and lead restorative practices throughout the district.   Infrastructure needs, while being addressed, have included growing pains and a desire to continue to expand 21st Century technology with tablets for teachers to increase mobility and presentation stations noted in other local districts are a desire. Availability of staff and opportunities to extend hours to support students and parents has been expressed as a critical need. This especially referred to members of the Engagement Team as well as instructional aides. In addition, a concern about English Learner Redesignation rate declines and desires for systematic expectations and program implementation has been shared. Yard upkeep and perceptions of a "kept" campus have been concerns at particular sites.

STAFF STAKEHOLDERS
Following the pattern of the administrative / support group above, staff input and discussions are shadowed by the impact of COVID-19 in relation to stress for health concerns, desires to help students who may or may not engage fully, the impact of all the distance learning related programs implemented which were mentioned in the previous paragraph, and a desire to be compensated for this impact.   Time to accomplish compliance work as well as supporting students and consistently changing guidelines have been a concern, yet each change has prompted discussions which have moved the district to accomplish in 12 months what may have taken years without the outside pressures. Input on CANVAS varies as staff have utilized this platform and are becoming more comfortable. Recent workshop reviews indicate a desire to focus on integration of AVID skills within technology.   Some see the platform as an integrated tool and others as a supplement to foundational materials. Professional learning survey results completed by teachers indicate an overall basic implementation continues however the focus of collaboration was modified to meet immediate and pressing needs and reviews of data and clear direction became less stable in weekly Professional Learning Community conversations.   A desire for data to work with in a manageable format has been heard, however staff are very concerned about the delivery and validity of assessments online.   Student engagement and parent support, with celebrations and critical concerns, are at the forefront of conversations. Butte County survey outcomes taken by instructional staff continue to indicate a need for targeted professional development and related support for standards implementation which, while being at the forefront last March, was not a coherent focus. Staff concerns throughout the two year period have made mention of safety; whether in-person due to behaviors and related discipline or engagement concerns through in-person and distance learning.   A desire to have up-to-date instructional technology tools, training, and support has been part of many discussions as well as paid time dedicated to support implementation and planning to support students. Specific site concerns related to facilities have been expressed.   Ensuring sufficiency of Personal Protective Equipment and environmental controls have been the topic of many discussions. Teachers have asked for decreased class sizes in-person to accommodate social distancing.   Continuing with opportunities for art, music, Dual immersion, and dedicated physical education teachers is a desire.   Additionally, continuation of I-Ready at the elementary levels to identify and help reduce learning loss. Classified staff especially request professional development aligned to their expanding and changing job roles.   Certificated staff have asked for extra support be provided to their classes through additional instructional assistant time.   Ongoing discussions revolve around materials to support job duties and student success. Professional development requests include Canvas, Kami, Flipgrid, and Kahoot. Staff share they are most comfortable learning with help from co-workers, professional development and Teacher's on Special Assignment and 20% are willing to train other teachers at their site.

PARENTS/DISTRICT ADVISORY COUNCIL (DAC)/DISTRICT ENGLISH LEARNER ADVISORY COUNCIL (DELAC)

Parents have expressed thanks for administrators, teachers, and support staff. for their persistence, motivation, and support of students. 41% state teachers are the main informational source followed by the Parent Portal and CANVAS. The group expresses a desire for even more communication and engagement of parents and to ensure a welcoming environment both online and in-person. Initial focuses for the 2020-2021 school year were largely related to acquisition, implementation, and use of technology and materials/programs to support distance learning beyond the packets that were used from March 2020 to the end of the 2020-2021 school year. Specific mention has been made to the Google Hotline support as a resource on multiple occasions and the need for technology support as many parent reported not being comfortable with the technology required. Parents requested workshops on technology to support them. Improving the current WIFI strength is a pattern continued in discussions with this group as distance learning continued as a reality while access through a device or WIFI group serves all students at a basic level. Clarity and assurances for sanitation and protective measures if students were to return to school was a second high priority. Parents were not extremely favorable of the types of meals being served but were thankful for having access to food during difficult times. Overwhelmingly parents ask for text messaging over any other type of communication. The majority of parents say their child looks forward to online learning each day while approximately 1/4 struggle with this format. Parents report they want their child to come back to in-person instruction for the purposes of academic support, socialization, getting back to normal routines, and a safe place to be while they work but over half reported that would not be during the 2020-2021 school year. Parent surveys indicate this stakeholder group very much want to continue with expanded classes such as elementary art, music, and a dedicated PE teacher as well as ensure nurses and social workers continue at each site. Parents consistently mention the desire to honor students with incentives for their efforts and attendance. Parents report much more support is needed to access the Parent Portal. Parents specifically mention the need for classes to make up missed learning time such as Summer School, Saturday School Boot Camps, after school intervention, and extra hours. Inclusion of more science, continuing the Dual Immersion program, and supporting Students with Special Needs have been mentioned. A united voice from multiple campuses, and the related advisory councils, expresses the need to provide additional targeted intervention to ensure English Learner students are successful moving toward Reclassification.

COMMUNITY
Community input echoed the early year focus on "overcoming the digital divide" including technology acquisition and linking students to the internet as a positive, although the trend of poor WIFI/hotspot connection continued. The importance of relationships between students, families and school staff was emphasized as well as opportunities for social-emotional / mental health support given the effects of the pandemic. Support for continuing with outreach, health services, and mental health services was prominent. Ensuring overcoming barriers to accessing resources is stated to be critical. Drive through events in light of distance learning were celebrated. Specific mention was made to utilizing California Healthy Kids Data and providing a designated time for checking in, ice-breakers, and practicing foundational skills. Community input requested expansion and variation in grab and go meals. Along the pattern of previous stakeholder groups mentioned, a request for intervention and specific action plans to support students to be successful academically was mentioned by multiple sets of community members. This included specifics such as technology support, longer Summer School , additional in-class tutoring, and incentives to motivate students. Increasing parent awareness and collaborating among partner agencies and school districts was mentioned as a way for schools to increase/expand services. This included a suggestion for pre-recorded sessions as a reference and holding in-person or on-line resource fairs. At the final public hearing, additional input led to the addition of ensuring students access to assigned computers through the summer months and parent workshops specifically focused on building capacity for utilization of technology and district platforms.

LOCAL BARGAINING GROUPS

Discussions with Arvin Teacher's Association and California School Employee Associations were largely focused on safety, scheduling, and ensuring staff had required resources. Understanding and willingness to support extended learning times and professional development included suggestions to encourage staff participation as well as scheduling suggestions.

SELPA
A summary of feedback included supporting the big overhaul of Goals and the focuses of: 1. Welcoming Environments- collaborating with families and community- SEL, parents and community participating, attendance, engagement in school; 2. Student Achievement- Academics and purposeful intervention and enrichment; 3. Professional Development (PD)- contracting with providers for Math and ELA development for 3 years, thoughtful classroom feedback; 4. English Language Development (ELD)- designated- able to reclassify, iReady to narrow down who needs assistance, celebrating reclassification of of SPED students.

SCHOOL BOARD
As with Bargaining Group input, the local School Board was focused on safety first followed closely with ensuring students and staff had what they needed to implement distance learning and to move back to in-person instruction. Specific focuses on equity, mental health, and continuous growth in academic achievement and mitigating learning loss have been at the forefront. Successes identified through qualitative and quantitative data been celebrated with desires to continue what is working and expand/refine areas identified as in need of improvement.

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

The goals of the 2021-2024 LCAP are a direct reflection of stakeholder input. The previous LCAP's three goals focused in order on academics, safety, and attendance have been modified to four goals. The 2021-2024 LCAP will have 3 general goals focused on engagement/wellbeing/wrap-around services, standards based academic achievement, and professional development. A fourth goal indicated to be a focused goal has been added particular to Designated English Language Development and implementation of lessons within that dedicated time period. COVID-19 and world events revolving around violence and unsettled differences have caused stress to students, staff, parents, and community stakeholders. Through many perspectives input provided guidance to focus on the following:

The district's first goal is a direct effort to foster engagement and equity for all stakeholders and to facilitate connectedness as an outcome of various input sessions and feedback.
Goal 1: Engagement and Equity - defined in terms of meaningful interaction and opportunities as well as attendance. Throughout the last LCAP cycle, California Healthy Kids Surveys indicated students desired more meaningful and engaging work and physical environment. Online learning demonstrated to teachers how hard it is to gain and keep the attention of students with issues competing for their attention. Parents express the desire for their children to be safe, cared for, and attended to. A significant time period noted as a need for student supervision are noon duty and gate duty to promote a healthy climate and positive relationships these positions will be continued. Ensuring non-interrupted time is critical in the physical classroom and our HVAC technician is being continued as well as a focus on hands-free infrastructure are being put in place to mitigate spreading of germs. In a world of uncertainty, the implementation of RULER, social-emotional check ins, and PBIS (Positive Behavior Intervention Support) Rewards online has been noted by parents, students, staff, and administrators to get a feeling for the thoughts of students and to be able to set up safe places with high expectations that can be rewarded in a very timely manner. In addition, incentives to reward/prompt toward expected student behaviors, academic growth, and attendance has

been included in the plan. Comments on parent surveys point directly to staff on the Expanded Engagement Team including administrators, teachers, Family Resource Center personnel, student success facilitators, campus supervisors, categorical and attendance clerks, social workers and nurses as having made a difference in their children's lives and the desire to continue these supports is reflected in the LCAP. Although Alternate Learning Academy (ALA) was not implemented during the 2020-2021 school year, it has been noted to be a significant component of restorative practices and will be reimplemented with associated training. In addition, a third psychologist will be budgeted to support this work and focus on least restrictive environment. The Attention2Attendance notifications remind parents of school obligations and provides site staff with actionable data and will be continued. So much good has been heard about Parent Square from district staff and parents, the district is transferring from Blackboard Systems at the end of this year to have a more vibrant communication platform. Engagement strategies and personnel to support are being expanded to provide outreach supports, recorded Zoom resources, and workshops in real time. A targeted focus, with a proposed new position will support outreach and communication. The goal is to support all stakeholders with new or revised/ongoing programs, materials, or technology that impact their lives to support self-advocacy, digital literacy, and advocating for students.   Additionally, a focus on food services to address parent and student concerns will become it's own Cycle of Inquiry. Communication and training in real time and with concise information will be significant in professional development, sharing of resources, and acquiring information through new platforms and workshop opportunities. Google hot-line support will continue with the designated position able to provide support to students and families in both English and Spanish. Family materials and opportunities to share experiences will be expanded. At the final public hearing, additional input led to the addition of ensuring students access to assigned computers through the summer months and parent workshops specifically focused on building capacity for utilization of technology and district platforms.

The second goal was collectively formulated as a direct response to address achievement gaps evident from results of our local student assessment data outcomes including CoreGrowth, I-Ready, and STAR.
Goal 2: An understanding of, but significant concern, of student academic outcomes that have been dramatically influenced by the time students have spent outside a classroom working in isolation or not engaging in work during distance learning impacts actions formulated to address this goal.   A focus on accelerating learning, filling gaps, being mindful of time, expanded learning programs, technology additions and utilization have been mentioned in meetings throughout the district and prompt continuation and expansion of intervention personnel and technology to close the digital divide. Parents and staff alike feel students need time and opportunity to acquire missed skills. Students express frustration with not being able to get personal attention as they would in the classroom which has been increased by technology glitches and a poor Internet signal in Arvin and surrounding rural communities.   A request for continuation of 1 to 1 devices and expansion of WIFI services to include towers to push out the district signal following infrastructure upgrades is integral to meeting expectations for technology. In addition, as a response to multiple stakeholder groups the Google Hotline/dedicated technology support will be continued. Butte County Surveys indicated a direct need to focus on framework expectations to raise the satisfaction of parents and to make the most of the time allocated during the school day which will be expanded based on input from the school board and instructional staff. Utilization of CANVAS and related programs, although thoroughly frustrating to begin with, have become a foundation for lesson delivery. This program and related components will be a target of professional development for expected implementation in the classroom to prepare students to be college and career ready through the expansion of learning during the day and beyond the instructional day by ensuring meaningful use of technology. Expanding opportunities for engagement including extending the school year, expanding summer school, increasing library resources to ensure access to wide-reading, STEAM activities, project based/group learning, and integration of technology are planned. Continuity of instruction will be assured whether in-person or distance learning through use of CANVAS/TEAMS/ZOOM.   Diagnostic assessments including CoreGrowth, I-Ready and STAR, will support targeted instruction and, along with Cycles of Inquiry through the

Professional Learning Community Process and disaggregated information through the Kern Informational Data System provide teachers with timely information to share with parents on an ongoing basis.   Expansion of staff hours and additional personnel including Intervention Teachers and instructional assistants will support the provision of smaller groups of students to provide targeted practice. Teachers on Special Assignment and administrators/coaches will continue to support staff with new and expanded teaching and learning resources. Utilizing the Thoughtful Classroom Teacher Effectiveness Framework, to focus on deepening and reinforcing student learning and applying learning. Ensuring specific student groups and individuals access to services and supports is an outcome of a commitment to addressing equity. Programs including AVID (advancement via individual determination), GATE (gifted and talented education) and specific interventions such as Read 180 for the upper grades and 95% for the lower grades will be analyzed and implemented along with core instruction to ensure "Every Student Learning Every Day, No Matter What It Takes".

