

# LCFF Budget Overview for Parents

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

CDS Code: 19--65102

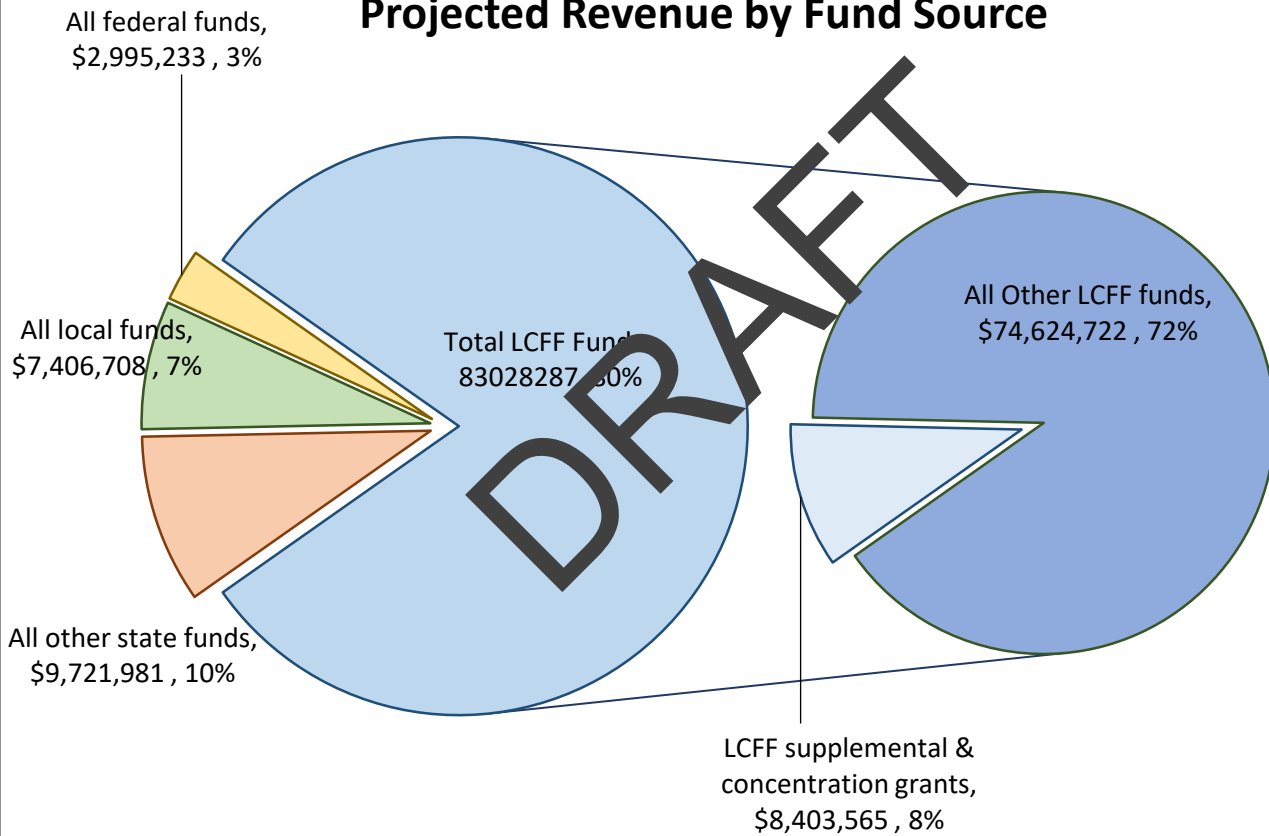
School Year: 2022 – 23

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

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

## Budget Overview for the 2022 – 23 School Year

### Projected Revenue by Fund Source

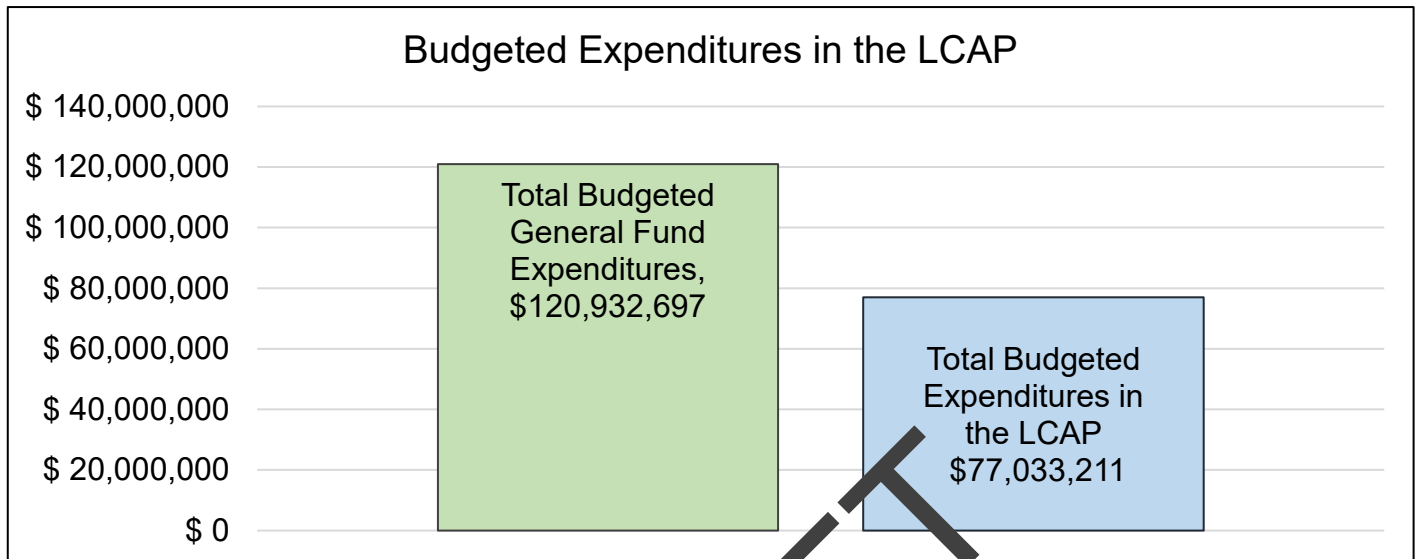


This chart shows the total general purpose revenue Westside Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Westside Union School District is \$103,152,209.00, of which \$83,028,287.00 is Local Control Funding Formula (LCFF), \$9,721,981.00 is other state funds, \$7,406,708.00 is local funds, and \$2,995,233.00 is federal funds. Of the \$83,028,287.00 in LCFF Funds, \$8,403,565.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Westside Union School District plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Westside Union School District plans to spend \$120,932,697.00 for the 2022 – 23 school year. Of that amount, \$77,033,210.85 is tied to actions/services in the LCAP and \$43,899,486.15 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

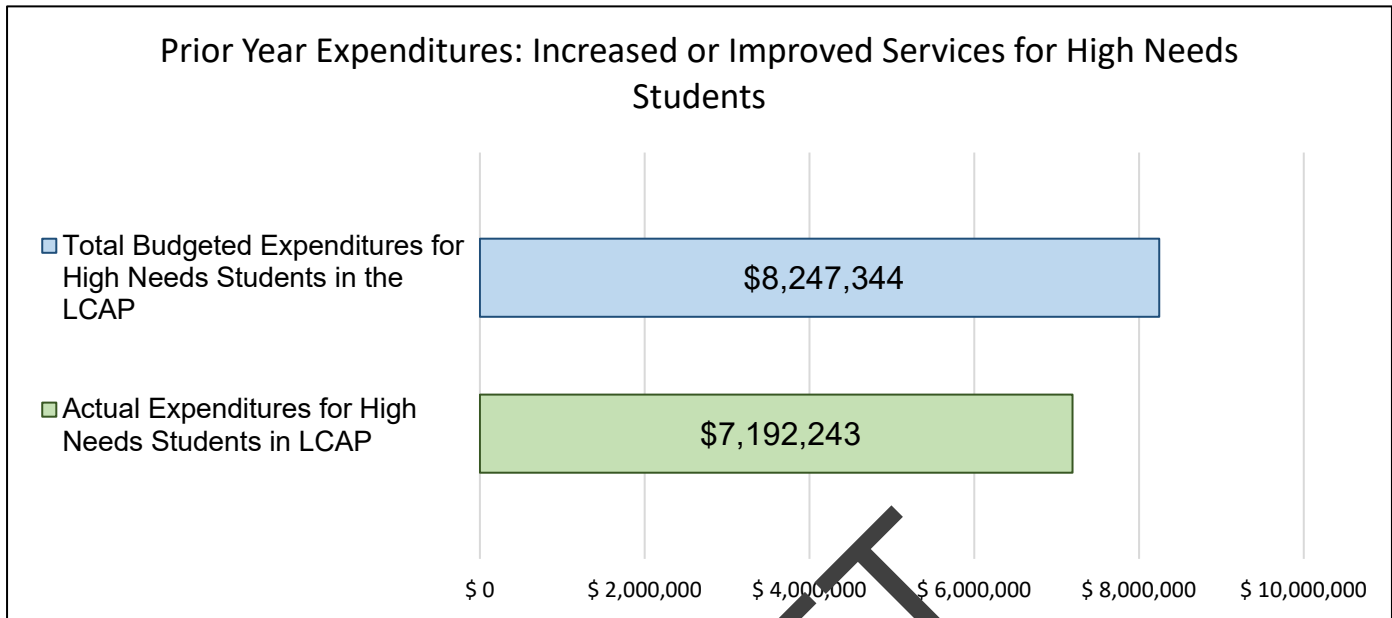
The budgeted expenditures not included in the Local Control Accountability Plan (LCAP) will be used for the following general operating and basic services: materials and supplies to operate all basic functions of district departments that support site-based needs; all contracted services for both Special Education Services and Facilities Projects and other operational costs associated to maintaining the basic

## Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Westside Union School District is projecting it will receive \$8,403,565.00 based on the enrollment of foster youth, English learner, and low-income students. Westside Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Westside Union School District plans to spend \$9,457,041.85 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 2021 – 22



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

The text description of the above chart is as follows: In 2021 – 22, Westside Union School District's LCAP budgeted \$8,247,344.00 for planned actions to increase or improve services for high needs students. Westside Union School District actually spent \$7,192,243.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$1,055,101.00 had the following impact on Westside Union School District's ability to increase or improve services for high needs students:

Some actions were impacted by the health crisis resulting in reduced spending. Actions included parent outreach workshops and the hiring of staff. Parent outreach workshops were hindered due to safety requirements during the pandemic, and rolling vacancies and unfilled positions leading to reduced expenditures. Additionally, the District received a large grant to fund technology and connectivity for



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone                    |
|-------------------------------------|------------------------|------------------------------------|
| Westside Union School District      | Kristin Gellinck-Frye  | k.gellinck-frye@westside.k12.ca.us |

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

The Westside Union School District engages educational partners throughout the year. The focus of the discussion is primarily based on the effectiveness of actions and services through the continuous growth model. In addition, the collaboration includes the use of how best to leverage various funds based on need and requirements. Discussion of additional funds were shared with educational partners at the Superintendent's Advisory meetings, District English Language Advisory Committee (DELAC) meetings, public presentations and/or hearings at regularly scheduled Board meetings. District plans are posted on the District website at [westside.k12.ca.us](https://westside.k12.ca.us). In addition the website includes a two-way communication platform to share or ask questions and feedback through [Let's Talk](#).

Additional funds through the Budget Act of 2021 not documented in the LCAP include the Educator's Effectiveness Block Grant (EEBG), and the Extended Learning Opportunity - Plan (ELO-P). Educational partners were engaged and will be engaged in discussion of the additional funds at the listed meetings, public presentations, and/or hearings.

### **Educator's Effectiveness Block Grant (EEBG): \$1,927,566**

Public presentation of EEBG to Board on December 7, 2021

Approval of EEBG on December 21, 2021

Collaboration between Educational Services, Business Services, New Teacher Support, Student Services on November 10, 2021 and December 6, 2021

District English Language Advisory Committee on November 5, 2021

Superintendent's Advisory on November 8, 2021

Review of progress monitoring and effectiveness of actions/services will continue to be discussed at the Superintendent's Advisory meetings, District English Language Advisory meetings, and Instructional management meetings through the remainder of the 2021-22 school year and 2022-23 school year.

Upcoming advisory meetings are listed on the District website at:

<https://www.westside.k12.ca.us/departments/educational-services/special-programs/el/delac>

Upcoming Superintendent's Advisory meetings are listed on the District website at:

<https://www.westside.k12.ca.us/departments/educational-services/special-programs/supt-advisory>

### **Extended Learning Opportunity - Plan (ELO-P): \$1,354,311**

The District is beginning preparations and discussions regarding the ELO-P. Both the Superintendent's Advisory and the DELAC will participate in ongoing discussions. The District will include collaboration with both learning units, WUTA and CSEA. The plan will include collaboration with the Instructional management team as well as cross-collaboration between the District departments. Additional feedback may include parent surveys and/or a parent panel to provide feedback on the development of this new program.

The Extended Learning Opportunity Plan is scheduled to be approved by the Board in June of 2022 at a public meeting. We encourage community partners to participate in advisory meeting sessions.

Listings of advisory meetings are on the District website at:

<https://www.westside.k12.ca.us/departments/educational-services/special-programs/supt-advisory>

Listings of the DELAC advisory meetings are on the District website at:

<https://www.westside.k12.ca.us/departments/educational-services/special-programs/el/delac>

Feedback from community partners at advisory sessions will directly impact the development of the ELO-P.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Westside Union School District did not receive additional concentration grant funding. The District enrollment of low-income students, English learners, and foster youth does not currently meet or exceed 55%.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Westside Union School District continues to work with educational partners in the development of actions and services addressed in plans containing the use of COVID Relief funding. The primary focus in the development of the plans is to provide continuous instruction with the safest learning models possible during the health crisis. The plans describe these services as the District implemented instructional actions, learning loss interventions, and the use of ongoing safety measures throughout the pandemic.

The Westside Union School District received the following COVID-19 Relief funds:

- Coronavirus Aid, Relief, and Economic Security (CARES) Act Learning Loss Mitigation (LLMF), ESSER I, and Geer I funds
- Coronavirus Response and Relief Supplemental Appropriations (CRRSA) ESSER II
- American Rescue Plan (ARP)-ESSER III funds

The Learning Continuity Plan approved on September 15, 2020 includes the CARES act funding. The Learning Continuity Plan is posted on the District website homepage at <https://www.westside.k12.ca.us/>. Stakeholder engagement is detailed within the Learning Opportunities Grant Plan on pages 3 through 6.

The Expanded Learning Opportunities Grant (ELO) includes ESSER II funding and a portion of ESSER III funds. The plan is posted on the District website homepage at <https://www.westside.k12.ca.us/>. Meaningful Educational partner engagement includes collaboration with parents at the Superintendent's Advisory meetings, Distance Learning Parent Panels, and District English Language Advisory Committee (DELAC) meetings; teachers; and staff. A full description of community engagement is documented on pages 1 and 2.

The Educational ESSER-III Plan includes actions and services funded with the larger portion of ESSER III funds. The plan includes strategies for safe and continuous in-person learning and services addressing learning loss. The ESSER-III Plan is located on the District's homebase at <https://www.westside.k12.ca.us/>. Educational partnership collaboration is described on pages 2 through 4.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

In order to maintain the continuity of services, the District continues to monitor the health and safety of students, educators, and other staff. The Safe Return to In-Person Instruction and the Continuity of Services Plan is reviewed and updated frequently and at a minimum of every six months. Based on updates, the ESSER III Plan may be revised to address any changes to services.

The District has developed the ESSER III Plan, which addresses students' academic, social-emotional, and mental health needs, as well as opportunity gaps that existed before and were worsened by the COVID pandemic. The ESSER III Plan addresses the strategies for continuous and safe in-person learning, addressing the impact of lost instructional time, and an outline of how the District is ensuring interventions are meeting student need. The following section outlines a summary of the implementation of services within the ESSER III Plan. The full plan can be accessed on the District website at <https://www.westside.k12.ca.us/>.

#### Strategies for Continuous and Safe In-Person Learning

- Maintaining Healthy and Safe Facilities, including Improving Ventilation Systems (page 5 of the ESSER III Plan) - Replace HVAC units to improve air quality in classrooms and minimize the spread of COVID.

#### Addressing the Impact of Lost Instructional Time

- Extended Learning Time Beyond the School Day (page 5 of the ESSER III Plan) - This action is an extension of the intervention service in the LCAP to intentionally address learning loss and gaps through an extended learning time after school..
- Diagnostic Assessments to Address Learning Loss (page 6 of the ESSER III Plan) - This action is an extension of the diagnostic NWEA assessment system in order to fully address learning loss and ensure appropriate and intentional learning interventions.
- Application of Professional Development for Certificated Staff (page 6 of the ESSER III Plan) - This service provides additional professional development to support the Extended Learning Time Beyond the School Day and the Diagnostic Assessments to Address Learning Loss actions previously listed.

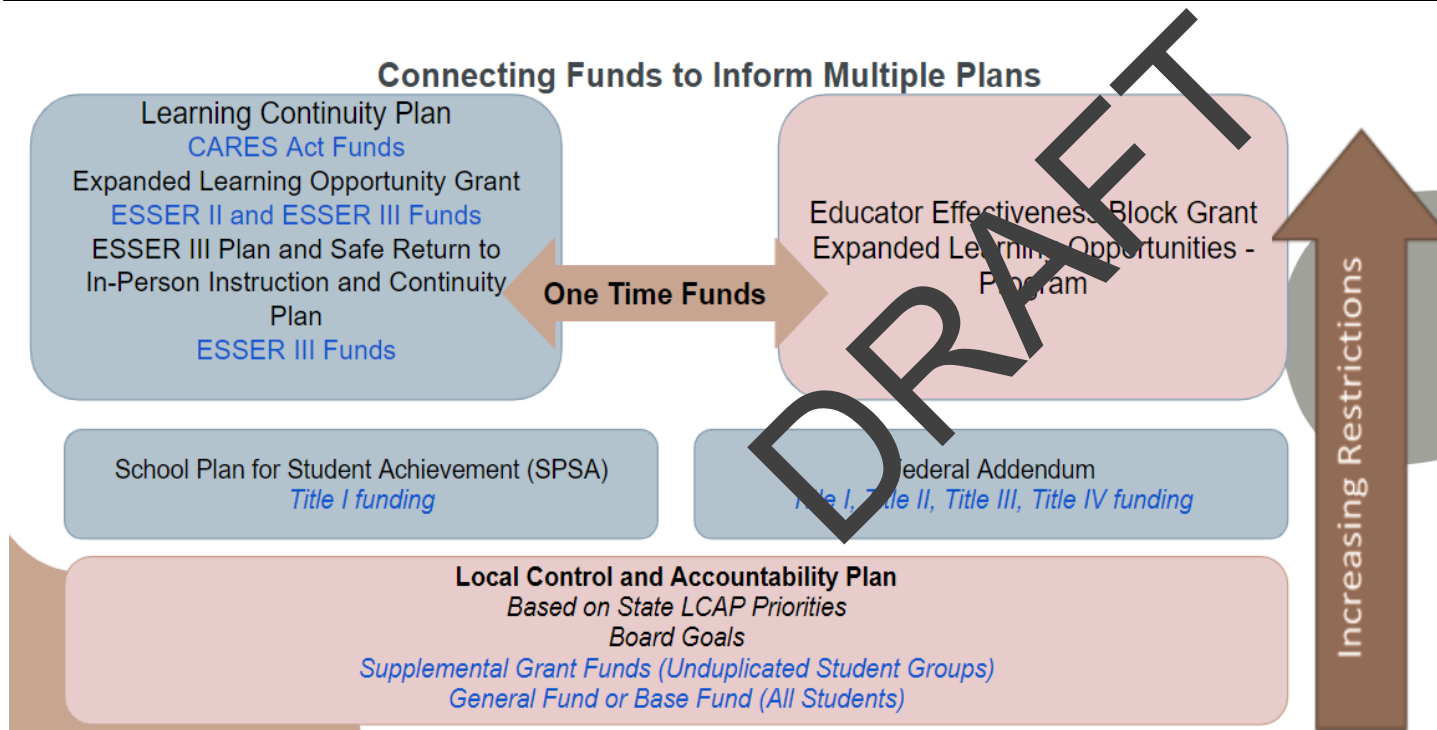
The following outline addresses the successes and challenges of full implementation in the ESSER III Plan. Each action is listed separately.

- Maintaining Healthy and Safe Facilities, including Improving Ventilation Systems - Most ionizer systems were installed and the District is currently working on an HVAC project to replace the oldest HVAC units with new units.
- Extended Learning Time Beyond the School Day - This action is fully implemented at elementary schools in grades kindergarten through 3rd grade to support reading intervention. In the first quarter, approximately 400 students participated. In quarter 2, approximately 500 students are participating. According to the NWEA results, the internal assessment system, the students are demonstrating growth. Challenges to implementation include students that are unable to attend after school. The teachers use the Decoding Power program for this intervention and most teachers were new to this program. In addition, teachers are expected to attend the CORE reading intervention professional development, which many teachers are currently enrolled.
- Diagnostic Assessments to Address Learning Loss - The NWEA diagnostic assessment is in place for all students across the district. The newest

feature, Reading Fluency, was added for 3rd grade students in quarter 2. Teachers may be less familiar with this portion of the assessment. Teachers are addressing specific skills gaps that appear for students taking the diagnostic assessment.

- Application of Professional Development for Certificated Staff - Teachers participating in the Extended Learning Time Beyond the School Day are participating in sessions in which data is reviewed in order to target specific interventions. Additional professional development is expected to be planned in quarters 3 and 4 as well as during the summer.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.



The District allocates funds according to state and federal program requirements. In order to appropriately communicate the purpose and restrictions of funds, the District used the graphic above. The flowchart, starting at the bottom, identifies LCFF funding, which is included in the LCAP. Program planning begins with the LCAP, which identifies the state priorities. Additional funding is supplemental to the programs and services within the LCAP, and additional actions and services are aligned to the LCAP goals.



Moving up the graphic, additional funds are identified, which also communicates the restrictiveness of the funds. The funds are identified in blue font within the graphic. The different plans are noted, which provide descriptions of additional services. Blue boxes identify Federal Funding and pink boxes identify State Funding.

Strategic planning, which includes cross-collaboration within District departments, identifies how funds can be leveraged to most appropriately meet the identified needs of all students. Program planning is communicated to the District community partners, which has been outlined in the above prompts.

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## Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);

- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

2021-22 LCAP Supplement for Westside Union School District Page 3 of 5

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

2021-22 LCAP Supplement for Westside Union School District Page 4 of 5

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

DRAFT

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title                             | Email and Phone                                 |
|-------------------------------------|--|---|
| Westside Union Elementary           | Kristin Gellinck-Frye Director of Special Programs | k.gellinck-frye@westside.k12.ca.us 661-722-0716 |

## Plan Summary 2022-2023

### General Information

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

The Westside Union School District (WUSD) is in the Antelope Valley in northern Los Angeles County, approximately 60 miles northeast of Los Angeles. The urban-rural district, encompassing 360 square miles, serves the communities of West Lancaster, Quartz Hill, West Palmdale, and Leona Valley. Known for its robust aerospace industry, the Antelope Valley is home to Lockheed Martin, Boeing, Northrop Grumman, Scaled Composites, and BAE Systems who work closely with Edwards Air Force Base and NASA's Armstrong Flight Research Center.

The Westside community is quite diverse. Many area residents are upwardly mobile, employed in a wide variety of professions including aircraft construction and testing, space exploration and related skill areas, agriculture, transportation, and allied people services. Many residents commute to the greater Los Angeles area for employment. However, in many areas of the District, substantial numbers of residents are employed in minimum wage jobs.

Our 9000 students are served by six neighborhood elementary schools (Esperanza, Leona Valley, Quartz Hill, Rancho Vista, Sundown, and Valley View), serving students in Transitional Kindergarten (TK) through 6th grade; two middle schools (Hillview and Joe Walker) which serve students in 6th, 7th, and 8th grades; and two schools (Anaverde Hills and Del Sur) which serve students from TK through 8th grade. The District is home to two elementary schools of choice (Gregg Anderson Academy with a STEM curricular focus and the IEDA Academy @ Cottonwood with a STEAM focus). Sixth-grade students at Hillview and Joe Walker are members of 6th grade academies, also programs of choice.

Within the last two years, during the current health COVID crisis, the District has observed a drop in enrollment of approximately 750 students from 2019-2020. Some families have moved out of the area, including out of state, while others have opted to enroll their students in other programs. The District has operated in-person instruction during the 2021-2022 school year and has opened an option for a Long-Term Independent Study (LTIS) program for families that would like to continue to keep education within the home during the pandemic. The LTIS program currently educates approximately 400 students between TK and 8th grade, both general and special education students.

Approximately 52.5% of the District's students are Hispanic; 27% white; 9.6% African American; 4% Asian; 6% identify as two or more races; and approximately 1% other racial groups. Approximately 53% of students are identified as low-income; 7.6% English Learners; 2.2% are foster youth; and 623 students meet the criteria to be considered homeless. The District's Unduplicated Pupil Percentage is 56.97% for the current year, which indicates an approximate increase of 4% from the previous school year. 1,260 students receive some form of special education support, and 167 students met the District's Gifted and Talented (GATE) criteria.

The District provides a strong curricular program. In addition to its core curricular content, AVID (elementary and secondary) is a key component of the District's academic program. Eleven of twelve school sites are AVID certified. Project Lead the Way, a nationally recognized engineering program, has been implemented at the comprehensive middle school sites. Currently, middle school students at Del Sur, Hillview and Joe Walker can participate in a variety of elective courses including Art, Advanced Art, Band, Computer Lab, Home Economics, Culinary and Consumer Science, Tech Lab, Advanced Tech Lab, and Wood Shop. Career exploration is integrated into most core academic classes. All Westside school sites are currently WASC accredited.

Counselors, school psychologists, behaviorists, school nurses, specialists in Speech/Language/Hearing and adaptive physical education teachers are available to provide a wide variety of support services for students. The District also partners with community mental health agencies to provide school-based mental health support services to eligible students.

## Reflections: Successes

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

The following descriptions include progress and successes based on the CA School Dashboard and local measures.

The 2019 CA School Dashboard reflected academic gains for all students district wide, with performance in ELA in the green range and mathematics performance in the yellow range. Ten of eleven reported student groups made gains in ELA, with increased scores for English Learners (+3.4 points); socioeconomically disadvantaged (+6.8 points); homeless (+4.2 points); and students with disabilities (+14.8 points). In math, nine of eleven student groups made gains with increased scores for English Learners (+6.7 points), socioeconomically disadvantaged (+3.4 points) and students with disabilities (+11.3 points).

This year, the district has continued to have success with the implementation of the NWEA MAP Growth and Reading Fluency assessments three times a year as a local measure of academic progress. District wide participation rates exceeded 95%. Based on a review of local district NWEA MAP assessment data, student conditional growth performance was an area of strength during the 2021-22 year. The average student median conditional growth percentile for all students across the district was measured at the 54th percentile in reading and at the 59th percentile in math. Our unduplicated student groups were slightly below these levels, though still approaching or above the mean for growth, as compared to students at similar achievement levels nation wide. The average student median conditional growth percentiles for students groups were:

English Learners -48th percentile in reading and 50th percentile in math

Foster - 43rd percentile in reading and 56th percentile in math

Homeless -47th percentile in reading and 51st percentile in math

Socioeconomically disadvantaged - 51st percentile in reading and 50th percentile in math

Of particular note during the 2021-22 school year is the academic growth demonstrated by elementary students with TK-3rd grade students measuring average conditional growth at the 61st percentile in reading. These were the grade levels that participated this year in the district's newly implemented reading intervention program with teachers who were trained in the Online Elementary Reading Academy training program (through CORE Reading). These district wide results correlate with data that shows that over 80% of students who participated in the extended day program demonstrated growth on their NWEA measures. Input from teachers and parents also indicated that these groups of students grew in their enjoyment, as well as confidence and engagement with their improved reading skills.

To build upon student growth in reading in the lower grades, the district will continue to train cohorts of teachers in elementary reading and implement and extended day TK-3rd grade reading intervention program that provides systematic and explicit foundational reading instruction to our most struggling readers.

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

learning at the school sites. The district's curriculum and instruction staff will continue to provide support services and professional development to teachers and paraprofessional staff in reading and mathematics.

Additional successes for our district this year include the following which will be continued in the 2022-23 year.:

- Participation of three schools in the WASC self-study and accreditation process (additional schools will participate in the upcoming year)
- Equitable access to technology through the distribution of Chromebooks and hotspots, and the maintenance and repair of these devices, to all students that needed this resource
- Increasing parent involvement for ELs, foster, and socioeconomically disadvantaged students as evidenced by a high number of participants in parent teacher conferences and positive survey feedback from parents and teachers
- A high number of elementary counseling lessons were provided as a tier 1 intervention and tier 2 counseling interventions were provided to meet some of the increased student needs this year.
- With the return to in-person learning during the 2021-22 school year, our staff was able to implement the district's social-emotional learning curriculum (LDTPE), including an in-person camp opportunity for all 6th grade students

## Reflections: Identified Need

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

Based on an analysis of state data from the Dashboard, as well as stakeholder input and analysis of local data from the 21-22 school year, the following areas for improvement have been identified.

### Academic Areas of Need:

Due to the health crisis during the 2019-2020 and 2020-2021 school years, available state data is from the 2019 Dashboard.

The 2019 Dashboard reflected academic gains in English Language Arts for our students overall with ELA scores in the green range and 3.6 points below the standard. However, there were significant disparities in the performance of student groups with groups performing two or more levels below the performance level of "all students." Our foster youth were in the red range and our Students with Disabilities were in the orange range. Five groups including African American, English Learners, Hispanic, Homeless, and Socioeconomically Disadvantaged were in the yellow range. In math, the achievement level of all students was an area where improvement was needed with performance in the yellow range and 36.8 points below the standard. The disparity amongst student groups in math was even greater than the gaps in ELA. In math, our foster youth were in the red range. Four student groups, including Hispanic, Homeless, Two or More Races, and Students with Disabilities were in the orange range. Four student groups, including African American, English Learner, Filipino, and Socioeconomically Disadvantaged, were in the yellow range.

Our district continues to implement NWEA MAP in 3rd-8th grades and Reading Fluency assessments in kindergarten-2nd grades with students three times per year as a local data tool to monitor academic growth and progress and plan intervention throughout the academic year. An analysis of Fall 2021 - Spring 2022 NWEA performance data of our students indicates that performance levels in achievement continue to be an area of need for all students, as well as our unduplicated student groups in both reading and math. Average achievement percentiles for all students are at the 34th percentile in reading and the 27th percentile in math. Average achievement of our unduplicated student groups are:

English Learners - 3rd percentile in reading and 7th percentile in math.

Foster - 3rd percentile in reading and 10th percentile in math

Homeless: 18th percentile in reading and 15th percentile in math

Socioeconomically Disadvantaged: 19th percentile in reading and 15th percentile in math

To improve academic outcomes for our unduplicated student groups, the district has increased targeted intervention programs to include extended learning beyond the school day with a targeted reading intervention program for transitional kindergarten-3rd grade students. Unduplicated student groups are prioritized for enrollment in this program. Site administrators will also continue to provide collaborative time for teachers to work in professional learning communities to deconstruct standards, align assessments, analyze student work, and evaluate data to guide first instruction and plan interventions.

While ongoing training of administrators in implementing systems of support school wide have been implemented and contributed to success with student growth, we



also have a high number of new administrators who are in need of differentiated training opportunities. This will be provided during the 2022-23 school year with the support of district cabinet and director staff in all departments. This will build the capacity of newer instructional leaders to guide a sustained focus on best practices to address skills gaps and barriers to learning at the school sites. The district's curriculum and instruction staff will continue to provide support services and professional development to teachers and paraprofessional staff in reading and mathematics.

#### ELL Progress:

Based on the 2019 CA School Dashboard, the performance level of English Learners was in the low range with 39.8% of students making progress toward English Language Proficiency. The progress of our English Learners remains an identified area of need based on local data from the 2021-22 school year. Overall, our English Learners reclassified at a lower rate of 7% this year, which is a decline from 11% in 2020-21 and 17.1% in 2019-20.

To improve the progress of English Learners, bilingual assistants will provide supplemental language support to assist English learning within the classroom. We are also adding a curriculum resource teacher to support and add professional development in English Language Development for teachers and the bilingual assistants..

#### Suspension Rates:

Based on the 2019 CA Dashboard, no unduplicated student groups were significantly disparate from all students. However, suspension rates were in need of improvement for all students, who were in the orange range, including nearly all unduplicated groups. One student group, foster youth, had suspension rates in the red level.

Data from the 2021-22 school year indicates that suspension rates district wide are about 4% which represents an increase. This increase from 2020-21 suspension rates, which were less than 1%, can be attributed to a return to in-person instruction and correlates with the increase in behavior and socioemotional needs experienced by students this year. There were minimal suspensions while students were in virtual learning programs during the pandemic. A more accurate year to year comparison is to look at suspension rates prior to Covid in the 2018-19 school year, which were also about 4% district wide.

#### Chronic Absenteeism:

Based on the CA Dashboard, chronic attendance stagnated or declined for the following unduplicated student groups who were in the orange range: Homeless (17.8%); Foster (9.80%); Socioeconomically Disadvantaged (14.50%); and English Learners (11.20%). This data represents a disparity from the 2019 chronic absenteeism rates for all students (10.50%).

During the 2021-22 year, local data indicates that improving attendance remains an area of concern with chronic absenteeism for all students increasing to 20.42%. Chronic attendance rates for English Learners, Foster Youth, Homeless, and Socioeconomically disadvantaged students continue to be an identified area of focus with the needs, condition, and circumstances of unduplicated student groups to be addressed.

To address the increase in student behaviors, socioemotional needs, increased suspensions, and increase in chronic absenteeism; we are implementing the following:

- Increased systems for academic, behavioral, and socioemotional supports district wide and at the school sites
- Access to a co-located social worker at two sites with the highest concentration of socioeconomically disadvantaged, homeless, and foster youth students.
- Increased counseling services to address increased socioemotional needs of students
- Increased administrative support with the addition of two vice-principals at our comprehensive middle schools
- Parent engagement through a socioemotional learning curriculum
- Access to Tier III crisis paraprofessionals
- Added attendance liaisons to provide support at the school sites
- Increased opportunities for parent training and engagement

## LCAP Highlights

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

The three broad goals of Westside's 2022-2023 Local Control and Accountability Plan are designed to underscore the District's commitment to providing a strong core



instructional program for all students along with the academic, social-emotional, and behavioral supports needed for all students to access and engage fully in that program. Throughout the LCAP development process, three expectations were communicated to stakeholders outlining the expectations for all students, which include the following:

- \* All students reading by 3rd grade
- \* All elementary students ready for middle school when they transition from 6th grade
- \* All 8th grade students at a 9th grade readiness when leaving middle school and entering 9th grade

The results of the District's needs assessment has identified that all students have not met the core expectations. This finding continues to ground the work in the development and revision of the 2022-2023 LCAP. This analysis has lead to the identifications of barriers and needs that impact the academic, behavior, and social-emotional growth for some students. Therefore, this plan will outline core services for all students as well as identify actions and services that are above and beyond the core program that are increased and improved services for English learners, low-income students, and foster youth. The District believes that the developed increased and improved actions/services meet the unique needs, conditions, and circumstances of unduplicated student groups and are the most efficient and principally directed services in place to meet the goals within the LCAP.

The three broad goals of the LCAP include:

Goal 1: Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, linguistic, interpersonal and intrapersonal skills necessary to be successful in a global society.