Our third goal is in response to staff survey results and feedback indicating the need to refresh veteran staff and onboard new staff with district professional development specifically in Mathematics and differentiated instruction utilizing technology.
Goal 3: A desire for Professional Development that on a grand scale addresses the individual needs of staff to provide a comfort zone within which growth can be made rather than a one-size fits all guides actions selected.   Student scores, which combined with this information, direct district attention to the core subject areas especially as it relates to foundational skills which has prompted work with 95% group and initiating work with P3CC Math - Preschool through third grade curriculum calibration with the Gates Foundation. Teachers on Special Assignment, coaches, and administrators have received targeted feedback in relation to integration of technology and technology platforms to support learning. Continuing a partnership with trainers at the Kern County Superintendent of Schools and providing layered technology integration training will be a foundational component of this goal. Multi-year agreements with consultants to support Math and English Language Development are being constructed with an eye to expand over a three year period to address needs in history and science. A focus on key student groups including Foster, Homeless, English Learners, and Students with Disabilities as groups with very specific needs will be guided by data and provided as stand-alone trainings as well as integrated into every training provided. As with students, staff are at multiple levels of readiness for implementation and desire support. Student success skills, AVID strategies, and close reading strategies have been evident in classroom observations and observations of student work but are not consistent nor calibrated throughout the district leading to a focus on Learning By Doing and utilizing the Thoughtful Classroom Teacher Effectiveness Framework for coherence. Classified staff have reported how validated they feel by being involved in professional development related to their job tasks which will continue to be expanded. Additional days of professional development and dedicated time to implement this new structure are being scheduled to ensure continued growth in areas address through the LCAP measures.

The fourth goal reflects the need to support our large English Learner student population based on current ELPAC and local assessment data as all staff will benefit from a focus on professional development in this area.
Goal 4: The addition of a focused goal targeted to address Designated English Language Development is an outcome of many discussions and data but particularly input from English Learner Parents and the Advisory Committee that hope for a higher redesignation rate and want to see instruction modified to address continuous improvement of students. The addition of instructional support staff comes from a desire from teachers to have more hands in the classroom to break students into smaller practice groups.   Concerns over performance in core classes revolve around a lack of knowledge of conceptual vocabulary and students express their frustration with not understanding and wish for consistency among staff with expectations. Utilization of information and reference resources from the California Roadmap, the "English Learner Toolkit of Strategies, the California English Language Development Standards, and training to be contracted from Jill Hamilton

Bunch will guide the work to further expand the systems already in place and provide a cohesive foundation for developing language as noted as a need by quantitative data and qualitative stakeholder input.

Goals and Actions

Goal

Goal #	Description
1	Expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process.

An explanation of why the LEA has developed this goal.

Pupil engagement
Meaningful communication and conversations to promote expanding engagement have been a topic of all stakeholder input sessions. Basic implementation of skills, strategies, and communication has been a focus of the district for several years as part of the LCAP process and foundations are now laid to move forward. Survey data and stakeholder interview data indicate many students do not yet feel meaningfully engaged as they participate in school. Conversations regarding utilization of group work, projects, technology for presentations, constructing meaning and problem solving have all come about as a result of multiple sources of data. Implementation of the upper stages of "I do, we do, you do" model is critical to success for this goal as well as investigatory thinking including productive struggle. Integration of skills, problem-solving, and linguistic discourse to increase levels of rigorous engagement are part of planned philosophical shifts to ensure students apply, deepen, and reinforce their learning.

Family Engagement and Communication:
Survey results from staff indicate a majority of responses at the Progressing and Excelling level on the Family and Community Engagement Metric. Key terms identified in conjunction with parent input through District Advisory Council and parent surveys suggest that while many programs are in place for students and families, not everyone is aware of these services. This is reflected in the Family and Community Engagement Metric question regarding the need to support families to be more informed in order to advocate for students as 52% of results were at the Emerging and Progressing level. Utilization of communication platforms was highly regarded especially the most recent addition of text messaging which will continue to be expanded through Parent Square utilization which allows for two-way communication.
Expansion of communication ideas have included increased information accessible on the district website and through Parent Square with attached links for workshops to be conducted live and recorded. This format showed a significant increase in attendance during COVID-19 closure when compared to in-person workshop of various types as well as virtual parent conferences. Suggestions based on survey results regarding Collaborating with the Community also have included expanding the role of the Family Resource Center as that department has many community partnerships which are able to support unduplicated student groups and their families. The Family Resource Center participates in a community collaborative yet these services are not known to all. Parent input from School Site Council, Coffee with the Principal, and District Advisory Council meetings has continued to express concern regarding the number of parents who choose to actively participate and development of a communication plan to identify and address the most appropriate methods for sharing is favorable to ensure consistency throughout the district while also identifying specific needs of individual campuses or groups. Personnel, programs, and outreach materials will be necessary to promote tools for advocacy and support independence and interdependence, as opposed to codependence, throughout the school community and stakeholders.

Attendance:
Although the district had made gains with student achieving very low absence levels, especially in the area of Excessive Excused absences, a significant portion of the population has been identified as Chronically Absent - consistently between 8 and 9%. Unfortunately, many of these students are chronically absent. The district 2018-2019 Dashboard indicates a placement of Orange for All Students and 5 of 6 student groups. Students with Disabilities have been identified as a Red on the Dashboard due to significant increases to absences. The impact of COVID-19 has significantly altered this picture with Chronic absenteeism recorded by the Attention2Attendance midyear report raising to 17.6% from a rate of 9% in 2019-2020. This is significant at all grade levels with average increases approximately 7% but especially at Kindergarten and Eighth Grade showing increases of Chronic Absenteeism increasing approximately 15%. The average student is estimated to have missed 154 hours of learning time with second and sixth grade missing the most time. Interestingly, Excellent Attendance has improved to approximately 7% as students can log on for distance learning from anywhere. While 538 students are at risk currently, 203 had not acquired enough absences to end the year as chronic and interventions are in place to save this group and return them to the manageable status. Socio-economic status and access to internet, as evidenced by varying school rates, significantly affect chronic rates. While Bear Mountain, Haven Drive, and Sierra Vista have increased chronic rates by 10% or more, El Camino has actually decreased. Reasons for non-engaging range from no contact 33%, 27% no asynchronous work, and 22% tech issues. With 68% of conferences to date having been held or closed, there is a 15.2% improvement rate overall. However, once again there are significant differences among schools in improvement rate ranging from -16% to 49% indicating very different struggles and needs. Personnel to continue outreach and engagement strategies as well as incentives are critical to ensuring students are engaged and attending. Students who are not in school are missing class time and intervention to make them up impacts others.

School Climate:
Stakeholder input overwhelmingly support site social workers, counselors, school nurses, and support personnel to meet physical, social-emotional, and mental health. The implementation of the online component of PBIS, PBIS Rewards(Positive Behavior Intervention Support) and Socio-emotional digital check-ins along with RULER (a social-emotional learning program) have significantly supported outreach to students and supported connections which were desired outcomes of the previous LCAP. Parents and students have expressed excitement to accumulate points which can be redeemed for incentives to support positive behaviors. Specifically, utilization of common vocabulary and creating consistency in social-emotional learning checks to support students. California Healthy Kids survey results continue to indicate safety as an issue with staff and parents indicating less than 50% satisfaction with safety and the district falls behind the state average for perceived safety. This score has been mentioned in stakeholder input sessions to not only reflect the climate on each campus but the world in general and outside influences which could penetrate the school walls. Low violence perpetration and low violence victimization however are lower than the state average. A team focus on attendance, engagement, and safety has showed increases in California Health Kids results over the past three years and the district is committed to continuing these gains. As a result, the district is focusing on the broad climate indicators of meaningful participation, perceived school safety, and school connectedness. Increases in the number of support staff and continuation of programs implemented this year as we return to in-person instruction will re-set our climate expectations. Specific safety plan actions utilizing personnel and programs funded through LCAP will facilitate the transition back to school, set foundational ground-rules, and promote a safe environment. Go Guardian has been utilized this last year to indicate real-time access to student engagement and oversight of use of technology in appropriate manners. This product has been very well received this year due to distance learning and input suggests continued use to support small group instruction and differentiated instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 B - Basic Materials Review Student Access to standards-aligned instructional materials	100% of students have required standards-aligned materials				Maintain 100% of students have required standards-aligned materials
Priority 1 C - Basic Facilities Inspection Tool Facilities in Good Repair	"Exemplary" status at each school site El Camino, Sierra Vista, Bear Mountain, and Haven Drive Middle School				"Good" or "Exemplary" status at each school site El Camino, Sierra Vista, Bear Mountain, and Haven Drive Middle School
Prioirty 7 A - Course Access The extent to which students have access to and are enrolled in a broad course of study Master Schedule	100% of students, including unduplicated students, have access to all required areas of broad coursework as stated in Ed Code 51210.				100% of students, including unduplicated students, will have access to all required areas of broad coursework as stated in Ed Code 51210.
Priority 7 B - Course Access Programs and services for Low income, English Learner, and foster youth	100% of unduplicated students had access to general education programs and services including Dual Immersion, AVID, and Summer School. 100% of TK-6				100% of unduplicated students had access to general education programs and services including Dual Immersion, AVID, and Summer School. 100% of TK-6

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Low - income: School schedules and class lists English Learner: *Class lists leveled by English Learner Support Levels for Designated English Language Development *Classroom walkthrough tool Foster Youth: parent/student survey	have access to music and art education. 100% of English Learners received targeted English Language Development during Designated and Integrated English Language Development instruction Identified English Learners received appropriate supports during Integrated ELD as identified by classroom walkthrough tool to be implemented 2021-2022 Baseline 0% Enrolled foster youth and their families are aware of programs and services and have access to desired programs and services as measured to survey to be implemented 2021-2022. Baseline 0%				have access to music and art education. 100% of English Learners received targeted English Language Development during Designated and Integrated English Language Development instruction I00% of identified English Learners receive appropriate supports during Integrated ELD as identified by classroom walkthrough tool to be implemented 2021-2022 100% of enrolled foster youth and their families are aware of programs and services and have access to desired programs and services -