State Priorities Addressed: Implementation of State Standards, Course Access, Pupil Achievement, Other Pupil Outcomes, Pupil Engagement, School Climate

Goal 2: Access for All: Provide all students access to a high-quality instructional program and the research-based supports necessary for them to engage fully and meaningfully with the program.

State Priorities Addressed: Basic, Implementation of State Standards, Course Access, Pupil Achievement, Other Pupil Outcomes, Pupil Engagement, School Climate, Parent Involvement

Goal 3: Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.

State Priorities Addressed: Pupil Achievement, Other Pupil Outcomes, Pupil Engagement, School Climate, Parent Involvement

The key actions in the plan are listed. If the action is contributing to increased and improved services for unduplicated student groups (English learner, foster youth, and/or low-income students) that is indicated with an \*.

#### Key Activities

Goal 1: Education for Life and Work

1. Extended Learning at Kinder Camp\*
2. Reading Intervention in Transitional Kindergarten through 2nd grade\*
3. Extended Learning Time Beyond the School Day
4. Qualified Teachers and Administrators
5. Standards-Aligned Instructional Materials
6. Professional Development of Research-Based Practices
7. Parent Workshops Supporting Standards-Aligned Curriculum
8. Curriculum and Instruction Staff
9. Clean and Safe School Facilities
10. Collaboration to Support District Initiatives
11. Identification of System Gaps as a Barrier to Student Learning
12. Parent Training for Advisory Committees
13. Implementing Systems of Support Schoolwide
14. Site-Based Office Staff and Librarians
15. Universal Pre-Kindergarten
16. Extended Learning Opportunity Program

Goal 2: Access for All

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

Goal 3: Active and Responsible Citizenship

State Priorities:

1. School Climate and Safety Survey
2. Anonymous Reporting System
3. Professional Development to Address Inequitable Barriers\*
4. Implementing Systems for Academic, Behavior, and Social Emotional Support\*
5. Targeted and Intensive Supports for Foster Youth\*
6. Intensive Behavior Support\*
7. Promoting Positive Social and Emotional Competency\*
8. Access to a Co-located Social Worker\*
9. School-Based Mental Health Services\*
10. Health Services
11. Addressing Barriers to Student Attendance\*
12. Building Social Emotional Competency\*
13. Building Self-efficacy Through Experiences\*
14. Parent Engagement with Social Emotional Learning Curriculum\*
15. Application of Professional Development for Certificated Staff\*
16. Application of Professional Development for Classified Staff\*
17. (Paraprofessionals) Access to the Curriculum for Students with Special Needs
18. Tier III Crisis Paraprofessionals
29. Elementary Physical Education and Paraprofessionals
20. Playground and Crossing Guards

DRAFT

# Comprehensive Support and Improvement

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

## Schools Identified

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

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

## Support for Identified Schools

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

The District does not have eligible schools receiving comprehensive support.

## Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The Westside Union School District recognizes the importance of continual stakeholder engagement as a part of the comprehensive strategic planning process to improve learning outcomes for all the students. The District continues to work with a variety of stakeholder groups to assist in forming decisions as well as building partnerships and trust. The data from many forms of feedback result in a greater understanding of the unique community needs and increases the opportunities for ongoing partnerships. New knowledge of barriers and inequities from multiple perspectives inform goals, actions, and services within the LCAP. Feedback includes collaborative consultation, surveys, one-on-one conversations, emails, two-way contact using the Let's Talk feature, and phone calls.

A mid-year supplemental update and progress presentation on actions and budget was presented at a public Board meeting on February 15, 2022.

Notification to the public to comment and review the draft LCAP was completed through an update announcement on the District's homepage of the website. The draft LCAP was available for review and comments by the public from May 24, 2022 through June 21, 2022. The superintendent consistently posts updates to the public on the District website as a clear form of communication to educational partners. Public feedback is encouraged through the use of the Let's Talk feature, which is a two-way form of communication that can be accessed from the website. A direct link to a Let's Talk message page titled Comments on LCAP and Budget can be completed by stakeholders. This link is provided to parents, staff, and advisory committees during the consultation process. Any Let's Talk messages for the LCAP and Budget are referred to Educational Services and the Business Department.

The LCAP Public Hearing was held on June 7, 2022. Additionally, directions for locating the draft LCAP on the District website were again included in the presentation to

the Board and community partners. Publication in the local paper on May 17, 2022 included an announcement that the Public Hearing for the budget and the LCAP was scheduled for June 7, 2022, which provided communication to the general public. The LCAP draft was available in hardcopy form at the District office. The District website ([westside.k12.ca.us](https://www.westside.k12.ca.us)) included the LCAP draft for review, and the community can correspond and ask questions through the Let's Talk two-way feature.

Stakeholder feedback contributing to the development of the Local Control and Accountability Plan included the following:

#### Management Team Member Collaboration

Instructional management (principals, vice principals, and directors) meet regularly throughout the school year, approximately twice each month. The meetings include ongoing analysis of data and review of implementation of actions and services. Topics include collaboration on leveraging funds to best meet the needs of students; analyzing current actions within the LCAP; reviewing the needs, conditions, and circumstances of the unduplicated student groups; discussion on progress towards existing actions; and data collection analysis. Instructional Management meetings were held on September 1 and 15, October 6 and 20, November 3, December 15, January 19, February 2 and 16, March 2, April 6 and 27. The April 27 meeting with instructional management included an assessment of services and programs that were identified in the LCAP.

Members of the management team participated in the Superintendent's Advisory meeting on May 17, 2022, and they reviewed the draft LCAP, discussed the effectiveness of the current actions, reviewed new and/or revised actions as well as the metrics.

#### District English Advisory Committee (DELAC)

DELAC meetings are held throughout the school year, and agenda items include discussion of collaborative conversations on state and local assessment measures such as the English Language Proficiency Assessment for California (ELPAC), reclassification data, and NWEA Map Growth (local assessment). On September 24, 2021 the NWEA assessment system and results were reviewed. On May 13, 2022 consultation of the proposed LCAP goals, actions, and services were presented and discussed with the Superintendent. Part of the presentation included directions on how to locate the draft LCAP and provide feedback on the two-way Let's Talk feature on the District website. A written response to comments by the Superintendent to the DELAC was completed and posted to the homepage of the District website under the announcement section on June 7, 2022. Information on all DELAC meetings can be located on the District website at <https://www.westside.k12.ca.us/departments/educational-services/special-program/el/delac>

#### Superintendent's Advisory (PAC)

The Superintendent's Advisory (PAC) meets five times each school year. Members of the advisory include parents from PTA/PTSA, school site council committees, school safety committees, the District English Language Advisory Committee (DELAC), the site English Language Advisory Committee (ELAC) members, and any other parent or community member that would like to be attend. Representative members of the committee reflect on the progress of all students as well as low-income students, foster youth, and English learners. District staff that attend include the Cabinet, site administrators, and directors. Meetings have been held via Zoom and in-person. The advisory committee reviews data and student learning and collaborates on barriers impacting full participation to learning throughout the year. The proposed LCAP goals, actions, and services were presented and reviewed through consultation with the Superintendent on May 17, 2022. Part of the presentation includes directions on how to locate the draft LCAP and provide feedback on the two-way Let's Talk feature on the District website. A written response to comments by the Superintendent to the Superintendent's Advisory was completed and posted to the homepage of the district website under the announcement section on June 7, 2022. Information on the Superintendent's Advisory can be located on the website at <https://www.westside.k12.ca.us/departments/educational-services/special-programs/supt-advisory>

#### Student Feedback

Student feedback was gathered through the annual California Healthy Kids Survey (CHKS), provided to 5th through 8th grade. The survey was administered online in March 2022. A total of 805, 5th and 6th graders, took the elementary CHKS and a total of 1,443 students, 7th and 8th graders, took the secondary CHKS. Students surveyed included a wide variety of student groups (foster, low-income, and English learners). Additionally, middle school students in the support and AVID classes participated in an optional survey to provide feedback on intervention actions and services.

#### Collaboration with SELPA

Consultation with the local SELPA occurred on April 19, 2022. Acknowledgement of services for all students as well as special education services were reviewed. The consultation reflected the supported goals and services in the Special Education Plan (SEP) and the Comprehensive Coordinated Early Intervention Services plan (CCEIS), which is a subset of the SEP.

#### Classified Staff Consultation

An optional classified staff engagement meeting with the bargaining unit CSEA was held on May 10, 2022. Student outcome data was reviewed and the presentation included collaboration on possible LCAP actions and services.

The California Healthy Kids Survey was available for school site staff, both classified and certificated. A total of 519 staff members completed the survey in March of 2022.

#### Teacher Consultation

The Educational Services Department met with members of the Westside Union Teachers Association (WUTA) on May 19, 2022. This was an optional online meeting and all teachers part of the bargaining unit were invited to attend and collaborate on the LCAP. Student outcomes, proposed goals, actions, and services were reviewed.

#### Parent Feedback

A total of 713 parents participated in the California Healthy Kids Survey (CHKS) in March 2022. Additionally, parents participated in multiple surveys distributed by the District, some of which included the assessment of needs for access to technology at home, assessing needs for the Extended Learning Opportunities program, projections for transitional kindergarten enrollment, parent/teacher conference participation, and the need for a Long-Term Independent Study Program. The District website features the Let's Talk platform, a two way question and answer system, to communicate with parents through an online referral process. The system is regularly used for questions and comments for all district departments and school sites.

#### Los Angeles County Office of Education (LACOE)

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

### A summary of the feedback provided by specific educational partners.

A summary of feedback on the LCAP is broken down by community partnership groups and advisory committees.

#### District English Language Advisory Committee (DELAC) Feedback

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

The proposed 2022-2023 LCAP was presented to the DELAC on May 13, 2022. The DELAC reviewed the programs offered, assessments and proposed goals, planned and expended funds, and suggested increased/improved actions.

The advisory committee provided the following input:

- Suggestions to increase social emotional learning, LDTPE and AVID, in the lower elementary before entering middle school.
- A need for additional afterschool "Homework Help" for English Learners.
- Training subs to they are better equipped to instruct the students in a similar way than the assigned teacher, so that students are not confused when completing assignments at home.
- A need to provide supports to parents with the development of strategies, so that they can work with their children at home.
- A need to increase bilingual staff.
- A suggestion to hire college students to help with school homework after school.

- A need to offer parent classes in the evening, specifically addressing the Parent Literacy Program.
- High school AVID tutors to come to the middle schools to assist with bridging students to high school.

#### Superintendent's Advisory (Parent Advisory Council or PAC)

The proposed 2022-2023 LCAP was presented at the Superintendent's Advisory meeting on May 17, 2022. The Superintendent's Advisory meets throughout the year. Information presented and discussed can be located on the District website at <https://www.westside.k12.ca.us/departments/educational-services/special-programs/supt-advisory>

The following suggestions and comments were gathered:

- Questions regarding the bidding process for the Extended Learning Opportunity Program (before and after school care and enrichment).
- Discussion of why it is suggested that the students and parents attending the All It Takes Camp are separated into different groups.
- Discussion of the reasons for staffing increases only for Joe Walker and Hillview (counselors and vice principals).
- Discussion of the counseling program and how to address "student burnout."
- Discussion if student behavior and routines have improved after returning from distance learning.
- Discussion of how to encourage parents to complete the Income Verification Survey so more accurate data on poverty is gathered.
- The need for an emotional evaluation survey/screener, which may include a rating scale to assess students on social emotional needs.
- Input to provide parent learning opportunities from different school sites to expand experiences for parents as a way to gather ideas and thoughts.
- Input to provide extended hours after school for services, such as the library, to broaden access for students to reading and story times.
- Reviewing assessment results with parents.

#### Students

A sample group of 7th and 8th graders from different middle schools were asked a brief set of questions in regards to interventions and useful strategies that would be helpful in the 2022-2023 school year. The intention of the poll was to determine what actions for interventions would be received as meeting the needs of the students. The outcome of the poll is listed as follows:

- The most suggested possible support interventions included: 1. Learning lab in person at lunch 2. Learning in person tutoring after school 3. Additional staff to assist when learning in the classroom 4. Online support after school.
- The most helpful counseling topic lessons included: College readiness, bonding, 4 year plan for high school, A-G requirements; Time management; and Self regulation when stressed.
- 60% of the students responded that they did not review their NWEA test results with a teacher or staff member.

#### Classified Union (CSEA) Partners

CSEA members provided the following input:

- A question was asked in regards to hiring increased certificated staffing, counselors and vice principals, and if increases were being made for classified staffing with the actions.
- A suggestion for staff trainings to be at the school site in smaller settings so that classified staff training was better received. This would allow staff and certificated staff from the District to be more personally acquainted.
- A suggestion for a Parent Liaison person on site campuses to increase parent engagement and communication
- A suggestion to assist parents with technology use (surveys, Chromebooks, and QR codes), so that parents could more easily provide feedback to the school.
- A suggestion to return to the possibility of sending classified CSEA paraeducators to the annual CSEA conference or the suggestion of bringing a consultant that presented at the CSEA conference to the District.
- A suggestion to increase a level of training for paraeducators that have longevity with the District, which would include an enhanced level of training beyond the foundational programs.
- A general suggestion to bridge the gap between classified and certificated staff at school sites.

#### Westside Union Teachers Association (WUTA) Partners

A feedback session for WUTA members was scheduled for Thursday, May 19, and included the following input:

- An additional need for staff to handle extreme behaviors on campus since student behaviors have increased upon the return to in person learning
- Discussion of the Child Study Team process to address severe behaviors and low achievement
- The need for an intensive reading intervention program in the upper elementary grades, which may include Read Naturally

## Staff California Healthy Kids Survey (CHKS)

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

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

- \* 36% of parents agreed or strongly agreed that the school promotes parental involvement.
- \* 34% of parents agreed or strongly agreed that parents feel welcome to participate at school.
- \* 39% of parents noted strong agree that school motivates students learn.
- \* 37% indicated strongly agree that school has adults who care about students.
- \* 81% agree or strongly agree that teachers are responsive to child's social and emotional needs.
- \* 20% of parents noted a problem with substance use in middle school
- \* 16% of parents of middle school students noted harassment or bullying of students as a problem

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

- \* 41% strongly agree that adequate counseling and support services are available
- \* 37% strongly agree that parental participation is promoted
- \* 48% strongly agree that there are caring adult relationships
- \* 39% strongly agree that the school is a safe place for students
- \* 40% strongly agree that there is respect for diversity
- \* 32% of staff note that student depression is a moderate/service problem in middle school while 55% of staff at the middle school note that student depression is a moderate/severe problem

The District students also participated in some mental health questions, which were embedded in the CHKS. The District School Climate Report Card (Middle School) listed some of the following key findings:

- \* A decrease of school engagement from 70% in 2018 to 57% in 2022
- \* A decrease in motivation from 81% in 2018 to 64% in 2022
- \* A decrease in caring relations from 69% in 2018 to 54% in 2022
- \* A decrease in perceived school safety from 73 in 2018 to 53% in 2022
- \* An increase of 12 percentage points from 2018 to 2022 in students experiencing chronic sadness/hopelessness
- \* An increase of 30 percentage points from 2018 to 2022 that truancy is a moderate/severe problem
- \* An increase of 23 percentage points from 2018 to 2022 that harassment/bullying is a moderate/severe problem

## Parents - Additional Opportunities for Feedback

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

1. The need for increased parent workshop opportunities to build technology fluency; increasing academic strategies; using technology and strategies to support students with academic concepts; assisting with communication; building a network of support.
2. Additional needs to provide resources to families in the community, such as the library.
3. Classified professional development that meets the needs of both the newly employed and veteran staff members.
4. Bridging relationships between certificated and classified staff, which may include training at school sites.
5. Addressing extreme behaviors on campus, which may include increased staff and a social/emotional screener.
6. Increased opportunities for intervention outside of the school day, which may include enrichment opportunities. Additionally, the need for middle school students to access the learning lab at lunch.
7. Additional need for reading intervention, which includes comprehension, for upper elementary students.
8. An increased need to promote student connectedness and to work with students experiencing anxiety and depression

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

Throughout the process of collaboration with community partners, data was presented. Comments and input from the groups influenced the need for additional services,



specifically around addressing barriers and intervention supports.

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

1. Increased Opportunities for Parent Engagement:

- Increase parent training to include academic strategies, social emotional learning, challenging behaviors, and chronic attendance (Goal 2 Action 13)
- Increasing access to school resources such as the library or computer labs after school (Goal 2 Action 12)

2. Expansion of Support for Student Behaviors and Social Emotional Learning:

- Increase vice principal support for social emotional learning and chronic attendance issues (Goal 3 Action 11 and 12)
- Increase counselor support at Joe Walker Middle School and Hillview to specifically address student connectedness and social emotional learning (Goal 3 Action 4)

3. Enrichment and Academic Support Beyond the School Day:

- Addition of the Extended Learning Opportunity Program (Goal 1 Action 16)

4. Classified Professional Development:

- Gather input on needs for instructional professional development (Goal 3 Action 16)
- Continue professional development to support social emotional learning and de-escalation of student behavior (Goal 3 Action 16)

5. Academic Support for Students:

- Increase bilingual paraprofessionals to support increase in English Learners (Goal 2 Action 1)
- Increase in AVID tutors at Del Sur to support the potential move from an AVID elementary school to both an AVID elementary and middle school site (Goal 2 Action 15)
- Increased reading intervention supports for upper elementary students (Goal 1 Action 1)

# Goals and Actions

## Goal

| Goal # | Description  |
|--------|--|
| 1      | Education for Life and Work: Ensure that all students are equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills to be successful in a global society. |

### An explanation of why the LEA has developed this goal.

Throughout the conversations with stakeholders, three student expectations were communicated, which included the following: 1. All students are reading at proficiency by 3rd grade. 2. All students are at grade level when they enter middle school. 3. All 8th graders are at a 9th grade level of readiness when they begin highschool.

These discussions grounded the focus for this broad goal. The actions and services in Goal 1 include components of the following state priorities: 1. Conditions of Learning; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8: Other pupil outcomes.