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7 C - Course Access Programs and services for students with disabilities Program Checklist	IEP Program Services Review 100% of pupils with exceptional needs had access to and received special education programs and services in the least restrictive environment as detailed in their IEP's as noted in Program Review - checklist to be developed. Speech Resource Specialist Program Special Education Full Day Adaptive PE Services for Visual/Hearing Occupational Therapy from Kern County Superintendent of Schools Preschool Special Day Class Home School Extended School Year				IEP Program Services Review 100% of pupils with exceptional needs had access to and received special education programs and services in the least restrictive environment as detailed in their IEP's as noted in program checklist. Speech Resource Specialist Program Special Education Full Day Adaptive PE Services for Visual/Hearing Occupational Therapy from Kern County Superintendent of Schools Preschool Special Day Class Home School Extended School Year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6 A - School Climate Suspension rate DataQuest	DataQuest 1.0% for 2019-2020 partial year DataQuest 2019-2020 Groups over 1.8% Suspension rate: African American Foster Students with Disabilities				maintain all students at or below 1.2% with every student group below 1.2%
Priority 6 B - School Climate Expulsion rate DataQuest	DataQuest 0.09% for all students- for the 2019-2020 school year				maintain at or below 0.09% for all students
Priority 6 C - School Climate California Healthy Kids Survey -Students	Elementary 2019-20 data School connectedness 74% Perceived school safety 75% Meaningful participation 51% Middle school 2019-20 data School connectedness 67% Perceived school safety 61% Meaningful participation 32%				Elementary School connectedness 80% Perceived school safety 80% Meaningful participation 75% Middle school School connectedness 75% Perceived school safety 70% Meaningful participation 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6 C - School Climate California Healthy Kids Survey -Safety Staff	Elementary 2019-20 data Safe place for staff 48% Safe place for students 48% Meaningful student participation 40% Middle School 2019-20 data Safe place for staff 15% Safe place for students 13% Meaningful student participation 25%				Elementary Safe place for staff 60% Safe place for students 60% Meaningful student participation 60% Middle School Safe place for staff 60% Safe place for students 60% Meaningful student participation 60%
Priority 6 C - School Climate California Healthy Kids Survey - Safety/Engagement Parents	Safe place 2019-20 data Elementary 49% Middle School 47% Meaningful student engagement 2019-20 data Elementary 48% Middle School 43%				Safe place Elementary 65% Middle School 60% Meaningful student engagement Elementary 65% Middle School 60%
Priority 3 A- Parent and Family Engagement - Efforts the school district makes to seek	California Healthy Kids 2019-2020 parent engagement question Elementary 46%				California Healthy Kids Parent Engagement Question Elementary 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parent input in making decisions for the district and each school site California Healthy Kids Survey - Parents	Middle School 40%				Middle School 60%
Priority 3 B- Parent and Family Engagement - How the district will promote parental participation for low-income, English Learner, and foster youth Family and Community Engagement Metric 6 questions Four point rubric: Emerging, Progressing, Excelling, and Building Capacity	2020-2021 Staff survey indicates a range from 43% to 61% at the Excelling or higher level				Staff survey indicates an increase of 10% in the minimum and maximum of the range at the Excelling or higher level
Priority 3 C Parent and Family Engagement Promote Parental participation in programs with students with disabilities Parent survey	2020-2021 Parent participation in Special Education Parent Advisory 10 responses				Parent participation in Special Education Parent Advisory survey 75 responses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 A - Attendance rates District report and Attention2Attendance mid year report	Average attendance rate 2020-2021 Mid-year March = 94.03% 2020-2021 A2A mid - year data Excellent attendance 38.6% Satisfactory attendance - 29.5% Manageable attendance - 14.4% Chronic attendance - 10.8% Severe chronic - 6.7%				Average attendance rate 94% A2A mid-year data Excellent attendance above 30% Satisfactory attendance above 40% Manageable attendance above 20% Chronic attendance below 9.0%
Priority 5B Chronic Absences California Dashboard	California Dashboard 2018-2019 English Learners - orange Socio-economically disadvantaged - orange				California Dashboard English Learners - yellow Socio-economically disadvantaged - yellow
Priority 5B - Chronic Absences DataQuest	9.7% for all students for the last full school year of 2018-2019 Groups over 15% Chronic Absentee rate: African American (38.1%)				Dataquest maintain at or below 9.7% for "all students" individual student group chronic rate not to exceed 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster (22.2%) Students with Disabilities (17%)				
Priority 5 C - Middle School Dropout rate CalPads End of Year Report	CalPads End of Year Report 2019-2020 0%				CalPads End of Year rate 0%
Priority 5 D - High School Drop out rate	Not Applicable - High school only				Not applicable - High school only
Priority 5 E - High School Graduation Rate	Not Applicable - High school only				Not applicable - High school only

Actions

Action #	Title	Description	Total Funds	Contributing
1	Engagement Teams	Four Student Success Facilitators (one at each campus), four Attendance Clerks (one at each campus, four Categorical Clerks (one at each campus) and six Campus Supervisors with expanded hours funded through Title IV (one at each elementary and three at Haven Drive), work closely with Site Administrators, teachers, families and health/mental health teams to support the attendance and engagement of students specifically focused on foster and low-income students who may not have support systems within their households and have additional needs and address Socioeconomically Disadvantaged and English Learners who, as a group, are currently an Orange on the 2018-2019 Dashboard.	$920,045.00	Yes
2	Physical and Mental Health Teams	Four School Nurses (one at each school site) and contracted Kern County Superintendent of Schools Social workers (one at each school	$1,104,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		site) along with one District Health Clerk and one Clinica Sierra Vista caseworker at Haven Drive work closely with Site Administrators, District Program Directors, teachers, families and the Engagement Team to support social-emotional, mental health, and medical needs of students specifically foster who have had trauma in their lives as well as low-income who may otherwise not have access to equitable services. The contract for Social Workers includes training and related Kern County Superintendent of Schools administrative costs.		
3	Family Outreach Team	One Family Resource Center Coordinator, one Family Resource Center Clerk, two Family Advocates, one Special Projects Clerk, one Community Liaison, and one Parent Facilitator/Parent Ambassador Coordinator conduct outreach services and workshops creating a bridge to link families to district or community services and with the goal of creating a Parent Ambassador Program. This action is targeted to foster, homeless, socio-economically disadvantaged and English Learners as links to community services and support to maneuver in a new system are critical to success of students.	$676,690.00	Yes
4	Alternate Learning Academy	One teacher and two 3.75 hour bilingual instructional assistants will provide services in an Alternative Learning Academy housed at Haven Drive Middle School. Services support students Grades 4-8, with the inclusion in special cases of 3rd grade students, a restorative environment in a short-term, small group setting utilizing a specialized Restorative Practices curriculum while providing individualized support with educational classes to support school connectedness and attendance. Bluewater Consulting services will be contracted to support curriculum implementation and professional development. Virtual inclusion in regular class with camera off is recommended. This action step is targeted to low-income students to ensure attendance and learning for those who would not otherwise have tutoring or the funds to attend school in Bakersfield if suspended/expelled. Bluewater Consulting will provide professional development.	$139,251.17	Yes

Action #	Title	Description	Total Funds	Contributing
5	Attendance/Engagem ent monitoring and incentives	Promote positive attendance and positive engagement through contracted services for communication and site attention using attendance and positive behavior platforms supplemental to Schoolwise, the district's School Information System. Attention2Attendance contract components include the PreK-3 Early Attendance Initiative, College and Career Readiness, Positive Attendance Initiative and Excellence recognition selected for implementation to support attendance. Incentives related to excellent and improved attendance will be submitted by each site as part of annual Parent/Student Handbook creation per Board Policy 5126. The focus step is targeted to students with typically high attendance issues including foster and low-income students.	$89,700.00	Yes
6	Social-emotional multi-tiered systems of support	Promote positive social-emotional responses and positive behavior through the implementation of RULER, PBIS, Suicide Prevention, and Safe School Ambassador Programs. Acquire contracted services for systemic implementation, communication, and recognition of students using RULER, PBIS Online including the Classroom and Administrative level platforms, and Safe School Ambassadors. Incentives related to excellent and improved behavior will be submitted by each site as part of yearly site handbook development per Board Policy 5126. Addition of 1 psychologist to support positive behavioral strategies to be hired for 2021-2022 school year implementing and supporting restorative circles, check-in/check-outs, and behavior observation. The focus of this action step is to ensure English Learners, foster, and low income students feel physically and emotionally safe and engaged. Outcomes to be measured by California Healthy Kids student survey questions on engagement and safety.	$101,700.00	Yes
7	Parent/Family Workshops	Workshops in English and Spanish including structured programs such as CABE (California Association for Bilingual Educators - Parent Strand), Parenting Partners, Latino Family Literacy, and Family Meals, Parent Ambassador Program, District family engagement opportunities both in person and virtually to bring families together with	$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		district staff to promote social-emotional ties and academic achievement. Given the importance of technology and necessity to access various platforms, trainings will be conducted to support parent use of technology. Parent centers will be outfitted with a set of laptops/Chromebooks to assist in this endeavor. Costs to include materials for workshops, childcare, snacks, and staff overtime. This action step focuses on families of foster, low-income, and English Learners to develop leadership and advocacy skills to enable parents to support their students through the school system and help break down barriers they may encounter. Includes training, overtime, and materials. Focus on family engagement principals 1.04, 1.05, 5.01, and 5.03.		
8	Communication Platforms	The district will utilize Parent Square, Schoolwise Parent Portal, Go Guardian, Zoom, TEAMS, parent newsletters, and the district website to facilitate parent awareness and involvement. The district will utilize Teams, Google surveys, and California Healthy Kids surveys to gather information on a regularly scheduled basis. Cost to include contracts and training agreements especially targeted to support families of English Learners, foster, and low-income families that may require additional language support and to ensure increased access to services available to unduplicated student groups.	$61,438.00	Yes
9	Personnel for student supervision	Noon Duty and Gate staff hired to promote a positive climate and healthy relationships. Sites will be provided a minimum of 2 contracted noon duty staff members and 2 Gate staff with a possible increase as needed to support social distancing. for morning entry. Sites will reconfigure part-time noon duty positions to best supervise students in classroom groups requiring 3 to 6 staff on duty throughout the lunch period.	$117,529.00	Yes
10	Safe physical environment	Continue the position of district HVAC technician to ensure immediate repairs to facilitate a comfortable environment with filtered air with no student displacement or interruption of learning. Safety/security	$308,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		updates and school facilities upgrades to ensure equitable school facilities throughout the district and promote safety including social distancing. Focus on low-income students, English Learners, and Foster to ensure no disruption to learning.		
11	Expand educational extension activities	Expand educational/support extension activities including educational assemblies, field trips, access to services such as virtual workshops and assemblies, camps including Camp Keep for 6th graders, college visits/virtual tours, etc. Costs to include entry fees, transportation, staffing in support of low income students to provide opportunities they may not otherwise encounter.	$210,000.00	Yes
12	Bridging the digital divide	Ensure internet connectivity and devices for 1 to 1 Chromebook distribution with mice, headphones, and related maintenance costs principally directed to low-income students to bridge the digital divide ensuring at school connectivity and access at home is equitable for all students while promoting differentiated instruction with Chromebooks classroom labs available in each classroom to accommodate student access without having to carry back and forth between home and school each day.	$1,460,000.00	Yes
13	Equitable school facilities	Upgrades and replacement projects for safety as requested by parent stakeholders to include cameras throughout the district, access control on Haven Drive Gates and the ECR office, and vaping sensors. The priority for service with this action step is low-income as the community faces vandalism and crime with apparent goals of reselling or trading district materials which affects particularly our low-income students and scores indicating staff and students concerns over safety is high. Bathrooms will be resurfaced using ESSER funds as parent requests for upgrading bathrooms has been clear.	$680,000.00	Yes
14	Expanded course offerings	Expand course offerings including 1 district elementary art, 1 district elementary music, and 1 physical education teacher at each	$820,172.00	Yes

Action #	Title	Description	Total Funds	Contributing
		elementary site. Interactive science/Project Lead the Way classes to be implemented at the middle school as electives. Continue AVID as a districtwide initiative to support student readiness for college and career. Action step to include salaries and materials principally directed to low income to provide expanded curricular activities that higher income students may access outside of school.		
15	After School Sports and Clubs	Expand afterschool activities to promote a sense of belonging and meaningful engagement. Action step to include salaries and materials principally directed to low income to provide expanded curricular activities that higher income students may access outside of school.	$97,895.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Accelerate student learning by increasing the percentage of fully-credentialed staff, strengthening grade level standards-based instruction, targeted intervention, and purposeful enrichment supported by data analysis and a commitment to ongoing cycles of inquiry ensuring all students attain increasingly higher levels of achievement.

An explanation of why the LEA has developed this goal.

Academic achievement of students in Arvin is a priority of staff, students, and the community as reported in stakeholder input through various surveys and meetings. Distance learning has significantly impacted student progress as reported by staff, parents, and students themselves.

There has been growth and decline over the last three recorded years of CAASPP data in language arts and math for all student groups. A pattern of significant, consistent growth indicating a cohesive cycle of improvement is not represented by current data for any particular student group. Student performance in Language Arts indicates the district performance is 41.5 below the state distance from standard. Student performance in math places the district 72.8 below the state distance from standard, an "orange" according to the performance indicator.

I-Ready mid-year reports for 2019-2020 were showing promise in Language Arts, however students did not take CASSPP nor end of year I-Ready in 2019-2020 due to school closures due to COVID-19. I-Ready scores mirror concerns stated above for performance below grade level. Learning loss is visible at every grade level with the exception of First Grade. 3rd grade students reading on grade level for the mid-year has dropped 11%. STAR 7th and 8th grade mid-year reports indicate 72% of English Language Learners are at the urgent intervention level (red) and 21% are at the intervention level (yellow), while socio-economically disadvantaged students are at 36% in the urgent intervention level (red), 18% at the intervention level (yellow), and 1% at the on watch level (blue).