Services and actions support the broad and rich base program for all students and encompass the student expectations listed above.

Three supplemental actions in goal 1 emphasize the expectation that all students are reading at proficiency by 3rd grade (Actions 1, 2, and 3), which are actions contributing to the increased and improved services of unduplicated student groups. The services in these actions are increased supports within the classroom for low-income students not meeting grade level standards.

The measurable outcomes used to support this goal include fully credentialed teachers and administrators, safe and clean school facilities, and full access to the Common Core State Standards for learners. The CAASPP results from English Language Arts and math are lag metrics and the NWEA measures timely progress in both ELA and math. NWEA is a standards-aligned diagnostic tool, and each student completes the assessment three times each year. The data is analyzed and used to inform instructional decisions and assess student needs for differentiation and intervention. An additional metric includes the NWEA Reading Fluency data. This formative diagnostic assessment is provided to transitional kindergarten students through 1st grade students three times each year to track student progress in reading skills and quickly address gaps in specific skills needed to gain reading fluency.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024      |
|--------|----------|----------------|----------------|----------------|------------------------------------|
|        |          |                |                |                | All schools will annually maintain |

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

|   |  |  |  |  |  |
|---|--|--|--|--|--|
|   | materials as evidenced in the 2020-21 district resource management system.   | materials as evidenced in the 2021-22 district resource management system.   |  |  | resource management system.  |
| Broad Course of Study Elementary K-6    | 100% of all elementary students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, and physical education as indicated in 2021 Powerschool course enrollment and master schedules.   | 100% of all elementary students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, and physical education as indicated in 2021 Powerschool course enrollment and master schedules.   |  |  | 100% of all elementary students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, and physical education as indicated in 2020-21 PowerSchool course enrollment and master schedules.  |
| Broad Course of Study Middle School 7-8 | 100% of all middle school students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, physical education, and elective courses which may include but are not limited to fine arts, performing arts, and STEM related fields as indicated in 2021 PowerSchool course enrollment and master schedules. | 100% of all middle school students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, physical education, and elective courses which may include but are not limited to fine arts, performing arts, and STEM related fields as indicated in 2021 PowerSchool course enrollment and master schedules. |  |  | 100% of all middle school students are enrolled in a broad course of study including English language arts, mathematics, history social science, science, physical education, and elective courses which may include but are not limited to fine arts, performing arts, and STEM related fields as indicated in 2021 PowerSchool course enrollment and master schedules. |
| CAASPP Results ELA                      | Of the 6,403 students tested in grades 3-8 in the 2018-2019 school year, 49% were proficient on the ELA portion of the CAASPP  | Results for the 2021-22 CAASPP will not be available at the time of reporting for the 2021-22 LCAP. Public results will be made available in the fall of 2022.   |  |  | To increase the percent proficiency rate on the annual CAASPP ELA in grades 3rd through 8th grade to 53%   |

|   |   |  |  |  |  |
|---|---|--|--|--|--|
| CAASPP Results<br>MATH  | Of the 6,394 students tested in grades 3-8 in the 2018-2019 school year, 34% were proficient on the MATH portion of the CAASPP  | Results for the 2021-22 CAASPP will not be available at the time of reporting for the 2021-22 LCAP. Public results will be made available in the fall of 2022.   |  |  | To increase percent proficient on the annual CAASPP math assessment in grades 3rd to 8th to 39% proficient.  |
| NWEA Measures of Academic Progress (MAP) Student Growth Reading | Winter of 2019 was the last in-person MAP assessment and will serve as the most appropriate baseline as MAP was administered remotely in December 2020. Baseline Median Conditional Growth Percentiles are as follows: 2nd, 38; 3rd, 29; 4th, 38; 5th, 33; 6th, 33; 7th, 25; 8th, 30          | According to the NWEA MAP Student Growth Summary Report, the Median Conditional Growth Percentile from Fall of 2021 to Spring of 2022 is as follows: 2nd, TBD; 3rd, 49; 4th, 56; 5th, 49; 6th, 52; 7th, 46; 8th, 45. |  |  | Students grades 2-8 will demonstrate ELA academic gains in achievement by maintaining a Winter NWEA MAP Student Median Conditional Growth Percentile of 45% or above.  |
| NWEA Measures of Academic Progress (MAP) Student Growth MATH    | Winter of 2019 was the last in-person MAP assessment and will serve as the most appropriate baseline as MAP was administered remotely in December 2020. Baseline Median Conditional Growth Percentiles for MATH are as follows: 2nd, 33; 3rd, 34; 4th, 38; 5th, 36; 6th, 35; 7th, 38; 8th, 29 | According to the NWEA MAP Student Growth Summary Report, the Median Conditional Growth Percentile from Fall of 2021 to Spring of 2022 is as follows: 2nd, TBD; 3rd, 51; 4th, 47; 5th, 49; 6th, 57; 7th, 38; 8th, 45. |  |  | Students grades 2-8 will demonstrate MATH academic gains in achievement by maintaining a Winter NWEA MAP Student Median Conditional Growth Percentile of 45% or above. |
| NWEA MAP Reading Fluency Foundational Skills K-1                | Winter of 2019 was the last in-person MAP Reading Fluency assessment and will serve as the most appropriate baseline as this assessment was administered remotely in  |  |  |  | 75 percent of all K-1 students will meet expectations on the NWEA MAP Reading Fluency Foundational Skills assessment   |

|   |   |  |  |  |  |
|---|---|--|--|--|--|
|   | <p>Winter 2020. Baseline percentage of students meeting expectation are as follows.</p> <p>Phonological Awareness: K, 38; 1st, 63</p> <p>Phonics/Word Recognition: K, 40; 1st, 58</p> <p>Listening Comprehension: K, 59; 1st 75</p> <p>Picture Vocabulary: K, 74; 1st, 82</p> <p>16% of 1st grade students received Oral Reading Scores</p> |  |  |  |  |
| NWEA Measures of Academic Progress (MAP) Student Growth Reading K-1 | <p>Spring of 2018-2019 was the last in-person MAP assessment for all K-1 students and will serve as the most appropriate baseline as MAP was administered remotely during the 2020-21 school year. NWEA MAP Spring 2018-19 mean normed percentile ranking was as follows: Kinder, 44th; 1st, 55th</p>                                       |  |  |  | NWEA MAP Spring mean normed percentile ranking at or above the 50th percentile for kinder and 60th percentile for 1st grade. |

## Actions

| Action # | Title  | Description  | Total Funds    | Contributing |
|----------|--|--|----------------|--------------|
| 1        | Extended Learning at Kinder Camp                       | Teachers will provide three additional instructional days at Kinder Camp to introduce and orient low-income students to the instructional setting. This action will fund staffing both certificated and classified; paraeducators and staffing to run the program; and supplies/resources. | \$52,229.00    | Yes          |
| 2        | Reading Intervention in Kindergarten through 2nd Grade | Through the use of diagnostic tools/assessments, teachers (within a single grade level) will provide additional and increased targeted interventions, formative assessments, and strategic support to low income students during the school day to close the reading                       | \$1,928,573.00 | Yes          |

|    |  |  |                 |    |
|----|--|--|-----------------|----|
|    |  | discrepancy gap by 3rd grade. This action will include certificated costs for additional teachers in kindergarten through second grade.  |                 |    |
| 3  | Extended Learning Time Beyond the School Day                   | Teachers will provide structured reading intervention beyond the school day for low-income students demonstrating the greatest skills gaps in reading fluency. This action will fund extra duty for teachers, paraprofessional support, and supplies.  | \$0.00          | No |
| 4  | Qualified Teachers and Administrators                          | The District staff will attract and retain both well qualified credentialed teachers to teach all students in all subject areas as well as administrators meeting California state licensure requirements. This action will fund teachers and administrators.  | \$52,248,746.00 | No |
| 5  | Standards-Aligned Instructional Materials                      | The District staff will purchase and supply standards-aligned instructional materials and digital resources for all students. This action will fund standards-aligned instructional materials and digital resources.   | \$240,000.00    | No |
| 6  | Professional Development of Research-Based Practices           | The District Educational Services Team, site administrators, and the New Teachers Support Department will provide professional learning opportunities in research-based best practices to teachers for the implementation of the Common Core State Standards, ELD instruction, and strategies to support Long-Term English Learners (LTEL) when teaching all students. This action will fund professional development and extra duty pay for lead facilitators and teachers. | \$0.00          | No |
| 7  | Parent Workshops Supporting Standards-Aligned Curriculum       | Site administrators and teachers will provide workshops for parents and guardians to familiarize them with the state content standards and district adopted curricula in order to increase student learning at home. This action will fund facilitators to prepare and provide workshops.  | \$0.00          | No |
| 8  | Curriculum and Instruction Staff                               | The District will employ a Director of Curriculum and Instruction, a Director of Assessment, and three full-time Curriculum Resource Teachers to support teachers with the delivery of core instructional programs, English Language Development instruction, foundational reading strategies, and technology literacy for all students. This action will fund the Director of Curriculum and Instruction and three full-time, district level resource teachers.             | \$920,000.00    | No |
| 9  | Clean and Safe School Facilities                               | The District will provide all students with clean, safe, and functional school facilities which are an essential condition of learning. This action funds custodians, grounds, and maintenance employees as well as costs of upkeep through the Routine Restricted Maintenance Account.  | \$3,120,247.00  | No |
| 10 | Collaboration to Support District Initiatives                  | The District will provide staff collaboration time during staff meetings, district grade level meetings, and department meetings to fully address and implement district initiatives for all students.   | \$0.00          | No |
| 11 | Identification of System Gaps as a Barrier to Student Learning | School site staff will participate in the Western Association of School Colleges accreditation cycle of quality to identify barriers and inequities in school programs, practices, and policies to mitigate achievement gaps for low-income students. This action will fund the WASC registration and review process.  | \$20,000.00     | No |
| 12 | Parent Training for  | In building a partnership with parents, the District directors and site administrators will  | \$0.00          | No |

|    |  |  |                |    |
|----|--|--|----------------|----|
|    | Advisory Committees                        | provide collaboration opportunities and training for current advisory committee members (i.e. School Site Council, ELAC, and DELAC) in site and district governance, effective use of data to drive improvement of the instructional program, as well as budgeting funds as applicable, to best meet the needs of all students. There are no funds allocated for this action.  |                |    |
| 13 | Implementing Systems of Support Schoolwide | The District staff will collaborate with site administrators during Instructional Management workshops in the development of sustainable and equitable systems of support for all students, which will include attendance, behavior, academic achievement, parent engagement, and social-emotional growth. This action will be monitored through site-based visits, collaboration notes, and the CA Dashboard metrics. There are no costs associated with this action.   | \$0.00         | No |
| 14 | Site-Based Office Staff and Librarians     | School office staff (secretaries, clerks, office coordinators) and librarians are provided at each school to maintain functionality and access to literary resources for all students. This action supports the maintenance of programs at a base level for all students. This action funds site office staff and librarians.  | \$1,657,520.00 | No |
| 15 | Universal Pre-Kindergarten                 | The District will hire certificated and classified staff to provide instruction for the students in the expanding transitional kindergarten program. This action will fund staff, core curriculum, and additional supplies to support program implementation for students qualifying for enrollment.   | \$0.00         | No |
| 16 | Extended Learning Opportunity Program      | In order to address the needs of English learners, low-income students, and foster youth with experiences beyond the school day that will increase language opportunities, academic interventions, and enrichment activities, the District will provide extended time to students, which will include choice time before the school day as well as additional time after school. Additional opportunities will open access to students to broaden exposure and therefore create additional learning opportunities for unduplicated students. | \$2,462,384.00 | No |

## Goal Analysis for 2021-2022

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.

Action 1 and 14: Staffing Teachers, Administrators, Office Staff and Librarians

The Westside Union School District Board of Trustees continues to prioritize teachers and staff as our most valuable resource. During the 2021-22 school year the District has taken numerous steps to recruit and retain teachers and classified members. This includes raising salary scale by 3% ongoing and providing a 3% one-time bonus, providing grant opportunities up to \$10,000 for tuition reimbursement for new teachers in Special Education, and providing grant opportunities for classified staff pursuing a career in teaching. Additionally, salary for new teachers was raised through the elimination of column I & II on the salary schedule. The human resources department hosts regular job fairs and markets job opportunities at district events, during advisory panels, through social media, and through partnerships with local universities.

Action 9: Clean and Safe Schools

In addition to financial incentives provided this year, the District has taken great strides to improve working conditions for staff including a particular focus on clean and



safe schools. The Westside Union School District Maintenance and Operations Department added Ionizers to every single HVAC unit in the district. These units are guaranteed to kill 99% of all viruses, germs, and bacteria. In addition, at least two Victory Machines and a dozen 55 gallon drums of Bioesque were purchased. These machines sprayed the Bioesque as an additional measure for sanitizing spaces where groups of students and staff met. Hand sanitizer machines were added to all classrooms without a sink as well as to about 70% of our classrooms with a sink. Wall mounted hand sanitizers were also strategically placed throughout all campuses. Alcohol wipes, masks, gloves, bottled hand sanitizer, etc. were continually provided to all sites throughout the school year. Ten new two way radios were purchased for each site to increase communication thus increasing response times when staff or students need support.

#### Action 5: Instructional Materials

All staff and students have full access to standards aligned instructional materials and digital resources. Math instructional material adoptions were slated to expire in June of 2022 for grades 6 - 8 and June of 2023 for grades K-5. With the new mathematics framework slated to be approved by the State Board of Education in July 2022, new math instructional materials are not expected to be approved by California Department of Education until the 2024-2025 school year. Therefore, the district extended the current math instructional materials adoptions through the 2024-2025 school year. Additionally, the District applied for and received two grants from the FCC's Emergency Connectivity Fund which provided over 5,000 additional Chromebooks to students in need.

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

Site administrators support and ensure rigorous standards based instruction and assessment in a variety of ways such as class walkthroughs, pre-observations conferences, and formal observations. When conducting class visits and conferences, administrators are looking for evidence that the content presented in lessons appropriately aligns with the grade level standards. Overall, aligning classroom instruction with the scope and rigor of state standards has been a challenge this year. Teachers have had to address unfinished learning from the previous eighteen months of virtual instruction all the while keeping pace with covering current grade level content standards.

Site administrators continue to provide collaborative time for teachers during staff meetings, coordinated prep times, release time, and paid extra duty outside of contractual work time. These professional learning communities are designed to build teacher fluency with deconstructing standards, aligning assessments, analyzing student work, and evaluating present achievement levels. Social distancing required during the fall and winter terms did hinder the quality of these interactions as teachers were isolated to their own classroom, participated via Zoom or Google Meets, and were limited to analyzing only their own student work. As a result, the ability of teacher teams to identify and respond to larger academic patterns and trends across grade levels was negatively impacted. Additionally, variations in assessment and accounting methods as reflected in teacher gradebooks have become more apparent.

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

Curriculum and Instruction staff provide broad support services and professional development to all teachers and instructional assistants. This year, due to the pandemic large group trainings were delivered via zoom with the majority of in-person training taking place either in small group grade level teams or push-in classroom support. This year's professional development included but was not limited to the following: instructional materials training, classroom management, standards based instruction, standards based grading, data teams, reading intervention, data management, assessment delivery, assessment design, technology, and social emotional learning. An area of need for additional support services is in the areas of English Language Development instruction and leveraging data to drive instruction.

#### Action 13: Implementing Systems of Support Schoolwide

District office staff in curriculum and instruction, special programs, student support services, fiscal services, and human resources facilitate collaborative work sessions with all site leadership including principals, vice principals, counselors, and school psychologists. These work sessions average two to three hours each month and are largely spent conducting needs assessments and identifying best practices to address skills gaps, barriers to learning, and implementing purposeful systems of support.

#### Action 2: Reading Intervention in TK through 2nd Grade

This year, the District has placed a priority focus on early learning in grades TK through second grade. Approximately 100 teachers, all site administrators, and educational services directors completed the Online Elementary Reading Academy training hosted by CORE Learning. Each participant completed seven facilitated modules which included critical components of reading instruction, an introduction to dyslexia as well as fundamental knowledge in effective standards-aligned and research-based reading and assessment practices for all learners. All lower elementary teachers received Decoding Power curriculum kits and headphones for reading assessments within the MAP Reading Fluency assessment system including skills checklists, diagnostics, and dyslexia screening. The addition of teachers at these grade levels provided smaller learning environments where students received targeted intervention based on frequent formative assessments. Unfortunately, COVID restrictions limited the school sites' ability to flexibly group students thus the district was limited in its ability to maximize use of instructional resources and time.

#### Action 1 and 3: Extended Learning in Kinder Camp & Beyond the School Day

Westside Union added extended learning time beyond the school day to provide systematic and explicit phonics instruction to our most struggling readers in grades Kindergarten through third grade. Approximately 650 students participated in one or more intensive eight week cycles of reading intervention four days a week for forty-five minutes each day. Over 80% of the students who participated demonstrated growth in RIT (Rasch Unit) scores. Teachers and parents equally observed gains in confidence, engagement, participation, and overall enjoyment of learning in participating students.

Adding three days of instruction for Kinder Camp prior to school starting adds another layer of instructional support for our youngest learners. Students are invited to practice school routines and transition without other students on campus. The program provides an opportunity for students new to a school environment to participate with lower levels of anxiety. Students are assessed on basic fundamental skills such as the ability to hold a pencil and or scissors. Students learn play routines on campus and are introduced to members of the staff. This year, 267 students participated in this program offering. This is approximately 65% of previous years participation rates which typically includes over 400 students. Concerns over the health crisis and anxiety returning to in-person learning were likely the reason for this drop in participation.

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

Over the course of the 2021-2022 school year, Anaverde Hills, Del Sur, and Joe Walker Middle School participated in the Western Association of School Colleges (WASC) self-reflection study which provides a process for regularly examining programs, processes, and data around school goals and student learning through data analysis, reflection, inquiry, and dialogue. In conjunction with a visiting committee, each site evaluates the following: clarification of the school's purpose and the schoolwide learner outcomes, assessment of the student program and its impact on student learning with respect to the ACS WASC criteria, development of a schoolwide action plan that addresses identified areas for improvement, and building a professional culture to support the schoolwide action plan.

#### Action 7: Parent Workshops Supporting Standards Aligned Curriculum

Building the capacity of parents to support standards based instruction at home has proven to be a significant challenge in the wake of COVID. Stakeholders have expressed that some parents, after having to provide significant support during distance learning in 2020-2021, were heavily fatigued going into the 2021-2022 school year. Other parents, due to LA County Department of Public Health guidelines, were not allowed on campus for approximately two-thirds of the year for routine events such as student awards and volunteering and thus felt disenfranchised. School sites did host some virtual parent education events such as technology night and STEM nights; however, building personal relationships through personal interaction in a time of need held greater priority. Based on previous years participation rates, parent engagement appears to be lower than normal. Going forward, this is a definite area for growth. Parents have requested the return of Parent University workshops and site administration is looking at incorporating an educational aspect into traditional social events with large community attendance rates. In 2022-2023, kindergarten and first grade parents will have access to ReadyRosie, an evidence-informed and research-based family engagement and early learning resource.

Although the COVID-19 pandemic limited some scope of the actions and services outlined in Goal 1, the District was able to fully implement all actions and services except Action 7: Parent Workshops Supporting Standards Aligned Curriculum, which was only partially implemented.

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

The following Actions indicate a material difference of 20% between budgeted expenditures and estimated expenditures:

#### Action 1: Extended Learning at Kinder Camp

Students and families were returning to in-person learning when Kinder Camp was held, and there was a feeling of anxiousness for some newly enrolled student families to participate. The program showed enrollment of less than half of the projected number. Therefore, the decrease in enrollment triggered less staff and materials needed to implement the program, which resulted in a decrease of spending under budget.

#### Action 2: Reading Intervention in Second Grade

The original estimation of this action was completed with higher staff salaries. Expenses were lower based on the placement on the salary schedule.

#### Action 3: Extended Learning Time Beyond the School Day

Not all students that qualified for the program attended and at times during the year, staff was not available to run the extended learning intervention. Therefore, the result spent was significantly under budget.

Action 5: Standards-Aligned Instructional Materials

The difference is a result of over estimated costs for curriculum resources.

Action 8: Curriculum and Instruction Staff

When the budget was estimated for this action, a Director of Assessment was not factored. This action shows an increase of spending over budget.

Action 11:

Three schools (Del Sur, Joe Walker, and Anaverde Hills) participated in the WASC process. Because one school site participated online, the expenditures were reduced in this action.

Action 14: Site-Based Office Staff and Librarians

Staffing shortages across the District due to the health crisis impacted the workforce and unfilled shifts. Therefore, not all budgeted funds that were expended.

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

Action 4: Qualified Teachers and Administrators

Action 14: Site Based Office Staff and Librarians

While attracting and retaining both well-qualified credentialed teachers and administrators remains a top priority for the District, we are equally impacted by the national teacher shortage. This year, approximately 10% of our teaching staff will be retiring, relocating, resigning, or will be temporarily released. As of the close of this year, 17% of our certificated staff will be 55 years old and eligible for early retirement. Additionally, similar patterns and trends are reflected in our classified staffing. As of May 2022, the District employed 664 total classified staff. Over the course of the 2021-2022 school year, 263 were hired and 167 have retired, relocated, or resigned to take another position elsewhere with over 20% eligible for early retirement.

With just over 400 teachers in the District, approximately 10% are pre-interns or interns with another 15% who participate in a district sponsored induction program designed to assist teachers in clearing their preliminary credentials. Since approximately 15% of our teaching workforce is new to the profession, the District maintains a robust new teacher support program. A district level director, a district coordinator, and four full time teachers on special assignment provide weekly support to approximately 100 teachers. Over 82% of teachers participating in the induction program indicated the support they received from the program significantly impacted their instruction. Additionally, pre-interns and interns took pride in the relationships built with their students, the growth and achievement of their students, as well as their own professional development. These job embedded systems of support increased teacher efficacy as well as promoted a positive work experience.

Action 6: Professional Development

Virtual instruction during the 2020-2021 school year combined strict public health requirements for the majority of the 2021-2022 school fatigued teachers thus participation rates in district hosted professional development was down approximately 30% from pre-pandemic years. Engagement during Zoom and Google Meets sessions was challenging to gauge for presenters and virtual collaboration was limiting. Since registration for professional learning has reopened for in-person professional development for the 2022-2023 school year, the District is already observing higher registration rates than in the 2021-2022 school year.

Action 2: Reading Intervention TK through 2nd grade

Action 10: Collaboration to Support District Initiatives

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

NWEA, using data from over 6 million students in grades 3-8 who took MAP Growth assessments in reading and math, examined achievement in the fall of 2021 relative to the fall of 2019 in order to gauge unfinished learning across the nation. Research indicated declines in the fall of 2021 achievement relative to the fall of 2019 ranging in magnitude from 3 to 7 percentile points in reading and 9 to 11 percentile points in math. Students in Westside Union School District fared slightly worse than national averages with a decline of 4 to 12 percentile points in reading and 6 to 14 percentile points in math.

In contrast, with the return to in-person learning and a district wide focus on reading intervention, students in grades 1st through 6th have demonstrated remarkable growth in reading this year. From August of 2021 to December of 2021, the District conditional growth in reading from grades 1st through 6th ranged from the 73rd percentile to the 93rd percentile. Similarly in math, the District conditional growth for these same grades ranged from the 69th percentile to 95th percentile. Unfortunately, 7th and 8th grade students only maintained present levels of academic performance in math and declined in reading between August of 2021 and December of 2021. However, after analyzing multiple data points including attendance rates, discipline rates, and key indicators within the California Healthy Kids Survey, the District has

identified that middle school performance levels within NWEA are not an accurate measure of present levels of achievement but rather reflective of an overall disengagement with school largely influenced by the pandemic. This will be discussed in greater detail in the Goal 3 narratives.

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

#### Action 3: Extended Learning Time

District wide intensive reading intervention after school impacted over 650 students ranging from Kindergarten to third grade. Intervention class sizes were limited to approximately 15 students. Teachers who taught the intervention program were required to participate in the CORE Online Elementary Reading Academy, which takes approximately 40 to 45 hours to complete. In addition to the training, all intervention teachers were provided Decoding Power curriculum kits for explicit phonics instruction as well as were required to assess the students using NWEA skills checklists every two weeks of instruction. Teachers found that when completing lessons with a small group/center approach, a larger increase in scores was observed than when using a whole group approach. Centers were planned with games that corresponded to the Decoding Power lessons and teachers used language found within the NWEA such as "word parts." Teachers and parents reported a significant increase in student confidence in reading and writing as well as increased participation in class during the traditional school day. Sites that ability grouped the students for these intervention classes rather than strictly students grouped by also reported higher student engagement.

A challenge for this intervention is that it is offered after school hours. A number of students who desperately need this type of intervention struggle with a means of transportation. The longer school day is hard for our youngest children who might benefit from a nap and snack after school. Another challenge is having enough teachers to staff the program given the large numbers of students who qualify for the program. Some sites are also investigating ways to embed this time of intensive intervention into site-based Response To Intervention time within the school day.

#### Action 7: Parent Workshops Supporting Standards Aligned Instruction

As stated previously, this action and service was partially implemented at the most basic level as visitors and community events were not allowed on campus due to public health concerns until the spring of 2022. The District is partnering with parents to establish a parent university that would host academic and social events throughout the school year as well as have a strong social media presence.

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

Based on analysis and reflection, additional actions added to Goal 1 include the following:

#### Action 2: Reading Intervention in Kindergarten Through 2nd Grade

The scope of this action has changed slightly. With the addition of the prekindergarten actions in Goal 1 and Goal 2 (Universal Prekindergarten and Supplemental Supports for Universal Prekindergarten), this action will not include transitional kindergarteners. With the move to a comprehensive prekindergarten program, transitional kindergarteners will be encompassed in the new actions. Therefore, moving forward, this action will only include kindergarten through 2nd grade students.

#### Action 15: Universal Pre-Kindergarten

This action will support the District transition to the prekindergarten core program for all students, which is funded with base funds. For the 2022-2023 school year, eligibility will be based on the students turning five between September 2 and December 2. Eligibility will be fully expanded for all students by the 2025-2026 school year, which includes a student turning four by September 1. This action will fund all core materials needed to implement this program. A full description of this program is included in the Universal Prekindergarten Plan.

#### Action 16: Extended Learning Opportunity Program

This action will support student access to enrichment, care, and academic supports beyond the school day, either before or after school and up to 3.0 hours of additional support/enrichment. Local agencies have currently submitted bids for the afterschool portion of implementation. This action is expected to begin within the first semester

of the 2022-2023 school year.

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

DRAFT

# Goal

| Goal # | Description   |
|--------|---|
| 2      | Access for All: Ensure all students have equitable access to a high quality instructional program and the research-based supports that they need to engage fully and meaningfully with the program. |

## An explanation of why the LEA has developed this goal.

The state priorities addressed in this broad goal include:

State Priorities Addressed: 1. Conditions of Learning; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes

The purpose of this goal is to build upon the base program for all students. The majority of actions within this goal address supplemental and additional services to address barriers in order for unduplicated student groups to fully engage in learning.

The metrics used to measure outcomes include state assessments, CAASPP and English Language Proficiency Assessment for California (ELPAC). Both reclassification rates for English learners and progress on the ELPAC from the English Learner Progress Indicator (ELPI) from the CA Dashboard are used to measure progress. Local data metrics include the standards-aligned diagnostic tools, NWEA Map Growth in English language arts and math as well as reading fluency. These local metrics are more formative in nature and can be used to drive instructional decisions throughout the school year to fully support unduplicated student growth.

## Measuring and Reporting Results

| Metric                              | Baseline   | Year 1 Outcome  | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024   |
|-------------------------------------|--|---|----------------|----------------|---|
| CA Dashboard Distance From Standard | Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met as measured by the Smarter Balanced Assessment. The following student groups were reported as follows:<br>All students: 3.6 points below standard<br>Socioeconomically | Results for the 2021-22 dashboard will not be available at the time of reporting for the 2021-22 LCAP. Public results will be made available in the fall of 2022. |                |                | To reduce the distance from standard for the following groups as follows:<br>All students: From 3.6 points below standard to 0 points below standard<br>Socioeconomically disadvantaged students: From 25.5 points below standard 18 points below standard<br>Homeless students: From 18.4 points below standard to 12 points below standard<br>Students with a disability: 88.6% points below standard to 75 points below standard |

|   |   |   |  |  |
|---|---|---|--|--|
|   | <p>disadvantaged students: 25.5 points below standard</p> <p>Homeless students: 18.4 points below standard</p> <p>Students with a disability: 88.6% points below standard</p> <p>Foster youth: 70.8 points below standard</p> <p>English learners: 37.7 points below standard</p> |   |  | <p>Foster youth: 70.8 points below standard to 60 points below standard</p> <p>English learners: 37.7 points below standard to 30 points below standard</p>  |
| CAASPP Results ELA UDP  | <p>Percentage proficient on the ELA portion of the 2018-2019 CAASPP for unduplicated student groups as follows: low income, 39% Proficient; EL, 11% Proficient; students with disabilities, 14% Proficient; Foster 22%</p>  | <p>Results for the 2021-22 CAASPP will not be available at the time of reporting for the 2021-22 LCAP. Public results will be made available in the fall of 2022.</p> |  | <p>To increase percent proficient on the annual CAASPP ELA assessment for unduplicated student groups as follows: low income, 43% Proficient; EL, 15% Proficient; students with disabilities, 18% Proficient; Foster 25%</p> |
| CAASPP Results Math UDP   | <p>Percentage proficient on the MATH portion of the 2018-2019 CAASPP for unduplicated student groups as follows: low income, 23% Proficient; EL, 7.5% Proficient; students with disabilities, 9.5% Proficient; Foster 12%</p>   | <p>Results for the 2021-22 CAASPP will not be available at the time of reporting for the 2021-22 LCAP. Public results will be made available in the fall of 2022.</p> |  | <p>To increase percent proficient on the annual CAASPP MATH assessment for unduplicated pupil groups as follows: low income, 27% Proficient; EL, 12% Proficient; students with disabilities, 14% Proficient; Foster 16%</p>  |
| NWEA Measures of Academic Progress (MAP) Student Growth Reading for low income students | <p>NWEA MAP Winter 2019-20 grade and normed percentile ranking</p> <p>2nd, 28; 3rd, 30; 4th, 37; 5th, 27; 6th, 32; 7th, 25; 8th, 27</p>   | <p>Results for NWEA MAP Winter 2021-2022 grade and normed percentile rankings: 2nd, 32; 3rd, 30; 4th, 35; 5th, 31; 6th, 34; 7th, 29; 8th, 31</p>                      |  | <p>To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment to at or above the 35th percentile for all low income students grades 2nd to 8th.</p>   |

|  |   |   |  |  |   |
|--|---|---|--|--|---|
| NWEA Measures of Academic Progress (MAP) Student Growth Math for low income students | NWEA MAP Winter 2019-20 grade and normed percentile ranking 2nd, 25; 3rd, 26; 4th, 30; 5th, 24; 6th, 27; 7th, 26; 8th, 24                       | Results for NWEA MAP Winter 2021-2022 grade and normed percentile rankings: 2nd, 23; 3rd, 21; 4th, 23; 5th, 20; 6th, 29; 7th, 24; 8th, 27   |  |  | To increase the normed percentile ranking on the NWEA MAP Growth Math assessment to at or above the 35th percentile for all low income students in grades 2nd to 8th grade      |
| NWEA Measures of Academic Progress (MAP) Student Growth Reading for EL               | NWEA MAP Winter 2019-20 grade and normed percentile ranking 2nd, 19; 3rd, 17; 4th, 9; 5th, 9; 6th, 11; 7th, 6; 8th, 6;                          | Results for NWEA MAP Winter 2021-2022 grade and normed percentile rankings: 2nd, 21; 3rd, 24; 4th, 21; 5th, 16; 6th, 20; 7th, 8; 8th, 7   |  |  | To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment for EL students as follows: 2nd, 25; 3rd, 25; 4th, 15; 5th, 15; 6th, 15; 7th, 10; 8th, 10   |
| NWEA Measures of Academic Progress (MAP) Student Growth Math for EL                  | NWEA MAP Winter 2019-20 grade and normed percentile ranking 2nd, 20; 3rd, 19; 4th, 26; 5th, 11; 6th, 10; 7th, 9; 8th, 7;                        | Results for NWEA MAP Winter 2021-2022 grade and normed percentile rankings: 2nd, 20; 3rd, 19; 4th, 33; 5th, 15; 6th, 18; 7th, 12; 8th, 7  |  |  | To increase the normed percentile ranking on the NWEA MAP Growth Math assessment for EL students as follows: 2nd, 25th; 3rd, 25th; 4th, 28; 5th, 15; 6th, 15; 7th, 15; 8th, 15; |
| NWEA Measures of Academic Progress (MAP) Student Growth Reading for Foster           | NWEA MAP Winter 2019-20 grade and normed percentile ranking 3rd, 24; 4th, 21; 5th, 16; 6th, 13; 7th, 12; 8th, 10                                | Results for NWEA MAP Winter 2021-2022 grade and normed percentile rankings: 2nd, 19; 3rd, 17; 4th, 26; 5th, 14; 6th, 22; 7th, 15; 8th, 12   |  |  | To increase the normed percentile ranking on the NWEA MAP Growth Reading assessment for foster youth as follows: 3rd, 28; 4th, 25; 5th, 20; 6th, 1; 7th, 16; 8th, 14            |
| NWEA Measures of Academic Progress (MAP) Student Growth Math for Foster              | NWEA MAP Winter 2019-20 grade and normed percentile ranking 2nd, 10; 3rd, 12; 4th, 11; 5th, 26; 6th, 15; 7th, 10; 8th, 7                        | Results for NWEA MAP Winter 2021-2022 grade and normed percentile rankings: 2nd, 11; 3rd, 15; 4th, 18; 5th, 7; 6th, 15; 7th, 17; 8th, 11  |  |  | To increase the normed percentile ranking on the NWEA MAP Growth Math assessment for foster youth as follows: 3rd, 16; 4th, 15; 5th, 30; 6th, 19; 7th, 14; 8th, 11              |
| ELPI English Learner Proficiency Indicator   | In 2019 39.8% of EL students were making adequate progress towards English proficiency as measured by the English Learner Proficiency Indicator | The ELPI English Learner Proficiency is an Indicator on the CA Dashboard, and this data has not been released. The 2021 ELPAC scores for students enrolled in the District are as follows: 71 (11%) of students received a 4; 277 |  |  | 43% of EL students were making adequate progress towards English proficiency as measured by the English Learner Proficiency Indicator   |



|                                       |  |  |  |  |   |
|---------------------------------------|--|--|--|--|---|
|                                       |  | (44%) of students received a 3; 202 (32%) of students received a 2; and 78 (13%) of students received a 1. |  |  |   |
| English Learner Reclassification Rate | In 2019-20, 17.1% of EL students were reclassified | In 2020-2021, 11.0% (71) EL students were reclassified   |  |  | In 2023-24, 20% of EL students will be reclassified |