Student independence and application of skills and problem solving to new tasks has been determined to be largely at the novice or developing level. This, in conjunction with self-reporting on the Implementation of State Standards surveys, prompts the question, "Are students at all levels exposed to rigorous tasks to productively struggle and provided feedback to approximate higher levels of independent performance?" A need for expansion of Multi-Tiered Systems of Support guided by Cycles of Inquiry informed by ongoing formative assessments has been identified by district leadership teams as key elements to promote positive student outcomes.

As district initiatives continue through the years, stability of staff and retaining staff initially hired on permits is viewed as extremely important. Starting over each year does not provide continuity to support student achievement. A review of Professional Learning surveys and Implementation of State Standards Surveys indicate staff responses at district schools and within grade levels vary widely. There is a great need to welcome, train, and support new and long-term teachers to ensure their efforts are acknowledged and that feedback and training is provided for staff members at every level of experience and performance. Support of this may include framework / standards unpacking for

new staff and time to revisit for veteran staff. Digging into claims and targets, utilizing resources, and unpacking power standards have been called out and professional outside consultants will work directly with site and district staff to support conceptual understanding of the nuances within grade level standards. In addition, it has been noted the biggest jump between "Full Awareness and Student Awareness" is a change from "I fully understand" to "my students engage/understand/have a structured way, etc. A shift in ownership of learning utilizing the Thoughtful Classroom Teacher Effectiveness Framework as a guide to provide lesson design support and feedback utilizing especially episodes 7 (Deepening and Reinforcing Learning) and 8 (Applying Learning) has been determined to be a next step of framework implementation moving beyond the outside quadrants. Intentionally planning for differentiated instruction including the components of Engaging, Exploring, Explaining, Elaborating, and Evaluating requires further attention to ensure student awareness and responsibility for learning with a focus on instructional equity.

The needs of unduplicated students within the district are great. English Learners fall significantly behind "all students" in both Distance from Standard and Achievement of Grade level standards. Socio-economically disadvantaged and English Learners are an "Orange" on the 2019 California Dashboard in Language Arts and Math. Learning loss over the last year, combined with current performance below standard, compound the concern regarding academic achievement of unduplicated students. In consideration of the performance gaps and variation in services, we have identified key district and site level personnel, programs, and actions principally directed to ensure support for disaggregating data and utilizing this data to support the academic achievement of unduplicated student groups including Foster, English Learners, and Socio-economically disadvantaged. Setting up systems to support differentiated instruction will be necessary to meet individual student needs. Various desired outcomes are set for "maintaining" as significant learning loss has occurred. Baselines are set on data which, while comparable in the future, leaves a gap in reporting time. Desired outcomes may be increased as student outcomes return to normal assessment timelines.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 - A Basic A - Assignment Monitoring Teachers Fully Credentialed and Appropriately Assigned	Based on 2019-2020 Assignment Monitoring, 100% of staff are correctly assigned following 2 corrections of mis-assignments				100% of staff Appropriately Assigned
Priority 1 - A Basic A - Assignment Monitoring	80.6% of staff are fully credentialed				Maintain or increase 80.6% of staff are fully credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers Fully Credentialed and Appropriately Assigned					
Priority 2 - A Implementation of State Standards English Language Arts California State Standards Implementation Metric -ELA 5 point scale: Initial, Developing, Full Awareness, Student Awareness, Full Implementation	2020-2021 Survey Standards and Framework - 75% Full Awareness or higher Planning - 80% Full Awareness or higher Instruction - 82% Full Awareness or higher Formative Assessment - 75% Full Awareness or higher Summative Assessments - 73% Full Awareness or higher				Standards and Framework - 75% Student Awareness Planning - 75% Student Awareness Instruction - 75% Student Awareness Formative Assessment - 75% Student Awareness Summative Assessments - 75% Student Awareness
Priority 2 - A Implementation of State Standards Math California State Standards Implementation Metric-Math	2020-2021 Survey Standards and Framework - 81% Full Awareness or higher Planning - 82% Full Awareness or higher				Standards and Framework - 75% Student Awareness Planning - 75% Student Awareness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5 point scale: Initial, Developing, Full Awareness, Student Awareness, Full Implementation	Instruction - 83% Full Awareness or higher Addressing Math Practices- 73% Full Awareness or higher Summative and Formative Assessments - 79% Full Awareness or higher				Instruction - 75% Student Awareness Formative Assessment - 75% Student Awareness Summative Assessments - 75% Student Awareness
Priority 2 - A Implementation of State Standards Science California State Standards Implementation Metric-Science 5 point scale: Initial, Developing, Full Awareness, Student Awareness, Full Implementation	2020-2021 Survey Standards and Framework - 42% Full Awareness or higher Planning - 38% Full Awareness or higher Instruction - 44% Full Awareness or higher Summative and Formative Assessments - 50% Full Awareness or higher				Standards and Framework - 75% Full Awareness or higher Planning - 75% Full Awareness or higher Instruction - 75% Full Awareness or higher Summative and Formative Assessments - 75% Full Awareness or higher
Priority 2 - A Implementation of State Standards	2020-2021 Survey				Standards and Framework - 75% Full Awareness or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
History / Social Science California State Standards Implementation Metric-Social Science 5 point scale: Initial, Developing, Full Awareness, Student Awareness, Full Implementation	Standards and Framework - 54% Full Awareness or higher Planning - 49% Full Awareness or higher Instruction - 52% Full Awareness or higher Summative and Formative Assessments - 56% Full Awareness or higher				higher Planning - 75% Full Awareness or higher Instruction - 75% Full Awareness or higher Summative and Formative Assessments - 75% Full Awareness or higher
Priority 4-A Student Achievement CAASPP ELA, MATH, CAA, CAST as per California School Dashboard and Smarter Balanced Assessment Results	CAASPP ELA 2018-2019 Data Distance from Standard All Students (-41.5) English Language Learners (-53) Hispanic (-41.7) Socio-economically disadvantaged (-43.4) Homeless (-35.3) White (-41) Students with Disabilities (-102.6) CAASPP MATH 2018-2019 Data Distance from Standard				Decrease distance from standard by a minimum of 5 points for each student group in language arts and 10 points in math Increase the percent proficient by 20% for English Learners and Foster and 10% for all other groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All Students in Math (-72.8) English Learners (-80) Hispanic (-72.9) Socio-economically disadvantaged (-74.9) Homeless (-78.7) White group (-70.2) Students with Disabilities (-127.4). CAST Science 2018-2019 DATA All Student Met or Exceeded Science 12.54% English Learners 2.94% Hispanic 12.39% Socio-economically disadvantaged 12.22% Homeless 11.11% White 12.50% Students with Disabilities Foster 1.85%				
Priority 4-A Student Achievement Dataquest 2018-2019 CAA	CAASPP CAA - Language Arts % of students at achievement level All students Level 1 39.39%				5% of current students will increase to Level 2.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socio-economically disadvantaged Level 1 36.67% English Learners 10 or fewer tested CAASPP CAA - Math % of students at achievement level All students Level 1 48.48% Socio-economically disadvantaged Level 1 46.67% English Learners 10 or fewer tested				
Priority 4 - B A-G Requirements	Not applicable to elementary districts				Not applicable to elementary districts
Priority 4 - C Career Technical Education Pathways	Not applicable to elementary districts				Not applicable to elementary districts
Priority 4 - D Completion of A-g requirements and Career Technical Education Pathways	Not applicable to elementary districts				Not applicable to elementary districts
Priority 4 - G Advanced Placement Passage Rate	Not applicable to elementary districts				Not applicable to elementary districts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4-H Pupils prepared for college	Not applicable to elementary districts				Not applicable to elementary districts
Priority 8- Other Student Outcomes Physical Fitness Testing End of Year I-Ready 3rd Grade on Grade Level	Physical Fitness Testing (PFT) Other Pupil Outcomes Physical Fitness Percentage of students meeting 6 of 6 criteria (2018-2019) elementary 34.8% middle school 35.4% Scores below are compared to the initial baseline. 1a. Aerobic Capacity 5th grade 50% 7th grade 51.9% 1b. Body Composition 5th grade 41.3% 7th grade 56.6% 1c. Abdominal Strength 5th grade 84% 7th grade 92% 1d. Trunk Extension Strength 5th grade 99.4% 7th grade 98.5% 1e. Upper Body Strength 5th grade 71.3%				Physical Fitness Testing (PFT) Other Pupil Outcomes Physical Fitness Percentage of students meeting 6 of 6 criteria maintained at: elementary 34.8% middle school 35.4% Scores below are compared to the initial baseline. Maintain the following: 1a. Aerobic Capacity 5th grade 50% 7th grade 51.9% 1b. Body Composition 5th grade 41.3% 7th grade 56.6% 1c. Abdominal Strength 5th grade 84% 7th grade 92% 1d. Trunk Extension Strength - 5th grade 99.4% 7th grade 98.5% 1e. Upper Body Strength

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7th grade 82.6% 1f. Flexibility 5th grade 95.8% 7th grade 83.8% 2. End of Year 2018-2019 I-Ready Data indicates 17% of 3rd graders on grade level.				5th grade 71.3% 7th grade 82.6% 1f. Flexibility 5th grade 95.8% 7th grade 83.8% 2. End of Year I-Ready Data indicates a minimum of 25% of 3rd graders on grade level.
Priority 4A California Dashboard CASSPP Math and Language Arts	All students, English Learners, and Socioeconomically disadvantaged are considered "orange" on the 2018-2019 Dashboard in Language Arts and Math				All students, English Learners, and Socioeconomically disadvantaged are considered "yellow or above" on the California Dashboard in Language Arts and Math

Actions

Action #	Title	Description	Total Funds	Contributing
1	District personnel to support programs and 21st Century skills	The needs of unduplicated students within the district are great. In consideration of the performance gaps, we have identified key district and site level personnel principally directed to ensure support for disaggregating data to support unduplicated student groups including Foster, English Learners, and Socio-economically disadvantaged. They will be charged with leading Common Core implementation, professional development, coaching for instructional staff, and functionality/access to district technology and data systems leading to 21st Century skills and utilization of 1 to 1 technology in all classrooms to ensure unduplicated students have equitable access to programs	$2,027,177.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and academic success. Action step to include the Director of Curriculum and Instruction, Director of Student Services, Supervisor II of School Instruction, Vice Principals at all sites, Dean at Haven Drive, one Certificated Technology staff member, four Classified Technology staff members, and a data coordinator.		
2	Access to wide-reading with a focus on Comprehension	A District Librarian and one Library Clerk per school site support access to wide reading through the library and associated reading programs. This action step includes library book purchases, reading support materials, and technology programs to support reading especially targeted to socio-economically disadvantaged students without access to books and English Learners to expand opportunities to read in English and their primary language. The Accelerated Reader program will be used to enhance comprehension and literacy skills in grades third through sixth and as an engagement tool promoted with incentives for attaining grade level growth goals as measured by Renaissance STAR Reading. With an expected start date of trimester 2 (2021).	$455,308.00	Yes
3	Formative assessment and intervention	Utilize I-Ready, STAR, 95%, and Read 180 along with other diagnostic and formative assessments to ensure availability of outcomes to inform instruction. Utilize KIDS (Kern Instructional Data Platform) to disaggregate data to focus on student groups and students and Ellevation to facilitate communication and feedback related to English Learners. Systematic interventions including the following support staff: Three certificated elementary intervention staff at each of the three elementary school sites for a total of 9. 1 Math Intervention teacher and 1 additional Language Arts intervention teacher at Haven Drive Middle School. Instructional Aides (two to three each site and Title 1 as determined by School Site Council)	$1,909,026.82	Yes