## Actions

| Action # | Title   | Description   | Total Funds  | Contributing |
|----------|---|---|--------------|--------------|
| 1        | English Learner Paraprofessional and Teacher Support          | In order to address the need of English Learners limited exposure to English in all four language domains (reading, writing, listening, and speaking), Bilingual Assistants will provide supplemental language support to assist English learners with academic and content language within the classroom and increase parent involvement and communication. An additional certificated teacher will also be supporting training for both the bilingual assistants as well as supplemental support for teachers to address engagement of English Learners. The metric used to evaluate this service will include site administration observation of student engagement and student assessment data. | \$503,304.00 | Yes          |
| 2        | English Learners Language Acquisition Program (ELD)           | In order to provide full access to the curriculum and the Common Core State Standards, certificated staff will provide English Language Development (ELD) instruction, both designated and integrated, as a component of the Structured English Immersion language acquisition program offered for all English learners across the district. Elementary teachers provide both integrated and designated instruction, within the school day. Middle school teachers provide integrated instruction with designated instruction scheduled during the student's English Language Development course block.   | \$0.00       | No           |
| 3        | Professional Development for ELD Support for English Learners | Certificated staff will apply learning of the components of English Language Development (ELD), which include language goals and strategies to English learners. This action includes the professional development in ELD, both integrated and designated as well as strategies to support English learners. Professional development will occur during designated staff collaboration time. There are no additional funds allocated to this action.  | \$0.00       | No           |
| 4        | English Learner District Support Staff                        | The District will employ three district-level bilingual assistants to support the administration of the English Language Proficiency Assessment for California, provide required parent notifications, assist with progress monitoring and reclassification, and provide translation support to ensure the implementation of the English Learner program for all English Learners. This action will fund three district-level bilingual assistants as part of the Base program.   | \$118,000.00 | No           |

|    |  |  |              |     |
|----|--|--|--------------|-----|
| 5  | Parent Literacy Program                                    | To increase parent involvement in school, a Bilingual Assistant will provide an opportunity for parents of English Learners to participate in an English Language Literacy Program. Parents of English learners can feel isolated from the school environment due to language limitations, which can lead to a decrease in advocacy and communication. This action will focus on developing communication skills for parents so that they feel connected to their child's education while also continuing to increase parent participation on campus. This program celebrates parents becoming dual language speakers. This action will fund a paraprofessional and supplies needed to run the parent involvement program. The metric used to evaluate the effectiveness of this service will include a parent participation survey. | \$35,508.00  | Yes |
| 6  | Monitoring RFEP Student Progress                           | School staff, teachers and administrators, will monitor academic progress of Reclassified Fluent English Proficient (RFEP) students at the end of each grading cycle to ensure access to supports, intervention, and collaboration with parents. This action will be monitored through the ELlevation system. There are no additional charges for this action.   | \$0.00       | Yes |
| 7  | Maintaining School of Origin                               | Transportation services through Hop Skip Drive for foster youth will be provided to maintain a consistent educational program at the School of Origin. The foster liaison will work collaboratively with community agencies, foster families, and the Educational Rights Holder to increase access to a consistent learning environment. The action will fund transportation services. The metric used to evaluate this service will be qualitative data summarized from collaboration opportunities with agencies and Best Interest Determination (BID) meetings.   | \$35,000.00  | Yes |
| 8  | Tutoring Services for Homeless                             | Tutoring services for homeless youth will be provided through an online system coordinated by a nonprofit agency, which will include assistance with connectivity and tutoring services.   | \$5,000.00   | No  |
| 9  | Equitable Access to Technology                             | School staff will provide additional Chromebooks and/or connectivity to low-income students to ensure access and connectivity. This action will fund Chromebooks and hotspots.   | \$600,000.00 | Yes |
| 10 | Management, Distribution, and Repair of Student Technology | As a result of purchasing Chromebooks for low-income students, four Technology Assistants will provide service to students to repair and replace district distributed devices, assist on the helpline with connectivity and trouble-shooting the operation of devices, and manage the inventory for quick and timely distribution of technology to low-income students. This action will fund four Technology Assistants as well as supplies needed to implement this action.  | \$281,205.00 | Yes |
| 11 | Technology Department                                      | Technology staff is hired to maintain internet access; technology supports for teachers and staff; maintenance of the district website; and upkeep of communication systems throughout the district in order to maintain functionality of the instructional setting for all students. This action supports four full-time classified technicians and is a function of the base program for all students.   | \$657,824.00 | No  |
| 12 | Connecting Resources to Families                           | The collaborative Empowering YOUTH Committee comprised of parents, certificated, and classified staff will provide access to community agencies to parents of low-income   | \$34,000.00  | Yes |

|    |  |  |              |     |
|----|--|--|--------------|-----|
|    |  | students through the coordination of the annual Empowering YOUth Festival. This action will fund supplies, vendors, community presentations, and materials.  |              |     |
| 13 | Community Engagement Workshops   | Instructional management team members (Directors, Administrators, Counselors, Behaviorist, and Psychologists) will provide workshops and training for parents/educational partners to develop strategies and provide needed resources to assist with the unique needs of low-income students. This action will include needed staff to coordinate trainings, consultant fees, and materials for workshops.   | \$139,655.00 | Yes |
| 14 | (AVID) Student Engagement in a Challenging and Relevant Program                                  | Elementary and secondary teachers will provide Advancement Via Individual Determination (AVID) strategies to support College and Career Readiness to low-income students. This action will fund AVID site licenses, AVID Weekly student lessons, and professional development provided with the site license.  | \$40,958.00  | Yes |
| 15 | (AVID in Middle School) Student Engagement in Structured Collaborative Learning                  | AVID tutors staffed in the AVID elective classes will provide low-income students with opportunities to participate in structured collaborative groups to determine point of confusion within content areas through an inquiry method and provide supports to College and Career Readiness skill development. This action will fund AVID tutors at the middle schools.   | \$115,000.00 | Yes |
| 16 | Access to College and Career Assessment  | Teachers will provide access for 8th grade low-income students to take the PSAT assessment. This action will fund the cost of providing the exam as well as extra duty to classified or certificated staff for administration.   | \$15,000.00  | Yes |
| 17 | Equitable Access to the Programs   | Teachers will provide access for 4th and 5th grade low-income students to take the Otis-Lennon School Ability Test 8th Edition (OLSAT-8), which can qualify a student for the Gifted And Talented Education Program (GATE). This action will fund this assessment.   | \$10,600.00  | Yes |
| 18 | Increased Arts Program   | Roving fine art teachers will provide increased access to the music to low-income students, lower elementary through 6th grade, at elementary schools with the greatest low-income rates. This action will fund music teachers.  | \$131,211.25 | Yes |
| 19 | Parent Teacher Collaboration with English Learners, Foster Youth and Low-Income Student Families | Teachers will provide additional conference times for parents during two non-student days to collaborate on the student progress of EL students, low-income students, and foster youth. Conferences for foster youth may include social workers and counselors. This action will fund two days for certificated staff to meet with parents during flexible hours.  | \$596,487.00 | Yes |
| 20 | Supplemental Supports for Universal Pre-Kindergarten Program                                     | In order to address the needs of English learners, low-income students, and foster youth with early exposure to language, social emotional wellness, and development of interpersonal and intrapersonal skills, the District will provide supplemental materials for the Universal preschool program. Transitional kindergarteners lacking exposure to a range of experiences and language development will benefit from trained staff and additional materials and supplies to accelerate learning and prepare them for enrollment in kindergarten. | \$20,000.00  | Yes |
| 21 | Diagnostic Assessments   | Teachers will identify achievement gaps to inform instructional practice and personalized, targeted interventions for low-income students. This action will fund diagnostic assessment   | \$0.00       | No  |

## Goal Analysis for 2021-2022

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

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

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

These actions are considered to be fully implemented; however, some actions may still show some implementation challenges due to the ongoing health crisis, which is why the descriptions are included.

A brief summary of fully implemented actions is below:

#### Action 1: English Learner Paraprofessional Support

Each site has at least two bilingual assistants, with the exception of Leona Valley since their population of English learners is very low. Bilingual assistants are aides that provide supplemental supports to English learners and act as liaisons between the school and families. The ability to provide consistent support was the result of a shortage of people applying for positions; therefore, some positions remained open longer than expected. Additional challenges included staff absences because of illness and quarantine. The turnover of staff in this area has been greater during the 2021-2022 school year. When new staff is hired, they are trained, which has been held via Zoom due to the health crisis.

#### Action 2: English Learners Language Acquisition Program (ELD)

Teachers provided English Language Development, both designated and integrated. However, consistency has been impacted by students and staff absent due to quarantine and the need for more intensive support for the over 70 new teachers hired within the District.

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

An English Language Development professional workshop was provided to all the teachers in the New Teacher Support Program on October 26, 2021. English Language Development strategy support using the ELlevation system was reviewed with the administrators in the fall and during the Westside Institute professional development days. Additional instruction in English Language Development is reviewed at each school site.

#### Action 4: English Learner District Support Staff

This action supports the bilingual assistants employed at the school District complex. They provide ongoing translation services, facilitate English language acquisition assessments, and monitor state and federal requirements. The health crisis had minimal impact on the implementation of this service since assessments could be completed in person and online.

#### Action 6: Monitoring Reclassified Fluent English Proficient Student Progress

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

#### Action 7: Maintaining School of Origin

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

#### Action 8: Tutoring Services for Homeless

Few families have taken advantage of this service; however, it is fully implemented. The program provides free tutoring services (online) to homeless students through

School on Wheels, and it is designed with incentives when students participate, which can include extracurricular scholarships, additional supplies, and technology for use at home.

#### Action 9: Equitable Access to Technology

Chromebooks and hotspot availability for students working at home was not fully in place at the beginning of the school year because the technology was on backorder. To date, Chromebooks and hotspots have been distributed to students needing technology at home, and distribution was based on a survey completed in the summer of 2021. With the return of students to in person learning there was a decreased need for devices and connectivity for some families. Students will continue to have access to distributed technology over the summer to take advantage of online supplemental programs.

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

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

#### Action 11: Technology Department

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

#### Action 16: Access to College and Career Assessment

All 8th grade students had the opportunity to take the PSAT at school.

#### Action 17: Equitable Access to the Programs

4th and 5th grade students had the opportunity to take the OSLAT assessment, which was a change. Due to the health crisis and online learning at home during the 2020-2021 school year, the OSLAT was not available to students; therefore, the GATE assessment was provided to both 4th and 5th grade. The assessment will be given to only 4th graders in the following years.

#### Action 18: Increased Arts Program

The full-time music teacher worked at Quartz Hill Elementary school for the 2021-2022 school year. The teacher provided music instruction to the highest poverty school in the District, which included students that would not necessarily have access to music instruction.

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

Parent/Teacher conferences were held across the District both in-person and online. There was no disruption of this action during the 2021-2022 school year.

Actions partially implemented include the following:

#### Action 5: Parent Literacy Program

The impact of the COVID health crisis limited participation of parents and regularly scheduled classes. Meetings were held via Zoom and in-person depending on the health and safety restrictions. There was a reduced rate of parent participation in the Parent Literacy Program due to these changes. Additionally, there was a temporary reduction in staff supporting the program resulting in the program running three quarters instead of four.

#### Action 13: Community Engagement Workshops

This action included the use of a Community Engagement Center, which is not constructed. The construction costs for the Community Engagement Center have increased and supplies are on backorder or show limited availability. The health crisis has impacted this action. The availability of space to conduct parent engagement workshops was therefore limited in the 2021-2022 school year. Due to the pandemic, outside facilities reduced event space as well, so arranging other locations for workshops was challenging. Online platforms were explored for some workshops. The total budgeted cost for this action includes staff to assist with parent workshops. That part of the service is accounted for in the budget and was not impacted by the health crisis.

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

The AVID program was implemented at each school site, and the impact of the health crisis and the return to in-person instruction caused the overall implementation of schoolwide strategies embedded in the program to decrease. Professional development at each site continued, but again due to challenges on the campus the professional development was been limited. Each school site continued to coordinate a site AVID team, and the elements of certification, data collection and the

Coaching and Certification Instrument (CCI), was completed in order to maintain site certification.

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

Due to the health crisis there was a decreased number of AVID electives at school sites, specifically Joe Walker and Del Sur. Del Sur did not hold an elective class and Joe Walker reduced their elective offerings from four periods to two because of enrollment. Student interviews and the student enrollment process for the AVID elective was impacted because students were participating in distance learning in 2020-2021. AVID sections in the 2021-2022 school year were reduced; therefore, there is a substantive implementation difference for this action.

Actions on hold for the 21-22 school year include the following:

**Action 12: Connecting Resources to Families**

The Empowering YOUTH Family Festival was an annual event. Due to the health crisis this in person event has been on hold; therefore, there was a substantive difference in implementation. The event is currently planned for the 2022-2023 school year.

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

The majority of the material differences in expenditures were due to the challenges of the ongoing health crisis. The District continued to follow safety protocols throughout the school year, which impacted the implementation of some services. The following Actions indicate a material difference of 20% between budgeted expenditures and estimated expenditures:

**Action 1: English Learner paraprofessional Support**

The material difference of unspent funds on this service is due to staff shortages throughout the school year as a result of the health crisis, higher turnover of staffing, and limited extra duty used because of the reduction of in-person workshops, such as the Latino Literacy Program.

**Action 5: Parent Literacy Program**

This program showed a material difference of unexpended funds. The level of parent participation decreased due to the need for changes in health and safety protocols. The program was also conducted at times online and the length of the service was reduced because of the health crisis.

**Action 7: Maintaining School of Origin**

This action shows a material difference of unexpended funds. The Best Interest Determination (BID) meetings held by the District Foster Liaison addressed other transportation options for foster youth in order for students to remain at their School of Origin. Therefore, the cost incurred was reduced for the 2021-2022 school year.

**Action 9: Equitable Access to Technology**

The District applied for and received funds from the Emergency Connectivity Fund to address equitable access to technology. Therefore, there is a material difference of unexpended funds. The Chromebooks and hotspots received will be available in the 2022-2023 school year for student use at home.

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

The increase in expended costs is due to an increase in hours for this job position.

**Action 12: Connecting Resources to Families**

The Empowering YOUTH Family Festival remained on hold for the 2021-2022 school year due to the health and safety requirements during the pandemic. Therefore, there is a material difference of unexpended funds.

**Action 13: Community Engagement Workshops**

The material difference is due to underestimating staff salary. Therefore, this action shows an increase of funds expended.

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

The material difference of unexpended funds was due to overestimating the anticipated cost increase of the site AVID licenses.

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

The material difference of unexpended funds is due to open AVID tutor part-time positions and staff turnover for the middle school programs. Additionally, because of the health crisis the AVID students were not able to take college field trips, which decreased the need for staffing extra duty and transportation. Because of the reduction of an AVID elective at Del Sur there was also a reduction in staffing at Del Sur. For the 2022-2023 school year, the AVID elective support class Del Sur will be reestablished.

**Action 18: Increased Arts Program**

The material difference resulting in an increase of expended funds is due to underestimated cost for a full-time music teacher.

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

Overall, the actions within Goal 2 were effective in making some progress toward the goal. Consistent and full implementation efforts were hindered for some actions as a result of the health crisis. Because of the inability to instill consistent implementation, data reflections do not indicate the growth anticipated. Challenges are identified in the following explanations.

Actions 1 through 4 specifically support English learners. In 2021 71 (11%) of English learners scored a 4 on the ELPAC and 277 (44%) students scored a 3 on the ELPAC. Therefore, 282 English learners are scoring below a 3. The District has observed a lower reclassification rate for English learners over the last two years, which results in a larger number of students becoming at-risk English Learners or Long-Term English Learners. This is evident in the larger number of students that sit at an overall score of 3 on the ELPAC. According to Dataquest, reclassification rates for the 2019-2020 school year were 114 students and for the 2020-2021 school year were 71 students. As preliminary data shows, the District anticipates approximately 50 English learners reclassified within the 2021-2022 school year. This decline is a concern and adjustments are intended within the actions to address this decline.

**Action 1: English Learner Paraprofessional Support**

This action was fully implemented; although, the first 3 quarters of the school year were impacted because of the health requirements and safety protocols in place for in-person learning. Student progress was impacted if students were out of school because of quarantine and if bilingual assistants were unable to pull students together to work in small groups for supplemental support. By February, the bilingual assistants' support in the classroom was increased because of reduced safety protocols. Part of the bilingual assistant support includes parent involvement. There was reduced participation from parents because of COVID restrictions. By February, the bilingual assistants were also able to plan in-person group sessions with parents. However, participation hesitation did impact the number of parents on campus. It is evident that additional paraprofessional support may be needed to meet the needs of an increase in Long-Term English Learners and a decrease in reclassification rates. Additionally, as indicated in the lower reclassification rates and increase in Long-Term English Learners, there is a need to increase staffing to include a certificated teacher to support training paraprofessionals working with English learners and working with teachers to further enhance strategies to support English learners.

**Action 2: English Learners Language Acquisition Program (ELD)**

The monitoring of English Language Development was affected by the health crisis and limited staff across campuses. Teachers provided English Language Development within classrooms; however, for a portion of the year working in small groups was a challenge. Data shows that fewer English Learners were reclassified; therefore, there is a larger number of Long-Term English Learners.

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

Expectations for teachers to teach English Language Development is communicated by school site administrators and through the New Teacher Support Program. All certificated staff are expected to provide appropriate ELD instruction to English Learners. Strategies to support English Learners is included in the online ELlevation program, which is available to all bilingual assistants and certificated staff for additional scaffolded instructional support. To increase reclassification rates that have slowed according to data, there is a need for additional certificated staff to support teachers with consistent and intentional designated and integrated English Language Development. This increased service will be added to Action 1.

**Action 4: English Learner District Support Staff**

District bilingual assistants complete required components of the English Learner program, which include facilitating assessments, participating in District English

Language Advisory Committee meetings, preparing parent notifications, evaluating reclassification of students, and providing translation services both orally and in writing. All Initial and Summative (ELPAC) participation rates are monitored. For the 2021-2022 school year, all To Be Determined students completed the Initial ELPAC, and all English learners completed the Summative ELPAC.

#### Action 5: Parent Literacy Program

This program generally increases parent participation and involvement on campus as well as in the District English Language Advisory Committee meetings; however, the decrease in parent participation as a result of the health crisis also decreased parents involvement on campus. Parents utilizing the literacy program show evidence of confidence and the ability to assist their children with academic requirements. In order to increase the availability of this program and make-up for hindered parent participation, the online program supporting English proficiency for parents, Rosetta Stone, will continue to be available for parents over the summer. The District observed a reduced rate of attendance at the District English Language Advisory Committee meetings and a decrease of parents participating in this program. Prior to the pandemic, 60 parents were participating in the Parent Literacy Program. During the 2021-2022 school year approximately 40 parents were participating.

#### Action 6: Monitoring Reclassified Fluent English Proficient (RFEP) Student Progress

RFEP students are monitored for 4 years after reclassification. Students not continuing to make progress or work below grade level participate in Parent/Teacher conferences in the fall and at other times throughout the school year. Site interventions are offered to RFEP students not performing above grade level and may include the learning lab at lunch, before school tutoring, and after school tutoring. Site bilingual assistants are also available on site campuses as supplemental support. Additionally, student outcome data shows that the majority of RFEP students are able to perform in the classrooms with minimal supports.

#### Action 7: Maintaining School of Origin

Hop, Skip, Drive is an effective service for providing foster youth student transportation to their School Of Origin (SOO) when school bus transportation isn't feasible or available. This service affords the foster youth continuity in educational services and programs. 8 foster students participated in transportation through Hop, Skip, Drive. NWEA results for foster students. While students were able to maintain school of origin, according to NWEA scores between all students and foster students, there is a significant difference for foster youth.

#### Action 8: Tutoring Services for Homeless

This action showed minimal effectiveness because of low participation rates. To increase the opportunity for student participation in the 2022-2023 school year, the program will be communicated more efficiently to staff across the District. Staff may include Instructional Management, Health Services, Counselors, and Psychologists. The program will be shared with Advisory Committees and the North Antelope Valley Committee (NAVC).

#### Action 9: Equitable Access to Technology

Despite the late delivery of Chromebooks and hotspots, all students that needed a device or hotspot at home have been provided access. This program has increased online support and student engagement for students at home. Moving to the 2022-2023 school year, Chromebooks and hotspots will be offered to students that need the technology upon enrollment.

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

Technology support for parents is addressed through the online/phone Technology Department helpline, which is available to parents and is communicated when technology is distributed to families. At home online access increases student participation and engagement in both curriculum access for homework as well as supplemental online programs. All students, including students with special needs, participating in the Long Term Independent Study program have received technology and/or hotspots as needed to fully participate in learning. This action is effective and addresses barriers to full participation for unduplicated students.

#### Action 11: Technology Department

The Technology Department provides online structures for the curriculum, student information system, website access, assessment systems, as well as other functions across school campuses. The team works to keep disruption to a minimum and to increase resolution or trouble-shooting when systems are down. The online access to these programs directly impacts the students ability to fully participate in learning.

#### Action 12: Connecting Resources to Families

Due to the cancellation of the Empowering YOUTH Family Festival, this action did not positively affect family involvement. The service is planned for the 2022-2023 school year.

#### Action 13: Community Engagement Workshops



Staff to support the Community Engagement Center is in place. The staff communicates with parents and provides access to individual services, as needed. Because the Community Engagement Center is not constructed, space for workshops with parents has been affected. Online workshops are being explored, and with the reduction of safety protocols for group participation, in-person workshops will be increased in the 2022-2023 school year. Parent workshops were impacted by the health crisis; therefore, compromising the effectiveness. Based on feedback from community partners, there is a need to increase workshops to support attendance, achievement, social-emotional learning, and challenging behaviors.

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

With the transition from distance learning to in person learning in the 2021-2022 school year, AVID implementation at all school sites was impacted. All school sites remain AVID certified, with the exception of Leona Valley. AVID teams at each site reviewed needs and developed at least one goal to address during the 2021-2022 school year. Implementation of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) was more intentional during in-person learning. Students are present and using organizational skills such as planners, binders, and folders. With the reduction of COVID safety protocols in the 3rd quarter, student group collaboration has increased. During the 2021-2022 school year, site teams continued to complete AVID Data Certification and the Coaching and Certification Instrument (CCI) self-reflection tool, which will directly affect site implementation in the 2022-2023 school year. Over 70 staff members will be participating in either in person AVID Summer Institute or DigitalXP (online) summer learning to increase the strategies used in the 2022-2023 school year.

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

AVID electives were reduced at two middle schools, Joe Walker and Del Sur, which compromised the overall effectiveness of this service. The reduction of section offerings was due to untrained staff and the transition from at home learning to in-person learning. Additionally, the reduction of zero period at Joe Walker and Hillview reduced participation rates because students could no longer open up an additional elective in their schedule. The creation of the master schedules at Del Sur, Joe Walker, and Hillview will provide increased access for students to continue to participate in the AVID elective program in the 2022-2023 school year. Del Sur will be transitioning to an AVID support class in the 2022-2023 school year and will then transition to a formal AVID elective program in the 2023-2024 school year. Additional staff is participating in training at Hillview and Del Sur to ensure an elective option for students. Student data used in the certification process demonstrates that underprivileged or first generation college bound students are participating in the program. Data also demonstrates that students participating in the AVID elective are passing core content classes. Tutorial sessions are in place in the electives, which allow students to work through content points of confusion using an inquiry and collaborative model. Thus, increasing college and career readiness skills.

**Action 16: Access to College and Career Assessment**

This action will continue in the 2022-2023 school year. However, not all school sites are fully utilizing the student results to analyze learning gaps, yet. In order to fully demonstrate effectiveness of this action, students need the opportunity to review assessment results, which may include Tier I lessons with the school counselors. During the 2021-2022 school year, student scores were briefly reviewed and sent home to communicate with parents.

**Action 17: Equitable Access to the Programs**

This action provides opportunities for students to fully participate in the GATE assessment because students are able to access the assessment at school. This service demonstrates effectiveness, since 19 4th graders and 21 5th graders qualified for the GATE program. GATE results are sent to parents after the assessment.

**Action 18: Increased Arts Program**

The elementary school with the highest poverty rate has an elementary music teacher. Many of these students do not have access to an extracurricular music program. This program contributes to a positive school climate and an opportunity to explore music, specifically targeting unduplicated student groups. Based on feedback from the Superintendent's Advisory participants, parents of students at Quartz Hill Elementary stated that their children made very positive comments in regards to the interaction and engagement provided by the music teachers.

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

This action is highly effective in increasing parent involvement. Parent survey results for parent/teacher conferences showed that 3,815 families completed an online survey sent through email and text message. 2,766 responded that they went to a parent/teacher conference. 520 parents participated by phone. 826 participated through an online platform such as Zoom/Google Meets, and 1,416 participated in person. The teacher survey showed 4,575 elementary student conferences and 1,244 middle school conferences were held. With intentional time for parent and school communication, parents of students specifically in the unduplicated student groups have direct access to discuss supports and academic achievement.

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

As a result of analysis, the following actions will include adjustments for the 2022-2023 school year:

**Action 1: English Learner Paraprofessional and Teacher Support**  
The change in this action will include supplemental support from a Curriculum Resource Teacher that will provide additional professional development training for paraprofessionals and certificated staff working with English Learners. This change is a result of data showing a decrease in reclassified students; therefore, there is an increase of Long-Term English Learners within the District. Increased cost may also include additional bilingual assistant support since the English Learner student group has increased, specifically at Joe Walker and Hillview.

**Action 9: Equitable Access to Technology**  
In order to provide timely technology support to families, upon enrollment parents will be offered technology to support access at home. If needed and upon enrollment, students will have a Chromebook distributed and hotspot available. This is a change in procedures only to ensure that devices are available immediately.

**Action 13: Community Engagement Workshops**  
Based on the feedback from community partners, there is an increased need for parent workshops to support curriculum, instruction, technology use, and social-emotional learning; therefore, this action will increase services to provide funding for additional workshops for parents and community partners.

**Action 15: (AVID in MS) Student Engagement in Structured Collaborative Learning**  
This action will include an increased number of AVID tutors to support the development of the AVID elective program at Del Sur. The program saw a decrease in staff for the 2021-2022 school year. Additional AVID tutors will support a strategies class in the 2022-2023 school year, with the full implementation of the AVID elective occurring in the 2023-2024 school year.

The following action will be added to Goal 2.

**Action 20: Supplemental Supports for Universal Prekindergarten**  
The core prekindergarten program action is added to Goal 1. This action funds the need for unduplicated students to have full access to enrichment and supplemental support in the prekindergarten classroom, additional supplies and staff may be provided.

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

# Goal

| Goal # | Description  |
|--------|--|
| 3      | Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success. |

## An explanation of why the LEA has developed this goal.

The state priorities addressed in this broad goal include:

1. Conditions of Learning 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 8. Other Pupil Outcomes

The purpose of this broad goal is to fully address the interpersonal and intrapersonal skill development needs for unduplicated student groups. The majority of actions within this goal are considered increased and improved services that go above and beyond the base services for all students. The actions provide a layered review of base services in addition to supplemental services that extend to support unduplicated student groups.

The metrics noted in the measurable outcomes include indicators on the CA Dashboard, chronic absenteeism rate and suspension rates. Additionally, the annual California Healthy Kids Survey (CHKS) is used as a measure to provide a safe and supportive school climate. Local metrics pulled from the Power School data base will assist in the tracking of school discipline incidents.

## Measuring and Reporting Results

| Metric                   | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-2024  |
|--------------------------|---|----------------|----------------|----------------|--|
| District Attendance Rate | According to the 19-20 CALPADS 14.2 Student Absences report, the District attendance rate is 96.4%  |                |                |                | To maintain District attendance rates at or above 96%  |
| Chronic Absentee Rate    | According to the 2019 CA School Dashboard, the percentage of chronically absent students were as follows<br>10.5% of all students<br>14.5% of socioeconomically |                |                |                | To reduce the percentage of chronically absent students as follows<br>8% of all students<br>11.5% of socioeconomically disadvantaged students<br>14.5% of homeless students<br>14.5% of students with a disability |

|                                    |   |  |  |  |  |
|------------------------------------|---|--|--|--|--|
|                                    | disadvantaged students<br>17.8% of homeless students<br>16.3% of students with a disability<br>9.8% of foster youth<br>11.2% English learners   |  |  |  | 8% of foster youth<br>9% English learners  |
| Chronic Absentee Rate Kindergarten | According to Attention 2 Attendance (A2A) 2019-2020 reports, the chronic absentee rate for Kinder students is 20%.  | According to Attention 2 Attendance (A2A) 2021-2022 reports, the chronic absentee rate for Kinder students is 35%. |  |  | To reduce the chronic absentee rate for kinder to less than 15%.   |
| Middle School Drop Out rate        | According to 2019-20 CALPADS report 8.1, there was one middle school drop out.  |  |  |  | To maintain a middle school drop out rate of zero.   |
| Expulsion Rate                     | According to 2019-20 CALPADS report 7.15, there were zero students expelled in Westside.  |  |  |  | Maintain an expulsion rate of zero students  |
| Suspension Rate                    | According to the 2019 CA School Dashboard, the following percentage of students were suspended at least once:<br>3.2% of all students<br>4.4% of socioeconomically disadvantaged students<br>4.4% of homeless students<br>5.9% of students with a disability<br>10.8% of foster youth<br>2.7 % English learners |  |  |  | To reduce percentage of students suspended at least once as follows:<br>2.5% of all students<br>3% of socioeconomically disadvantaged students<br>3% of homeless students<br>4% of students with a disability<br>8% of foster youth<br>2% English learners |
| School Discipline                  | PowerSchool discipline data will track the number of students reporting 5 or more   | According to Performance Matters YTD reports pulled mid May 2022: 434 Students with 5 or                           |  |  | Reduce the number of students with 5 or more incidents by a total of 5% over three years   |

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|  | <p>incidents resulting in referrals to administration. Baseline will be established during the 2021-22 school year.</p>   | <p>more school rule violations of which 334 were 7th or 8th grade 77 students with 3 or more incidents involving defiance or disrespect of which 66 were 7th or 8th grade 409 students with one or more severe infractions of which 167 were 7th or 8th grade 13 students with one or more incidents involving drugs or alcohol of which 12 were 7th or 8th grade</p>   |  |   |
| <p>California Healthy Kids Survey<br/>Elementary Pupil Engagement &amp; School Climate</p> | <p>In the 2019-2020 CHKS the following was reported for 5th grade 71% report a feeling of connectedness to the school "Yes, most of the time" or "Yes, all of the time" 71% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time" 74% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time" 69% report there are social and emotional learning supports "Yes, most of the time" or "Yes, all of the time" In the 2019-2020 CHKS the following was reported for 6th grade 69% report a feeling of</p> | <p>In the 2021-2022 CHKS the following was reported for 5th and 6th grade: 68.5% report a feeling of connectedness to the school "Yes, most of the time" or "Yes, all of the time" 60.5% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time" 73% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time" 65.5% report there are social and emotional learning supports "Yes, most of the time" or "Yes, all of the time"</p> |  | <p>Maintain or exceed the percentage of students reporting "Yes, most of the time" or "Yes, all of the time" as follows: 75% report a feeling of connectedness to the school "Yes, most of the time" or "Yes, all of the time" 75% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time" 75% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time" 75% report there are social and emotional learning supports "Yes, most of the time" or "Yes, all of the time"</p> |

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|  | <p>connectedness to the school "Yes, most of the time" or "Yes, all of the time"</p> <p>63% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time"</p> <p>70% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time"</p> <p>76% report there are social and emotional learning supports "Yes, most of the time" or "Yes, all of the time"</p>  |   |  |  |   |
| California Healthy Kids Survey Middle School Pupil Engagement & School Climate | <p>In the 2019-2020 CHKS the following was reported:</p> <p>62% report a feeling of connectedness to the school "Yes, most of the time" or "Yes, all of the time"</p> <p>63% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time"</p> <p>58.5% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time"</p> <p>29.5% report meaningful participation "Yes, most of the time" or "Yes, all of the time"</p> | <p>In the 2021-2022 CHKS the following was reported:</p> <p>54.5% report a feeling of connectedness to the school "Yes, most of the time" or "Yes, all of the time"</p> <p>53% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time"</p> <p>53% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time"</p> <p>21% report meaningful participation "Yes, most of the time" or "Yes, all of the time"</p> |  |  | <p>Increase the percentage of students reporting "Yes, most of the time" or "Yes, all of the time" as follows:</p> <p>70% report a feeling of connectedness to the school "Yes, most of the time" or "Yes, all of the time"</p> <p>70% report there are caring adults in school "Yes, most of the time" or "Yes, all of the time"</p> <p>65% report a feeling safe at school "Yes, most of the time" or "Yes, all of the time"</p> <p>35% report meaningful participation "Yes, most of the time" or "Yes, all of the time"</p> |
| California Healthy Kids Survey Parent Engagement & School Climate              | <p>In the 2019-2020 CHKS the following was reported:</p> <p>38 % of parents "strongly</p>   | <p>In the 2021-22 CHKS the following was reported:</p> <p>36 % of parents "strongly agree" school allows input</p>  |  |  | <p>Increase the percentage of parents reporting "Yes, Strongly Agree"</p> <p>42 % of parents "strongly agree" school allows input and</p>   |

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|   | <p>agree" school allows input and welcomes parents' contributions</p> <p>42 % of parents "strongly agree" school promotes academic success for all students</p> <p>37 % of parents "strongly agree" school is a safe place for my child</p> <p>31% of parents "strongly agree" school promotes respect of all cultural beliefs and practices</p>   | <p>and welcomes parents' contributions</p> <p>42 % of parents "strongly agree" school promotes academic success for all students</p> <p>39 % of parents "strongly agree" school is a safe place for my child</p> <p>31% of parents "strongly agree" school promotes respect of all cultural beliefs and practices</p>              |  |  | <p>welcomes parents' contributions</p> <p>45 % of parents "strongly agree" school promotes academic success for all students</p> <p>41 % of parents "strongly agree" school is a safe place for my child</p> <p>35% of parents "strongly agree" school promotes respect of all cultural beliefs and practices</p>   |
| California Healthy Kids Survey Staff School Climate                     | <p>In the 2019-2020 CHKS the following was reported:</p> <p>46% of staff "strongly agree" there are caring adult relationships</p> <p>36% of staff "strongly agree" school promotes parent involvement</p> <p>34% of staff "strongly agree" school promotes opportunities for meaningful student participation</p> <p>40 % of staff "strongly agree" school is a safe place for students</p> | <p>49% of staff "strongly agree" there are caring adult relationships</p> <p>37% of staff "strongly agree" school promotes parent involvement</p> <p>36% of staff "strongly agree" school promotes opportunities for meaningful student participation</p> <p>39% of staff "strongly agree" school is a safe place for students</p> |  |  | <p>Increase the percentage of staff reporting "Strongly Agree" as follows:</p> <p>50% of staff "strongly agree" there are caring adult relationships</p> <p>40% of staff "strongly agree" school promotes parent involvement</p> <p>40% of staff "strongly agree" school promotes opportunities for meaningful student participation</p> <p>45% of staff "strongly agree" school is a safe place for my child</p> |
| California Healthy Kids Survey Elementary & Middle School Mental Health | <p>This metric was added in the 21-22 school year.</p>   | <p>23.5% of 5th and 6th grade students reported Frequent Sadness "Yes, most of the time" or "Yes, all of the time."</p> <p>35.5% of middle school students experienced chronic sadness/hopelessness in</p>   |  |  |   |

|  |   |   |  |  |   |
|--|---|---|--|--|---|
|  |   | the past 12 months<br>15% of middle school<br>students considered<br>suicide in the past 12<br>months   |  |  |   |
| Parent Participation<br>in Parent Teacher<br>Conferences | Baseline for the<br>percentage of parents<br>participating in parent<br>teacher conferences will<br>be established during the<br>2021-22 school year. | 100% of parents of low<br>performing students, low<br>income, English learners,<br>and foster youth were<br>highly encouraged to<br>attend parent teacher<br>conferences. Conducted<br>conferences held during<br>the 2021-2022 school<br>year totals 5,819, which<br>includes 4,575 elementary<br>student conferences and<br>1,244 middle school<br>conferences. |  |  | 100% of parents of low<br>performing, low income, English<br>learner, and foster youth will be<br>invited and highly encouraged to<br>attend parent teacher<br>conferences. Parent<br>participation rates will be<br>established during the 2021-22<br>school year with a goal of<br>increasing parent participation<br>rates annually. |