Action #	Title	Description	Total Funds	Contributing
		This action step is intended to contribute to foster, English Learner, and low income - all as student groups struggling to achieve grade level standard. Additional hours added to classified instructional staff working less than 4 hours in order to supplement targeted intervention and instruction or certificated after school intervention to meet student needs principally directed to unduplicated students. 5 additional instructional service days to extend the 2021-2022 school year and professional development for math and language arts principally directed to support unduplicated student groups $236,000 Federal Extended Year funding		
4	Summer School / Extended Day Programs	Provide Summer School to include certificated and classified instructional staff, support staff, transportation, and materials principally directed to ensure foster, low income, and English learners have access to supplemental instruction to mitigate learning loss and support achievement of state standards at and above grade level. Provide a resource teacher to lead Extended Day Programs.	$400,000.00	Yes
5	Promote biliteracy	Fund and expand the Dual Immersion program at the elementary and middle school providing supplemental Instructional materials and staff stipends principally directed to support English Learner acquisition of English while supporting their primary language.	$145,000.00	Yes
6	Expand implementation of technology	Digital /STEM labs and project-based learning materials and one additional support staff principally directed to low-income students who do not have equitable access due to financial constraints.	$160,690.18	Yes
7	Supplemental Instructional	Supplemental support materials selected to meet identified needs of target student populations as socio-economic disadvantaged student's	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Materials and supplies	and English Learner's academic performance falls below that of all students in language arts and math. In addition, as school supplies may be easily accessed/provided by higher income families, much of our community is identified as low-income and resources provided by the school are critical. Items include study and instructional support materials for the classroom.		
8	Foster services	Transportation costs and school supply/school readiness items to meet foster student needs to be successful in school.	$20,000.00	Yes
9	Closing the Digital Divide	Invest in technology to close the achievement gap and digital divide by continuing to provide one to one Chromebooks, internet access as a fundamental tool through individual devices, and continue progress toward installation of cell tower infrastructure and routers for homes to push-out internet, ensuring access to learning outside the school hours. This action step is fundamentally targeted to low-income students to ensure equitable access. Once a Chromebook is checked to a student, it is theirs to use throughout the school year and summer to afford the students an opportunity to access online Intervention Platforms.	$1,500,000.00	Yes
10	Instructional platforms and programs	Continue implementation of CANVAS and Kami to support low income and English learners especially. CANVAS is utilized within the University of California and the Cal State system as well as Community Colleges. Preparation and use of these platforms supports students utilization of tools which are structured to organize learning and are also part of college and career readiness preparation.	$28,000.00	Yes
11	Incentives for Academic Growth	Books, academic kits, hands-on materials, and certificates/awards for growth principally directed to acknowledging and encouraging the efforts of unduplicated students including English Learners, Foster Youth, and low income to overcome the achievement gap.	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

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.

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Goals and Actions

Goal

Goal #	Description
3	Purposefully integrate the cycle of inquiry and implement tiered professional development including ample opportunities for staff to ask questions and practice what they learn while receiving constructive coaching feedback in a timely manner to support student learning.

An explanation of why the LEA has developed this goal.

The 2020-2021 school year prompted the district to take action to dramatically modify district structures, communication platforms, technology use, interventions/extensions for students, and parent communication methods.   This world-altering time period has provided a foundation for new formats to support differentiated instruction, communication, collaboration and highlighted the resilience of all stakeholders through the known and the unknowns of the 2019-2020 and 2020-2021 school year.   Thinking of learning as a life-long process, an open mindset focused on adaptation has been critical. Commitment to mentoring each other and building upon new learnings were all evident this past year. Concurrently, data from Professional Learning survey questions completed and real-time observations indicate wide variances in school site and grade level understanding and implementation of communication and learning platforms, differentiated instruction, and grade level standards implementation.

Student behaviors observed indicate students struggle to apply learning in new situations and that opportunities to practice vary widely in depth of expectations and time allocated.   Administrative Leadership conversations have repeatedly come back to a central theme of focusing on a need for more targeted use of data, goal setting, and the utilization of the Cycle of Inquiry to modify practices to support student learning.   Noted as an area of need are steps to modify instruction based on formative assessment data to make change in student outcomes over time. Opportunities abound given the "new normal" and abundance of technological resources to support differentiated instruction and project based learning. Capitalization on these opportunities will continue current momentum, and expand opportunities for engagement and learning at high levels for all students. The realized need for data has been compounded during this time. Expressed needs for available, comparable, and valid data from formative assessments has risen to the forefront to prioritize instructional focus areas.

Through stakeholder input, parents and community members support professional development for all staff to ensure academic growth. Specifically mentioned are how to use technology, mitigating learning loss, extending learning for students on grade level, and supporting reclassification of English Learners within the school day and extended school hours. Structures for direct instruction, modeling, sharing of best practices and teaching strategies, feedback and mentoring through classroom walkthroughs, and coaching support will be refined to deepen and reinforce a focus on learning outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2 Implementation of State Academic Standards Professional Learning Community Total of 17 Survey questions - 5 level rubric: pre-initiating, initiating, implementing, developing, sustaining	2020-2021 survey 15 questions approximately 25% pre-initiating, initiating, or implementing 2 questions approximately 50% pre-initiating, initiating, or implementing				12 questions at a minimum of 95% developing/sustaining
Priority 2 Implementation of State Academic Standards Trimester Assessment of Episodes of Effective Instruction Dimensions #7 Deepening and Reinforcing Learning #8 Applying Learning 4 point scale Novice, Developing, Proficient, Expert	2020-2021 survey 15% of observations at the proficient level				80% of observations at the proficient level

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff to support professional development /use of data	Four district Teachers on Special Assignment, four Academic Coaches (one at each site), and a District Data Coordinator will facilitate professional development and accessibility of data for groups, coaching for grade levels, and 1 on 1 targeted support for certificated and classified staff to support all students but specifically the English Learners and socio-economically disadvantaged students as their academic achievement falls below that of all students on Distance From Standard in Language Arts and Math and CAASPP Meeting or Exceeding Standard based on 2018-2019 Assessment Data.	$1,517,296.00	Yes
2	District support personnel	Continuity of instruction is supported by continuity of staff who have received training targeted to district unduplicated student needs. Attracting staff who empathize and are committed to serving our community demographics and then retaining them is critical. Providing district support staff to accomplish this task is included in this action step with the goal of attracting and retaining staff in a highly competitive market and with options closer to their homes. Human Resources Manager, Induction Mentors, and contract with Kern County Superintendent of Schools included in this action step. This action step is principally directed to foster, low income, and English Learners as staffing added through LCAP has drastically increased the monitoring and hiring process for staff to service students.	$147,694.00	Yes
3	Ensuring academic growth through leadership focused on equity	The following trainings will be constructed to provide a foundation for Multi-Tiered Systems of supports and Differentiated instruction targeted to English Learners, Foster, and Socio-economically disadvantaged student groups. Training to support implementation of the Thoughtful Classroom Evaluation Tool to provide targeted feedback to certificated and classified staff for nine instructional elements within the tool with professional resource reference materials. Training dates: Fall/Winter 2021, Fall/Winter 2022, Fall /Winter 2023	$190,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Training from Performance Education Partnership to promote district, site, and grade level leadership skills and a focus on equity including Work Place Inventory leadership survey in Fall of 2022. Trimester workshops and coaching for district and site leaders. Training utilizing "Learning by Doing" to promote Professional Learning Community implementation of Cycles of inquiry through Grade level and site Professional Learning Community structures. Building equity training utilizing resource books and materials. Costs to include contracts, training date subs or overtime.		
4	Kern County Superintendent of Schools Contract for Math Support	3 year commitment to provide professional development and coaching to guide implementation of the new California Math Framework, implement mathematical practices, promote mathematical fluency and conceptual math work, integration of vocabulary to support use of language to promote academic discourse, and formative assessment use. Promotion of collaborative learning for staff to ensure cohesive district implementation will be supported through monthly professional learning community workshops as well as classroom visits. Professional reading materials will be purchased to promote continuity. This action will prioritize support for low - income and English Learners specifically as these groups are a majority of the population yet their distance from standard is greater than all students.	$260,000.00	Yes
5	Professional development	Professional development providing strategies and structures for instructional staff, certificated and classified, to meet the unique needs of unduplicated students in identified areas. To include but not limited to contracts, substitutes, and overtime. Technology use for blended learning and meaningful student presentations and in-depth projects Utilizing CANVAS/KAMI to support learning 95% intervention	$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Language Development AVID (Advancement Via Individual Determination)/Close Reading/Writing workshops Math / P-3 CC (Preschool through 3rd Grade Curriculum Calibration Designated/integrated English Language Development/Path to Proficiency Framework and Roadmap utilization/standards implementation Use of assessments/data systems/Use of Kern Integrated Data Systems Use of parent/student communication portals Supporting differentiated needs/RTI/MTSS		

Goal Analysis [2021-22]

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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.

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Goals and Actions

Goal

Goal #	Description
4	By May 2023, refine Designated and Integrated ELD as defined in the ELA/ELD Framework pages 891-892 to support English Language Learners development and use of academic vocabulary in speaking and writing in order to engage with complex language and text as measured by classroom observations utilizing a district developed classroom observation tool for Designated English Language Development and the Thoughtful Classroom Framework Episodes 5 and 7 for Integrated English Language Development.

An explanation of why the LEA has developed this goal.

65% of the entire district population are currently identified as English Learners. 1170 out of 2005 students were tested in 2019-2020 prior to COVID closures.   38% of these students tested in 2019-2020 were performing at Level 3 - Moderately Developed, 30% Level 2 Somewhat Developed, and 13% at the Beginning Stage. 19% of students had moved on to Level 4-Well Developed but have not been reclassified. Oral proficiency far exceeds written language levels with only 26% performing at Level 3-Moderately Developed and 9% Well Developed in overall written language levels. For the 2018 and 2019 school years, English Learners have performed lower on CAASPP Language Arts and Math Distance from Standard than "all students" and other student groups with the exception of "Students with Disabilities." Parents and school staff specifically are concerned about student reclassification prior to beginning their high school career where class placement is significantly impacted for English Learners.   Stakeholder input from surveys, English Learner staff committees, and AVID reflection forms indicates a desire for support with Designated ELD including sentence structure and academic vocabulary.   Making a connection between Designated ELD and Integrated ELD through informed, strategic planning is critical to desired outcomes requested by these groups and parent EL groups. Knowledge and use of core vocabulary and ability to understand academic language are best supported through targeted support within Designated ELD with a through line moving within and across the content areas as implemented in the core through Integrated ELD.   Training specific to strategies through use of the ELD Standards and the English Learner Toolkit were identified as being supportive of instruction in Designated and Integrated ELD.   This focused goal is intended to intensify current efforts in this area to improve student outcomes for English Learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2 - B Programs and Services for English Learners	Baseline 0 Classroom observation tool this is a new tool				100% implementation at a developing level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Locally developed classroom observation tool for Designated ELD					
Priority 2 - B Programs and Services for English Learners Thoughtful Classroom Teacher Effectiveness observation tool for Integrated ELD Framework 4 point scale Novice, Developing, Proficient, Expert Preparing Students for New Learning #5 Deepening and Reinforcing Learning #7	2020-2021 15% of observations at the Proficient level				75% Proficient level
Priority 2 - A Implementation of State Standards English Learner Program Metric California State Standards Implementation	2020-2021 survey Defined Program - 81% Core or above Data - 79% Core or above				Defined Program - 80% Core Plus Data - 80% Core Plus Family Engagement/communi

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric-English Learners 5 point scale: Missing elements, Developing, Core, Core Plus, Exemplary	Family Engagement/communication - 78% Core or above Equity and Access - 80% Core or above Professional Learning - 80% Core or above State Standards Implementation - 85% Core or above				cation - 80% Core Plus Equity and Access - 80% Core Plus Professional Learning - 80% Core Plus State Standards Implementation - 80% Core Plus
Priority 4 - E % of pupils making progress toward English Proficiency ELPAC	2019 California Dashboard 45.9% of students making progress toward English Language Proficiency.				60% of students making progress toward English Language Proficiency
Priority 4 - F % of pupils being reclassified	4.7% Reclassified during 2019-2020				10% Redesignation Rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Designated and Integrated ELD Professional Development	A 3 year commitment to tiered professional development will be structured to ensure a focus on language acquisition during Designated and Integrated ELD including contracted support from Jill Hamilton Bunch. This training will be provided to all instructional staff in direct correlation with Professional development for core subjects with a focus on vocabulary and transference of language to support	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learners within core subjects. Contract, materials, and overtime.		
2	Classroom observations focused on Thoughtful Classroom Tool	Instructional leadership teams conduct monthly gallery walks during grade level Designated English Development to promote opportunities for English Learners to ensure continuous learning and support through feedback. Teacher classroom coverage for $40 per hour per grade per observation. $40 x 8 months x 4 schools x 8 grades (1 teacher each) and benefits	$12,000.00	Yes
3	Grade level Learning Window focus for English Development	Overtime for grade level team representatives to meet and augment current grade level Learning Windows in a committee format to facilitate Tiered Vocabulary for English Learners and ensure English Development Standards are systemically addressed across the district based on pacing guide and standards selected for focus. $40 per hour x 20 representatives x 10 hours plus benefits	$8,000.00	Yes
4	Targeted Professional Development	16 sequential professional development sessions (2 per month per school led by Teachers on Special Assignment and Coaches) targeted specifically to re-setting a foundation for vocabulary development with a focus on utilizing Designated English Development time to practice spoken and written implementation of "bricks and mortar" language along with Tiered Vocabulary utilizing the book "English Learner Toolkit of Strategies" as a foundation for the work in addition to resources currently in the district including "Thinking Maps for English Learners - Path to Proficiency" and selected support materials.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Title III instructional Aides	Title III Instructional Assistants assigned to support Designated ELD and promote speaking and writing within small group practice sessions to increase language capacity and utilization of Tiered Vocabulary and address focus standards.	$65,000.00	No
6	Professional Development	Provide substitutes for teachers to facilitate 1 on 1 contact with students to drive instruction principally to drive instruction for English Language Learners.	$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.

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
39.97%	10,197,391

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.

To restate, 95.82% of the Arvin Union School District's pupils are identified as low-income (96.5%), English learner, (65%) or Foster Youth (0.5%) and these pupils are enrolled throughout the district. Given this information and input from stakeholders, the Arvin Union School District has determined the most effective use of Local Control Funding Formula Supplemental and Concentration Grant Funds is to enhance educational services to these students in all four of the district's schools in a district-wide manner. The amount of supplemental and concentration grant funds and percentage to increase or improve services are using the Local Control Funding Formula calculator following the May revision. The total of the allocated funds are accounted for in this three year plan.

The district is expending Local Control Funding Formula supplemental and concentration grant funds as described in the Arvin Union School District's four goals and 37 action steps to focus explicitly on engagement/attendance and well-being, standards-based academic achievement, and professional development to build on current expertise while also supporting new staff to the district. Stakeholder input has collectively affirmed that equity and meaningful engagement are critical to improving foundational Multi-Tiered Systems of Support, Cycles of Inquiry, parent involvement, and ultimately, student outcomes. A strong foundation of personnel and programs has been set forth through sequential Local Control Accountability Plans over the years. Actions are reviewed, modified, expanded, and improved each year as data indicates a need over the period of this next 3 year LCAP.

Actions described below have been determined to be provided across the entire district following an evaluation of the high percentages of pupils meeting Local Control Funding Formula Criteria. 95.82% of the Arvin Union School District's pupils are identified as low-income (96.5%), English learner, (65%) and Foster Youth (0.5%). Although there is slight school site variation in populations, actions that follow have been designed with stakeholder input considering the specific needs of each population as well as needs magnified as many students are identified in more than one student group throughout the district.

GOAL 1
After assessing the needs, conditions, and circumstances of our low-income students and English Learners through the Chronic Absentee Dashboard Data, we learned these populations were identified as Orange on the Dashboard. After a mid year review of A2A attendance data by school and family; we learned the attendance rate of our low income students was significantly lower than than of higher income neighborhoods and families. As 96.5% of our total population is identified as low income, the results of California Healthy Kids Surveys directly reflect this student group percentage and indicates engagement and meaningful participation are a high concern. Data indicates less than 50% of students feel strongly engaged. Local attendance data indicates a significant gap in the participation of low-income students through the period of distance learning.

Goal 1 - Focus Area 1 - Attendance/Engagement
The following actions are being provided on an LEA-wide basis with the expectation that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income (Orange dashboard), English Learner (Orange Dashboard), and foster students (A2A data), and because the actions meet needs most associated with the chronic stresses and experiences of not feeling connected to the schools, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students.   In order to address this condition of our low-income, foster, and English learner students, we have developed the following:

*Provide an engagement team at each campus focused on refined monitoring and acting upon A2A attendance data, engagement patterns, and safe environment data with a focus on low income, English Learners, and foster to encourage meaningful participation and promote attendance with incentives to promote positive follow-through to continue to encourage students to improve their attendance and engagement as measured by A2A attendance and California Dashboard. The engagement team members, A2A program information for conference setting and incentives are improved action steps as individual actions have been combined into a Multi-tiered system of support team focused primarily on unduplicated students.   These actions are being carried over from the 2019 LCAP. While the percentage of chronic absenteeism increased in the district for 2020-2021 due to the effects of COVID, these actions have been determined to be effective in increasing attendance through other measures as the A2A mid-year excellent attendance rate increased from 31.5% in 2019-2020 to 38.6% in 2021. In addition, although the district was not able to meet the goal of 96% attendance, support from this group kept the attendance rate at 94.13% despite the impact of COVID during the 2020-2021 school year.   (Actions 1.1, 1.5)

*Provide continued improved wrap around services for mental and physical health including nurses, social workers, a counselor at Haven Drive, and Family Resource Center staff to support foster, low income and English Learner students with lack of access or lack of resources beyond the school environment to get the help they need to be successfully engaged in school as measured by engagement tools including the California Healthy Kids survey and stakeholder input. This action step has been noted by stakeholders through surveys as very successful in meeting student mental and physical needs and will be continued from the 2019 LCAP as 98.5% of parent responses to a district survey stated school nurses were important to have at each site and 98% of parent survey responses said social workers were important to have at each site. In addition, overall attendance was maintained at 94.13% during distance learning and with the re-engagement of students in person which began in winter 2020 with the implementation of cohort groups. (Actions 1.2, 1.3)

*Provide continued improved services through expanded courses, electives, field trips, clubs, sports, and activities specifically designed to promote school connectedness for low-income students, who without these funds would not have access to equitable opportunities with the goal of improving outcomes for school connectedness and attendance as measured by California Healthy Kids survey and stakeholder input. Many of these connectedness items were put on hold during distance learning yet expanded courses continued through a virtual format and were identified in parent and student surveys as important to continue as they engaged students in alternate activities. These actions are being continued from the 2019 LCAP. An online parent survey conducted in 2020-2021 asking which supplemental activities to continue listed most highly sports, band, summer school, music, and after school programs in order of priority.   Student Zoom meeting interviews indicate these activities are motivational and encourage engagement and will be continued. 2020-2021 California Health Kids Surveys indicate 64% of students agreed strongly to feeling school connectedness and overall attendance, although not meeting our goal, was measured at an end of year rate of 94.13%.   (Actions 1.11, 1.14, 1.15)

*Provide continued improved services through restorative practices and a focus on social-emotional development through a Multi-tiered system of support and utilizing PBIS, RULER, Safe School Ambassadors, and Alternative Learning Academy to ensure non-engaged low income, English Learner and foster students have a voice to improve their surroundings, vocabulary to articulate their needs, and a forum to express themselves in a manner that promotes student achievement as measured by California Healthy Kids Survey and improved attendance. Alternate Learning Academy was put on hold last year while the improved integration of the programs listed was successful in meeting emergency needs and feelings as well as daily check-ins. These services will be expanded from the 2019 LCAP as staff, student, and parent feedback indicate positive student receptiveness to building relationships. According to 2020-2021 California Healthy Kids Survey results, 83% of students stated adults in school had high expectations and 71% strongly agreed there were social and emotional learning supports. 35% of parents strongly agreed the school had adults who really care about students. (Actions 1.4, 1.6)

*Increased services through internet connectivity and 1 to 1 devices with related mice and headphones to promote active engagement with expanded technology programs for all students, but specifically focused on low-income students to bridge the digital divide and promote equity for student engagement of low income students as measured by engagement with district platforms and survey data.   Without successful implementation of this action step, the district would not have been able to provide distance learning and account for engaged students.   This action step was new in 2020-2021 and will be continued as student online connectivity grew to 100%. (Action 1.12)

The effectiveness of the actions in Focus Area 1 will be determined based on increased attendance rates and decreased chronic absenteeism as measured by A2A Attendance and California School Dashboard as well as an improved sense of school connectedness as measured by the California Healthy Kids Survey.

Goal 1 - Focus Area 2 - Student Safety and Equitable services
The following actions are being provided on an LEA-wide basis with the expectation that all students feel safer at school. Safety concerns and equitable facilities have been expressed through California Healthy Kids and stakeholder input. However, because of the significant percentage of unduplicated students, the percentages of responses on the California Healthy Kids survey below 50% strongly agree, and the stresses coming from perceived lack of safety or equitable facilities, we expect that the California Healthy Kids reported data will increase significantly. In order to address this condition of our low-income and English learner students, we have developed the following:

*Increased Noon Duty and Gate Personnel will be provided to promote a positive climate and healthy relationships as measured by California Healthy Kids Surveys and stakeholder interviews from parents, students, and staff. The student survey question, "All adults at this school enforce the same school rules." was not measured as the 2019-2020 California Healthy Kids changed questions. However students treated with respect was 88% at the elementary and 64% at the middle school. The student survey question, "I am afraid of being beaten up at school" totaled satisfactory responses as 62% at the elementary stating not victimized and 71% at the middle school stating not victimized. Results from the 2020-2021 California Healthy Kids Survey stated 83% of Elementary students felt safe at school. Staff in this action step provided support to distance learning meal outreach for the past year and upon return to full in-person we expect will continue to promote positive responses as measured by California Healthy Kids surveys. Personnel within this action step are carried over from the 2019-2020 LCAP plan and have been deemed effective based on data noted above. (Action 1.9)

*Provide continued increased service through the action step of equitable facilities and HVAC facility personnel that would otherwise be contracted out resulting in loss of facility use. Since implementation of these action steps, facilities upkeep satisfaction on the 2020-2021 California Healthy Kids survey has increased to 79% for 5th graders, 56% for 6th graders and 62% for 7th graders. 83% of 5th grade students, 68% of 6th grade students, and 42% of middle school students reported strongly agreeing they feel safe at school. In addition, this action step ensures active learning time for English Learners, foster, and low income who have been indicated to be an Orange on the Math and Language Arts Dashboard 2019. HVAC personnel within this action step are carried over from the 2019-2020 LCAP plan and have been deemed effective based on data noted above related to facilities. (Action 1.9)(Actions 1.10, 1.13)

The effectiveness of the actions in Focus area 2 will be determined based on an increased sense of school safety as reflected on the California Healthy Kids Survey.

Goal 1 - Focus Area 3 - Parent Engagement
The following actions are being provided on an LEA-wide basis with the expectation parents of low income, foster, and English Learners participate more fully and that the quantity of parents actively involved increases. Data from stakeholder input and California Healthy Kids Surveys indicate language support and assurance of increased access to services are important to our parents. In addition, the desire to more actively involve parents in networking prompts expansion to family workshops and the addition of a Parent Ambassador Program. In order to address this condition of English Learner, foster, and low income families, we have developed the following actions:

*Improved services through the utilization of communication platforms and movement to platforms with more capacity and that are more user friendly. The district will implement a systematic use of platforms to facilitate parent awareness and involvement through streamlined communications and utilize in-person and virtual opportunities to communicate. This action includes improved services by replacing Blackboard with Parent Square and expanded to include a Parent Ambassador program to build on past successes as measured by parent surveys. This action is being continued from the 2019 LCAP and has been determined to be effective as 83% of parents responded to an online survey indicated the school actively seeks parent input into decisions related to their children's education and 92.7% of parents having positive responses to text messages and increased communication yet modified to expand this service. The 2020-2021 Dashboard indicates 45% of parents strongly agree with the statement that a school support for students is communication with parents about school. (Actions 1.7, 1.8)

The effectiveness of the actions in Focus area 3 will be determined based on an increase in parent engagement by families of our unduplicated pupils as measured by parent surveys and attendance at workshops/meetings/conferences. 83% of parents responding to an online survey indicated the school actively seeks parent input into decisions related to their children's education. Parent conference attendance was 95% at Sierra Vista, 91% at Bear Mountain and El Camino Real, and 63% at Haven Drive during conferences this year through the utilization of Zoom and TEAMS to conduct parent conferences.

We believe these actions will lead to increased student and parent engagement, and an improved sense of school connectedness as described in our expected outcomes within the metrics listed for Goal 1.

Goal 2
After assessing the needs, conditions, and circumstances of our low-income students and English Learners, we learned the California Dashboard indicates an Orange for both groups in Language Arts and Math. The Distance from Standard is significantly lower for English Learners than "all" students. Mid-year I-Ready and STAR scores confirm learning loss for students that were not already at grade level standard in language arts and math. Supplemental support materials such as study and instructional support materials for the classroom will be provided to meet identified needs of socio-economically disadvantaged students and English Learner's in language arts and math. A review of Implementation of Standards indicates staff self-identify an awareness of standards, yet the majority are on step 3 of a 5 step scale when it comes to implementation of Math and Language Arts in the classroom and less so in Science and Social Studies. In addition, although the district has been able to retain staff, fully credentialed teachers are scarce and a significant effort through personnel support and professional development is invested to ensure they provide quality services to students while becoming credentialed. The following actions in Goal 2 and 3 are being provided on an LEA wide basis to support student groups indicated within the action steps and address significant learning discrepancies between low-income, English Learner, and foster students. The district will continue to utilize Distance from Standard for "all" student groups with a focus on low income, English Learners, and foster students as a measure of success of action steps for this goal area as we increase our attention toward Cycles of Inquiry, standards based instruction, and intervention and extension services. In addition, outcome data for this goal is closely related to process data to be utilized in Goal 3 related to professional development and support to address standards-based instruction evidenced at the student level as measured by Implementation of State Standards rubrics on a consistent, coherent basis. (Action 2.7)

Goal 2 - Focus Area 1 - Personnel to support program design and academic progress
*Expand the implementation and utilization of technology in the form of STEM labs, project based learning, related technology devices and materials to expand equitable access and closing the digital divide especially utilizing CANVAS which is utilized in many California universities. These action steps are principally directed to low income students. Technology expansion through LCAP has moved the district into a 1 to 1 format and we expect this will continue to propel our students and families who would not otherwise have the resources for these items into the 21st century as measured by Instructional Standards surveys. Foundational actions have proven to be effective in engaging 100% of AUSD students through distance learning and will be expanded with the goal of increasing student awareness and responsibility for independent and group work products. Growth in the percentage of students performing at grade level in English Language Arts has increased 10% between 2015 and 2019. English Language Arts Distance from Standard was decreased for all student groups between 2017-2018 and Low income students continued to make gains between 2018-2019. Mid-year I-Ready scores in 2020-2021 showed a decrease of 8% in At Risk Tier 3 Language Arts between Window 1 and Window 2 prior to school closure in March. Growth

in the percentage of students performing at grade level in Math has increased 9% between 2015 and 2018 with a 2% decrease in 2019 for an overall gain of 7% over the time period. Mid-year I-Ready scores in 2020-2021 showed a decrease of 11% in At Risk Tier 3 Math between Window 1 and Window 2 prior to school closure in March.   This data is the focus of our successes as data collected through the 2020-2021 school year indicates the significant impact of COVID on student achievement. Previous action steps focused on providing laptops to students in the classroom which is being expanded to 1 to 1 Chromebooks for home use.   Actions 2.6, 2.9, and 2.10 are new actions to expand the utilization of technology and connectivity. (Actions 2.6, 2.9, 2.10)

*Personnel directed to ensure support for disaggregating data, leading common core implementation, providing professional development, coaching for instructional staff, and ensuring unduplicated students have equitable access to programs/technology and academic success supporting specifically Foster, English Learner, and Low Income students to lead improvement of services. It is expected that this action step will support Academic Growth, decrease the negative distance from standard, and improve the district's distance from standard proportionately more significantly than all students based on local and state assessments. Growth in the percentage of students performing at grade level in English Language Arts has increased 10% between 2015 and 2019. English Language Arts Distance from Standard was decreased for all student groups between 2017-2018 and Low income students and Students with Disabilities continued to make gains between 2018-2019.   Mid-year I-Ready scores in 2020-2021 showed a decrease of 8% in At Risk Tier 3 Language Arts between Window 1 and Window 2 prior to school closure in March. Growth in the percentage of students performing at grade level in Math has increased 9% between 2015 and 2018 with a 2% decrease in 2019 for an overall gain of 7% over the time period. While student groups decreased in the 2019 test year.   Mid-year I-Ready scores in 2020-2021 showed a decrease of 11% in At Risk Tier 3 Math between Window 1 and Window 2 prior to school closure in March.   This data is the focus of our successes as data collected through the 2020-2021 school year indicates the significant impact of COVID on student achievement.   This action is being carried over from the 2019 LCAP.   (Action 2.1)

Goal 2 - Focus Area 2 - Program Implementation

*Continue improved services with the utilization of formative assessment tools to inform instruction and improve data use while increasing personnel, expertise, materials, and availability of data to implement systematic interventions and practice opportunities. A focus on intervention and formative data outcomes of unduplicated groups as a priority is expected to drive improved student outcomes for unduplicated students based on local and state assessments. Previous implementation of this action step has proven effective in building a foundation for cycles of inquiry and will be continued to support Professional Learning Communities.   Mid-year I-Ready scores in 2020-2021 showed a decrease of 8% in At Risk Tier 3 Language Arts between Window 1 and Window 2 prior to school closure in March. Mid-year I-Ready scores in 2020-2021 showed a decrease of 11% in At Risk Tier 3 Math between Window 1 and Window 2 prior to school closure in March.   This data is the focus of our successes as data collected through the 2020-2021 school year indicates the significant impact of COVID on student achievement. This action is being carried over from the 2019 LCAP. (Action 2.3)

*Expand systematic implementation of incentives as integral pieces of differentiated instruction to motivate and reward students for efforts and academic gains.   It is expected this action step will support continued growth for unduplicated students as parents and students mentioned the acknowledgement of students drives focus and attention to study. California Healthy Kids data related to high expectations increased from 82% in 2017 to 87% in 2020 at the elementary level and ended at 78% for middle school in 2020. Growth in the percentage of students performing at grade level in Math has increased 9% between 2015 and 2018 with a 2% decrease in 2019 for an overall gain of

7% over the time period. Growth in the percentage of students performing at grade level in English Language Arts has increased 10% between 2015 and 2019. This action step is being carried over and modified from the 2019 LCAP.   (Action 2.11)

Goal 2 - Focus Area 3 - Academic Support for students
*Increase the number of intervention teachers to provide targeted support to students for language arts, math, and English Language Development to increase small group targeted instruction identified to be supportive of differentiated instruction.   This item is being expanded from the 2019 LCAP as it has been determined to be effective in increasing student achievement when consistent and regular blocks of time are scheduled to provide targeted instruction to students. Mid-year I-Ready scores in 2020-2021 showed a decrease of 8% in At Risk Tier 3 Language Arts between Window 1 and Window 2 prior to school closure in March. Mid-year I-Ready scores in 2020-2021 showed a decrease of 11% in At Risk Tier 3 Math between Window 1 and Window 2 prior to school closure in March.   This data is the focus of our successes as data collected through the 2020-2021 school year indicates the significant impact of COVID on student achievement. (Action 2.3)

*Continue improved services to provide staff, books, and online reading assessments to promote utilization of reading resources to promote comprehension at school sites led by library staff. This is a continued step from the 2019 LCAP principally directed for students without reading materials at home and struggling with reading comprehension to be measured by CAASPP, I-Ready, and STAR formative and summative data. This item has proven effective in increasing student comprehension rates over time by supporting an increased focus on reading and availability of reading materials. Mid-year I-Ready scores in 2020-2021 showed a decrease of 8% in At Risk Tier 3 Language Arts between Window 1 and Window 2 prior to school closure in March. Growth in the percentage of students performing at grade level in English Language Arts has increased 10% between 2015 and 2019. English Language Arts Distance from Standard was decreased for all student groups between 2017-2018 and Low income students and Students with Disabilities continued to make gains between 2018-2019. (Action 2.2)

*Expanding summer school to full day and improving targeted extended school day programs and academic clubs principally directed to foster, low-income, and English Learners are expected to increase academic student outcomes for unduplicated students and decrease the negative distance from standard gap. With a focus on language arts over the past years, this action has been effective in leading to long-term gains in language arts academic outcomes and is being carried over from the 2019 LCAP. Growth in the percentage of students performing at grade level in Math has increased 9% between 2015 and 2018 with a 2% decrease in 2019 for an overall gain of 7% over the time period. Growth in the percentage of students performing at grade level in English Language Arts has increased 10% between 2015 and 2019. This action including Summer School and Extended Day (Expanded Learning) programs is being carried over from the 2019 LCAP. (Action 2.4)

*In an effort to increase academic outcomes for English Leaners, we will improve the Dual Immersion program through addition of formative assessments and online I-station personalized learning in Spanish in addition to materials and staff stipends already in place to support English Learners and biliteracy. Research shows students who have a strong foundation in their primary language are able to transfer those skills to their second language and perform better academically.   Student engagement and parent expectations for this program continue to be high as measured in district surveys. 79% of parents agree that the District's Dual Immersion Program is important to grades K-8 based on a 2020 online survey.   This action step has been carried over from the 2019-2020 LCAP due to the high interest from parents and high enrollment levels in Dual Immersion. (Action 2.5)

*Expand resources and supplemental materials principally identified to meet the needs of unduplicated students including study and instructional support materials for the classroom. The purchase of supplemental materials has been determined to be effective as growth in the percentage of students performing at grade level in English Language Arts has increased 10% between 2015 and 2019. English Language Arts Distance from Standard was decreased for all student groups between 2017-2018 and Low income students and Students with Disabilities continued to make gains between 2018-2019. Mid-year I-Ready scores in 2020-2021 showed a decrease of 8% in At Risk Tier 3 Language Arts between Window 1 and Window 2 prior to school closure in March. Growth in the percentage of students performing at grade level in Math has increased 9% between 2015 and 2018 with a 2% decrease in 2019 for an overall gain of 7% over the time period. Mid-year I-Ready scores in 2020-2021 showed a decrease of 11% in At Risk Tier 3 Math between Window 1 and Window 2 prior to school closure in March.

Effectiveness of the actions in Goal 2 will be determined based on increased student achievement, including a decrease in Distance from Standard in ELA and Math for unduplicated student groups and an increase the percent of unduplicated students scoring proficient on CAASPP ELA, Math, and Science as described in the expected measurable outcomes as noted within the Metric's Section of Goal 2. We believe these actions will lead to increased student academic achievement as described in our expected outcomes as described within the metric's section for Goal 2.

Goal 3 - Focus Area - Professional Development
The goal, measures, and actions in Goal 2 refer to individual student outcomes driven by a goal for awareness of State Standards at the student level as measured by the Implementation of State Standards rubrics and an expectation for continuously improving outcomes for unduplicated students on district and state assessments. Leading to these expected observable outcomes and completion rates is professional development aligned to the needs of staff and a foundation of coherent expectations set by staff for themselves. Professional learning community survey data indicates, while 75% of staff identify as in the 4th step of a 5 step rubric, a significant 25% identify as pre-initiating, initiating, or implementing (levels 1-3). In addition, reflections on classroom observations demonstrate 15% of staff consistently deliver instruction at the proficient level as measured by the Episodes of Effective Instruction. Classroom observations utilizing the Trimester Assessments of Episodes of Effective Instruction indicate growth in staff implementation of programs, platforms, and strategy implementation over time. The district's next step is consistent rigor. While the majority of staff members consistently perform at the Developing level and many show strengths at different points of the day at the Proficient level, a lack of grade level, site, and district coherence remains. As we consider our student outcomes for CAASPP Language Arts and CAASPP Math at the Orange level for English Learners and Low income students and many students responding to California Healthy Kids Data as not meaningfully engaged, a tiered professional development focus to deepen and reinforce learning and to apply new learning has been identified as a three year focus. The following action steps provide support for achievement of Goal 2 and Goal 3 measurable outcomes.

*Continue improved services to expand the role of Teachers on Special Assignment, Academic Coaches, and the District Data Coordinator to actively participate in, or provide data for, grade level Professional Learning Communities throughout the district and to cyclically provide targeted feedback (4 P's - Provide Evidence, Praise, Pose, Propose) principally directed to support English Learners (65% of district population) and Low Income students (96.5% of district population) as these two student groups represent a significant percentage of the district enrollment and ensuring teachers note Foster student's needs promoting deepening and reinforcing learning and applying learning at high levels of grade-level rigor centered around formative data reviews through Cycles of Inquiry completed during Professional Learning

Community work. Additionally, continue improved services to provide targeted support and feedback to ensure new hires are sufficiently prepared and make progress for expected training while retaining experienced district staff through mentoring and Human Resources support to ensure services written in this plan can be carried out with personnel identified to meet the special needs of our unduplicated population as measured by Professional Learning Community surveys. This action has been determined to be effective based on growth as the percentage of students performing at grade level in English Language Arts has increased 10% between 2015 and 2019. English Language Arts Distance from Standard was decreased for all student groups between 2017 and Low Income students continued to make gains between 2018-2019. trend data indicates Professional Learning Community Survey outcomes have increased in the developing and sustaining ranges.   (Actions 3.1, 3.2)

*Continue improved services to expand professional development for certificated and classified staff in areas identified as pertinent to address the wide disparities in student performance and meaningful engagement related principally to unduplicated students including low income, foster, and English Learners. Goals of expanded professional development include improving Multi-tiered systems of support through leading for equitable outcomes, improving systems for collaborative learning, improving strategy implementation by providing and implementing targeted feedback, and improving implementation of Cycles of Inquiry focused on improved student outcomes for unduplicated students especially in the areas of math, language arts, utilization of technology as a tool, and 21st Century skills as measured by Trimester Assessments of Episodes of Effective Instruction as measured by professional learning community survey results. A focus on instructional strategies to support Language Arts over the last three years proved effective in supporting trend growth on academic assessments. Growth in the percentage of students performing at grade level in English Language Arts has increased 10% between 2015 and 2019. English Language Arts Distance from Standard was decreased for all student groups between 2017-2018 and Low income students and Students with Disabilities continued to make gains between 2018-2019.   Mid-year I-Ready scores in 2020-2021 showed a decrease of 8% in At Risk Tier 3 Language Arts between Window 1 and Window 2 prior to school closure in March. This targeted focus will be expanded to also include English Language Development and Math with strategy implementation to be measured with the episodes of effective instruction tool.   (Actions 3.3, 3.4, 3.5)

While the actions in Goal 3 support the professional development needs of certificated and classified staff, the main purpose is to support the unique academic needs of our unduplicated students. Therefore, the effectiveness of actions in Goal 3 will be determined based on increased student achievement, including a decrease in Distance from Standard in ELA and Math for unduplicated student groups and an increase in the percent of unduplicated students scoring proficient on CAASPP ELA, Math, and Science as described in the expected measurable outcomes for Goal 2 located in the metrics section of Goal 2.

We believe these actions will lead to improved implementation of the state standards and therefore improved academic student performance in English Language Arts and Math.

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

In addition to the actions and services provided LEA wide, the following services are being provided to unduplicated student groups specifically as new actions:

Provide transportation costs and school supplies/readiness items to meet foster student needs to be successful in school as measured by CAASPP, I-Ready, and STAR. (Action 2.8)

Goal 4 - Focus Area 1 - Professional Development for Classified and Certificated Staff focused on Designated and Integrated ELD.
Upon review of multi-year patterns of performance of English Language Learners, the district found declining re-designation rates along with only 45.9% of English Learners making progress toward English Language Proficiency as reported on the 2019 California Dashboard. In addition, classroom observation discussions indicate approximately 15% of Designated and Integrated lessons delivered at the proficient level on a consistent basis and English Learner Distance From Standard is significantly lower than all students in language arts and math. The following action steps provide continued improved services for supporting staff to accelerate the achievement of English Learners to meet measurable outcomes within the district's only focused goal, Goal 4.

*Increase services to begin a multi-year partnership with Jill Hamilton Bunch to provide professional development for Integrated and Designated ELD with a focus on transference of language and provide a sequential professional development strand led by Teachers on Special Assignment and Academic Coaches (funding noted in Goal 3 - Action 1) to promote spoken and written expressive skills utilizing selected district materials including, but not limited to, the "English Learner Toolkit of Strategies" and "Thinking Maps for English Learners - Path to Proficiency". Implementation will be measured by classroom walkthroughs and observation tools. (Actions 4.1, 4.4)

*Increase services to expand Professional Learning Community roles to include gallery walks and increase grade level opportunities to focus on improving application of Learning Windows successfully designed through past action steps formatted specifically to include English Language Development standards and language for cross-curricular practice to increase the language development as measured by classroom observation tools. (Actions 4.2, 4.3)

*Expand staff and time to focus on small group and individualized attention to student outcomes in the form of instructional assistants focused on practice of lesson information and time for teachers to specifically focus on end of year outcomes to support immediate intervention based on outcomes as well as support planning for upcoming years intended to specifically serve English Learners. (Actions 4.5, 4.6).

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$10,197,391.00	$921,030.17	$183,723.00	$4,850,268.00	$16,152,412.17

Totals:	Total Personnel	Total Non-personnel
Totals:	$9,843,583.99	$6,308,828.18

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	Engagement Teams	$812,665.00	$33,380.00		$74,000.00	$920,045.00
1	2	Foster Youth Low Income	Physical and Mental Health Teams	$1,090,652.00	$13,448.00			$1,104,100.00
1	3	English Learners Foster Youth Low Income	Family Outreach Team	$377,967.00	$95,000.00	$173,723.00	$30,000.00	$676,690.00
1	4	Low Income	Alternate Learning Academy	$135,030.00	$4,221.17			$139,251.17
1	5	Foster Youth Low Income	Attendance/Engagement monitoring and incentives	$89,700.00				$89,700.00
1	6	English Learners Foster Youth Low Income	Social-emotional multi-tiered systems of support	$101,700.00				$101,700.00
1	7	English Learners Foster Youth Low Income	Parent/Family Workshops	$105,000.00			$5,000.00	$110,000.00
1	8	English Learners Foster Youth Low Income	Communication Platforms	$41,438.00			$20,000.00	$61,438.00
1	9	English Learners Foster Youth Low Income	Personnel for student supervision	$113,199.00	$4,330.00			$117,529.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	Safe physical environment	$308,700.00				$308,700.00
1	11	Low Income	Expand educational extension activities	$210,000.00				$210,000.00
1	12	Low Income	Bridging the digital divide	$360,000.00			$1,100,000.00	$1,460,000.00
1	13	Low Income	Equitable school facilities	$117,000.00			$563,000.00	$680,000.00
1	14	Low Income	Expanded course offerings	$789,172.00			$31,000.00	$820,172.00
1	15	Low Income	After School Sports and Clubs	$97,895.00				$97,895.00
2	1	English Learners Foster Youth Low Income	District personnel to support programs and 21st Century skills	$1,541,007.00	$166,349.00		$319,821.00	$2,027,177.00
2	2	English Learners Low Income	Access to wide-reading with a focus on Comprehension	$450,308.00			$5,000.00	$455,308.00
2	3	English Learners Foster Youth Low Income	Formative assessment and intervention	$649,360.82	$425,689.00		$833,977.00	$1,909,026.82
2	4	English Learners Foster Youth Low Income	Summer School / Extended Day Programs	$300,000.00			$100,000.00	$400,000.00
2	5	English Learners	Promote biliteracy	$145,000.00				$145,000.00
2	6	Low Income	Expand implementation of technology	$160,690.18				$160,690.18
2	7	English Learners Foster Youth Low Income	Supplemental Instructional Materials and supplies	$100,000.00				$100,000.00
2	8	Foster Youth	Foster services	$20,000.00				$20,000.00
2	9	Low Income	Closing the Digital Divide	$500,000.00			$1,000,000.00	$1,500,000.00
2	10	English Learners Low Income	Instructional platforms and programs	$28,000.00				$28,000.00
2	11	English Learners Foster Youth Low Income	Incentives for Academic Growth	$100,000.00				$100,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Low Income	Staff to support professional development /use of data	$925,213.00	$178,613.00	$10,000.00	$403,470.00	$1,517,296.00
3	2	English Learners Foster Youth Low Income	District support personnel	$147,694.00				$147,694.00
3	3	English Learners Foster Youth Low Income	Ensuring academic growth through leadership focused on equity	$190,000.00				$190,000.00
3	4	English Learners Foster Youth Low Income	Kern County Superintendent of Schools Contract for Math Support	$110,000.00			$150,000.00	$260,000.00
3	5	English Learners Foster Youth Low Income	Professional development	$10,000.00			$150,000.00	$160,000.00
4	1	English Learners	Designated and Integrated ELD Professional Development	$10,000.00				$10,000.00
4	2	English Learners	Classroom observations focused on Thoughtful Classroom Tool	$12,000.00				$12,000.00
4	3	English Learners	Grade level Learning Window focus for English Development	$8,000.00				$8,000.00
4	4	English Learners	Targeted Professional Development	$5,000.00				$5,000.00
4	5	English Learners	Title III instructional Aides				$65,000.00	$65,000.00
4	6	English Learners	Professional Development	$35,000.00				$35,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$10,197,391.00	$16,087,412.17
LEA-wide Total:	$10,107,391.00	$15,997,412.17
Limited Total:	$90,000.00	$90,000.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Engagement Teams	LEA-wide	English Learners Foster Youth Low Income	All Schools	$812,665.00	$920,045.00
1	2	Physical and Mental Health Teams	LEA-wide	Foster Youth Low Income	All Schools	$1,090,652.00	$1,104,100.00
1	3	Family Outreach Team	LEA-wide	English Learners Foster Youth Low Income	All Schools	$377,967.00	$676,690.00
1	4	Alternate Learning Academy	LEA-wide	Low Income	All Schools	$135,030.00	$139,251.17
1	5	Attendance/Engagement monitoring and incentives	LEA-wide	Foster Youth Low Income	All Schools	$89,700.00	$89,700.00
1	6	Social-emotional multi-tiered systems of support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,700.00	$101,700.00
1	7	Parent/Family Workshops	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,000.00	$110,000.00
1	8	Communication Platforms	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,438.00	$61,438.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	Personnel for student supervision	LEA-wide	English Learners Foster Youth Low Income	All Schools	$113,199.00	$117,529.00
1	10	Safe physical environment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$308,700.00	$308,700.00
1	11	Expand educational extension activities	LEA-wide	Low Income	All Schools	$210,000.00	$210,000.00
1	12	Bridging the digital divide	LEA-wide	Low Income	All Schools	$360,000.00	$1,460,000.00
1	13	Equitable school facilities	LEA-wide	Low Income	All Schools	$117,000.00	$680,000.00
1	14	Expanded course offerings	LEA-wide	Low Income	All Schools	$789,172.00	$820,172.00
1	15	After School Sports and Clubs	LEA-wide	Low Income	All Schools	$97,895.00	$97,895.00
2	1	District personnel to support programs and 21st Century skills	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,541,007.00	$2,027,177.00
2	2	Access to wide-reading with a focus on Comprehension	LEA-wide	English Learners Low Income	All Schools	$450,308.00	$455,308.00
2	3	Formative assessment and intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$649,360.82	$1,909,026.82
2	4	Summer School / Extended Day Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	$400,000.00
2	5	Promote biliteracy	LEA-wide	English Learners	All Schools	$145,000.00	$145,000.00
2	6	Expand implementation of technology	LEA-wide	Low Income	All Schools	$160,690.18	$160,690.18
2	7	Supplemental Instructional Materials and supplies	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	$100,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	8	Foster services	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$20,000.00	$20,000.00
2	9	Closing the Digital Divide	LEA-wide	Low Income	All Schools	$500,000.00	$1,500,000.00
2	10	Instructional platforms and programs	LEA-wide	English Learners Low Income	All Schools	$28,000.00	$28,000.00
2	11	Incentives for Academic Growth	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	$100,000.00
3	1	Staff to support professional development /use of data	LEA-wide	English Learners Low Income	All Schools	$925,213.00	$1,517,296.00
3	2	District support personnel	LEA-wide	English Learners Foster Youth Low Income	All Schools	$147,694.00	$147,694.00
3	3	Ensuring academic growth through leadership focused on equity	LEA-wide	English Learners Foster Youth Low Income	All Schools	$190,000.00	$190,000.00
3	4	Kern County Superintendent of Schools Contract for Math Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,000.00	$260,000.00
3	5	Professional development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$160,000.00
4	1	Designated and Integrated ELD Professional Development	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	$10,000.00
4	2	Classroom observations focused on Thoughtful Classroom Tool	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$12,000.00	$12,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	3	Grade level Learning Window focus for English Development	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$8,000.00	$8,000.00
4	4	Targeted Professional Development	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	$5,000.00
4	6	Professional Development	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$35,000.00	$35,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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.

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)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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:

- o **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.

  - o **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.

  - o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.