## Actions

| Action # | Title   | Description   | Total Funds    | Contributing |
|----------|---|---|----------------|--------------|
| 2        | Anonymous Reporting<br>System   | In order to create a safer, healthier, and more inclusive school environment, site staff will make the Stopit! anonymous reporting system available to all students to report safety concerns, misconduct, and challenging issues. This service is monitored by the site administrators. The cost of this service is funded through a district partnership. | \$0.00         | No           |
| 3        | Professional Development<br>to Address Inequitable<br>Barriers                  | Management team members (psychologists, counselors, administrators, directors) will address the barriers, learning needs, and conditions of low-income students through application of learning from supplemental professional development. This action will fund professional development registration, consultants, supplies, and extra duty.             | \$25,000.00    | Yes          |
| 4        | Implementing Systems for<br>Academic, Behavior, and<br>Social Emotional Support | Counselors will implement a comprehensive Multi-Tiered Multi-Domain System of Support to address the Tier II and Tier III academic, behavior, and social/emotional needs and conditions of low-income students. This action will fund counselors and supplies for program development.  | \$1,630,673.00 | Yes          |
| 5        | Targeted and Intensive<br>Supports for Foster Youth                             | To meet the needs of foster youth experiencing the impact of trauma, counselors will implement Tier II and Tier III supports specifically designed to meet the unique social/emotional needs of foster youth. This action will fund supplies and resources for  | \$12,000.00    | Yes          |



|    |  |  |              |     |
|----|--|--|--------------|-----|
|    |  | program development.   |              |     |
| 6  | Intensive Behavior Support                               | The behaviorist will provide systemic Tier III behavioral supports, resources, and training for staff low-income students and their families. This action will fund a behaviorist.   | \$149,260.00 | Yes |
| 7  | Promoting Positive Social and Emotional Competency (CCA) | Campus Climate Assistants will provide Tier II and Tier III proactive positive supports to build social and emotional competency for low-income students during unstructured play and during class instruction. This action will fund Campus Climate Assistants and supplies for program development.  | \$311,690.00 | Yes |
| 8  | Access to a Co-located CSW                               | The District Director will continue collaboration with the Department of Child and Family Services to maintain a co-located social worker at two campuses to increase contact and stability for foster students. There are no expenses noted for this action at this time.   | \$0.00       | Yes |
| 9  | School-Based Mental Health Services                      | The District Director of Support Services will continue collaboration with local agencies to provide Tier III School-Based Mental Health Services to students impacted by trauma. There are no expenses noted for this action at this time.  | \$0.00       | Yes |
| 10 | Health Services  | The district maintains one full-time health coordinator, three full-time nurses, eight part-time LVNs, and three full-time health clerks to support the health and wellness of all students. This action is a function of the base program for all students.   | \$770,859.00 | No  |
| 11 | Addressing Barriers to Student Attendance                | Attendance Workers will collaborate with the district social worker to address barriers to attendance by providing communication of community/district resources to families, tracking attendance, and creating attendance interventions for low-income students. This action will fund 4 Attendance Workers, supplies to implement the program, professional development as needed, certificated extra duty, and school supplies and backpacks for low-income students. | \$899,812.00 | Yes |
| 12 | Building Social Emotional Competency                     | Physical education teachers, elementary teachers, counselors, site administrators and psychologists will provide ongoing social emotional learning lessons (Leadership Development Through Physical Education and/or Boys Town) to low-income students. This action will fund the LDTPE/Boys Town curriculum, professional development/consultant, and extra duty for certificated and/or classified staff.  | \$646,219.00 | Yes |
| 13 | Building Self-Efficacy Through Experiences               | 6th grade teachers will provide a 6th grade Leadership Day Camp using the Leadership Development Through Physical Education curriculum to support self-efficacy, the development of leadership skills, and social emotional competency for low-income students. This action will fund transportation to camp, extra duty for certificated staff members, and supplies.   | \$149,361.00 | Yes |
| 14 | Parent Engagement with SEL Curriculum                    | The district directors and site administration will provide a Parent Day at Leadership Camp to parents of low income students in order to develop parent strategies to assist with the development of social emotional competency within the family setting. This action will fund transportation for parents to attend, extra duty for certificated or classified staff, and supplies.  | \$22,750.00  | Yes |
| 15 | Application of Professional                              | School site staff will apply learning of supplemental curriculum support, Leadership   | \$988,459.00 | Yes |

|    |  |   |                |     |
|----|--|---|----------------|-----|
|    | Development for Certificated staff   | Development Through Education, trauma-informed practices, reading and math intervention, and targeted lesson development to low income students. This action will fund the consultation fees, extra duty for certificated staff members, and supplies to implement the training of the Westside Institute professional development series. The Westside Institute series includes up to 5 days of professional development and eight 90 minutes sessions held throughout the school year. |                |     |
| 16 | Application of Professional Development for Classified                       | School site classified staff will apply learning of SEL curriculum, trauma-informed practices, cultural bias, reading and math intervention to low income students. This action will fund extra duty for classified staff to attend up to four days of training throughout the school year.   | \$50,000.00    | Yes |
| 17 | (Paraprofessionals) Access to the Curriculum for Students with Special Needs | To increase access to a rich standards-based curriculum as well as facilities, paraprofessionals are staffed and provide support for students with special needs. This action funds classified IA II's.   | \$4,447,156.00 | No  |
| 18 | Tier III Crisis Paraprofessionals  | In order to mitigate barriers experienced by significant behavior crisis, paraprofessionals are staffed and trained to temporarily assist students in overcoming challenges to fully access the standards-based curriculum. This action funds IA II's.  | \$91,700.00    | No  |
| 19 | Elementary Physical Education and Paraprofessionals                          | In order to provide a robust standards-aligned physical education program to all students, elementary physical education teachers and paraprofessional support staff (IAI's) are hired for all elementary schools. This action supports a base program for all students.  | \$96,400.00    | No  |
| 20 | Playground and Crossing Guards   | In order for all students to safely access the school grounds and provide a safe area for students during unstructured play, playground supervisors and crossing guards are staffed at school sites, as applicable. This action funds playground supervisors at all school sites and crossing guards, as applicable.  | \$713,333.00   | No  |
| 21 | Supplemental Support Staff to Address SEL and Trauma                         | To meet the needs of low-income students and foster youth experiencing trauma and underdeveloped interpersonal and intrapersonal skills embedding full engagement in the classroom, an additional paid counseling intern will be provided to work in conjunction with the elementary counselor. The counseling intern will work directly with students at the District's highest poverty school. This action is funded with the 15% increase to Concentration Grant Funding.              | \$33,087.60    | Yes |
| 21 | School Climate and Safety Survey   | 5th through 8th grade teachers will annually administer the anonymous and confidential California Healthy Kids Survey (CHKS) to measure and track the school climate, safety, student wellness, and youth resiliency data. The CHKS data is used as part of the comprehensive data-driven decision-making process for overall school improvement. This action will fund the cost of the survey.   | \$7,000.00     | No  |

## Goal Analysis for 2021-2022

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

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

The following section is divided up into actions that are fully implemented, partially implemented, and services on hold. Actions partially implemented and on hold are considered actions with a substantive difference.

The following actions are considered to be fully implemented; however, some actions may have still been impacted by the ongoing health crisis, which impacts overall effectiveness. A brief summary of implementation is below:

### Action 1: Diagnostic Assessments

NWEA Measures of Academic Progress (MAP) Growth and NWEA Reading Fluency assessments are given district wide three times a year. Data from these assessments provide teachers, administrators, and families with accurate and actionable evidence to target instruction as well as identify areas for support and enrichment. IXL is an additional resource provided across the District. Approximately 85% of elementary, ELA, and Math teachers are actively using the platform to practice essential skills based on weekly diagnostics. Additionally, the NWEA Measures of Academic Progress (MAP) Growth participation rates for students are more consistent in the 2021-2022 school year. The District overall rate of participation is consistently at or above 95%, which provides more reliable diagnostic results over time.

### Action 2: School Climate and Safety Survey

The survey was provided online for 5th through 8th grade students just before spring break. The student participation rates are as follows: 5th and 6th grade was 805; 7th and 8th grade was 1,443; staff participation rate was 520; and the parent participation rate was 114. Participation rates did not vary significantly between students taking the survey in 2020-2021 remotely compared to in person participation rates in 2021-2022, with the exception of 5th and 6th graders. Their participation rate increased in 2021-2022 by 248 students.

### Action 3: Anonymous Reporting System

The online reporting system is available at all schools for all students to report any issues anonymously. The system was used to address incidents ranging from cyberbullying to physical altercations.

### Action 5: Implementing Systems for Academic, Behavior, and Social Emotional Support

#### Action 6: Targeted and Intensive Supports for Foster Youth

Action 5 is considered to be fully implemented. However, portions of the comprehensive program at peak pandemic times impacted some implementation. These include consistent classroom lessons, isolation and quarantine of students and staff, as well as class closures. All school sites continue to staff one counselor. Action 6 is a service provided through the counseling department. The health pandemic curtailed students working in groups, which impacted full engagement of students in Tier II interventions.

### Action 7: Intensive Behavior Support

The District employs one full-time behaviorist. With students returning to in person learning there was an increase in need of assistance across all campuses as a result of the trauma experienced during the pandemic. Therefore, the District was provided additional funds to address the serious and challenging behaviors, which funded two additional Board Certified Behavior Analysts (BCBA). This adjustment resulted in an increase in services available.

### Action 8: Promoting Positive Social and emotional Competency (CCA)

The Campus Climate Assistant program was impacted somewhat by inconsistent staffing and unfilled positions as a result of the pandemic; however, the program and services were in place. There was a higher rate of turnover and additional training is needed to calibrate the program moving forward to the 2022-2023 school year.

### Action 9: Access to a Co-located CSW

#### Action 10: School-Based Mental Health Services

Both of these services were fully implemented and are coordinated through outside agencies. However, mental health services were still difficult for families to access because agencies are full or have limited staffing. This has been a challenge for families within the community, which was further exasperated by the pandemic.

### Action 11: Health Services

The health crisis drastically impacted the services provided by the LVNs, RNs, and health clerks in the District. The services were fully implemented and additional job

related tasks were added as a result of supporting COVID testing, conducting contact tracing, and monitoring outbreaks. The health services team was flexible and kept up-to-date on changing protocols and procedures. This adjustment resulted in an increase of services to families.

**Action 13: Building Social Emotional Competency**

**Action 14: Building Self-Efficacy Through Experiences**

Both actions 13 and 14 are connected actions and include the Social-Emotional Learning curriculum. Action 13 supports the professional development in which the Leadership Development Through Physical Education training was fully implemented. The Boys Town Educational Model continues to be implemented across the District; however, training support for the 2021-2022 school year was minimal due to the constraints required in response to the COVID pandemic. Action 14 includes the application of the Social Emotional Learning curriculum for 6th grade students to participate in a day camp. Approximately 1,000 students attended the All It Takes Camp.

**Action 16: Application of Professional Development for Certificate Staff**

This action includes professional development for Westside Institute and eight 90 minute certificated salary collaborative training sessions. Even though the professional development occurred, the content of the work was adjusted because of the pandemic. The health crisis did reduce the number of teachers attending Westside Institute in August. The 90 minute session formats may have been forced to be online, at times, during the school year because of safety restrictions and the content was adjusted because of changing protocols that needed to be addressed at school sites.

**Action 17: Application of professional Development for Classified Staff**

Optional professional development for classified staff was scheduled and in place. However, there was a significant reduction in staff participating in the in person sessions due to the health crisis. The scope of the necessary content presented by the behaviorist is essential, and the District will need to review how to provide this training to classified staff working with students.

**Action 18: (Paraprofessionals) Access to the Curriculum for Students with Special Needs**

Instructional assistants are working with students with special needs to provide support and access to the curriculum in the classroom. They also work to support students' social emotional learning in the classroom as well as in all areas of the school. Due to the pandemic, there was a high degree of turnover in these positions as well as positions that may have been open for a longer period of time.

**Action 19: Tier III Crisis Paraprofessionals**

Three instructional assistants have been trained at a higher level and work closely with the District behaviorist to assist with implementing positive behavior support strategies for students experiencing social-emotional crisis. These assistants are also trained to collaborate with the teachers and site staff on improving classroom behavioral strategies. Due to the pandemic there was an increased need for the use of the Tier III crisis paraprofessionals.

The following two actions were partially implemented:

**Action 4: Professional Development to Address Inequitable Barriers**

Due to the safety precautions and requirements in place because of the health crisis, management staff had limited participation in professional development outside of the District.

**Action 12: Addressing Barriers to Student Attendance**

Four Attendance Liaisons were hired by the end of the 1st quarter for this new action. Despite numerous job postings for a social worker to oversee this action, a social worker was not employed. Due to this challenge, the position for overseeing this action may change to a coordinator/counselor. Additionally, the challenges of the health crisis impacted employees on quarantine and isolation. The Attendance Liaisons have been trained in the attendance tracking system, Attention2Attendance, and are working with families to mitigate barriers to attendance. The District expects to see full implementation of this action in the 2022-2023 school year.

Services on hold include the following:

**Action 15: Parent Engagement with SEL Curriculum**

Due to the health crisis, the parent involvement component of the SEL curriculum, Leadership Development Through Physical Education, action was canceled. The parent field trip to participate in at the All It Takes camp is scheduled for the 2022-2023 school year.

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

The following Actions indicate a material difference of approximately 20% between budgeted expenditures and estimated expenditures:

### Action 1: Diagnostic Assessments

The difference between the budget and expenditure is due to the subscription fees paid in the previous year. The total cost was captured in the 2020-2021 LCAP prior to the expense paid.

### Action 4: Professional Development to Address Inequitable Barriers

The material difference of unspent funds is a result of the inability to attend conferences in person due to the pandemic.

### Action 5: Implementing Systems for Academic, Behavior, and Social Emotional Support

The difference of unexpended funds is due to overestimation of salary costs for counselors, reduction in mileage for counselors moving between sites, and technology not needed for the 2021-2022 school year.

### Action 6: Targeted and Intensive Supports for Foster Youth

The difference was due to an overestimation of supplies and resources needed.

### Action 7: Intensive Behavior Support

The slight increase in cost was due to an increase in staff salary.

### Action 8: Promoting Positive Social and Emotional Competency (CCA)

This action supports the Campus Climate Assistants on campus. The material difference of unexpended funds is a result of lack of staffing, unfilled positions from staffing shortages, and a reduction in materials needed to implement the service.

### Action 11: Health Services

This action shows an increase of expended funds. The substantial increase was a result of extra duty for staff during the pandemic and the extension of hours for LVNs.

### Action 12: Addressing Barriers to Student Attendance

The increased expenses are a result of increased staff hours to support attendance, the purchase of technology for the Attendance Liaisons, and an underestimation of the original cost.

### Action 14: Building Self-Efficacy Through Experiences

The increased expenses are due to rising costs incurred from the consultant fees and transportation costs for the 6th grade field trip. Additionally, additional expenses from extra duty for teachers and additional substitute teachers were included.

### Action 15: Parent Engagement with SEL Curriculum

This action was on hold for the 2021-2022 school year. Therefore there is a material difference of unspent funds.

### Action 16: Application of Professional Development for Certificated Staff

The expended difference of funds is a result of increased consultant costs.

### Action 17: Application of Professional Development for Classified

The material difference of unspent funds is a result of low classified staff participation rates for optional training offered during the summer and in October.

### Action 18: (Paraprofessionals) Access to the Curriculum for Students with Special Needs

The material difference of is a result of rolling vacancies and open job positions.

Action 19: Tier III Crisis Paraprofessionals

The increase in costs for this action is a result of salary increases and placement on the salary schedule.

Action 20: Elementary Physical Education and Paraprofessionals

The difference of unexpended funds is due to slightly overestimating the cost of physical education classroom aides and rolling vacancies.

Action 21: Playground and Crossing Guards

The material difference of increased expenses were the result of additional supervisors on campuses due to evidence of inappropriate student behaviors.

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

Overall, the actions in Goal 3 were effective in making some progress toward the overall broad goal. However, the challenges when returning to in person learning were far more extensive than planned due to the trauma of the pandemic. Because of these challenges, the gains predicted were stalled and slowed.

Across the nation, educators recognize the massive impact the pandemic has had on the social emotional health of our students. Personal, academic and psychological well-being of students has been negatively impacted by trauma, chronic stress, and or isolation. It has been observed that some students exhibit this stress and trauma through inappropriate and challenging behavior due to an inability to fully communicate their needs. In Westside, students, parents, and staff have shared that discipline has been a barrier to student learning, particularly at the middle school level. While teachers and administrators first seek restorative solutions to misbehavior, safety has become a concern due to the high number of severe infractions. According to Performance Matters, the data tracking system within PowerSchool, the following discipline data was pulled in May 2022:

- \* Out of 2,022 (7th and 8th grade) students, 182 students had a total of 292 severe incidents which included fighting, battery, destruction of property, sexual harassment, having a weapon, or having a drug/alcohol related incident.

- \* Of these students, approximately 70% were low-income, 25% were students with disabilities, and 25% were African American.

- \* Additionally, 358 (7th and 8th grade) students had 5 or more school rule violations (low level infractions) collectively totaling over 4,200 school rule violations for just these students.

- \* 9% of middle school students, 6% of 6th grade students, and 3% of kindergarten through 5th grade students were disciplined for severe infractions and/or drug related offenses.

During the 2021-2022 school year, the District responded to the circumstances by bolstering response to the present needs. Therefore, some actions in Goal 3 were hindered, which will be addressed in the descriptions below.

Action 1: Diagnostic Assessments

Over 95% of students in kindergarten through 8th grade completed the NWEA Map Growth and Reading Fluency assessments during three assessment windows during the 2021-2022 school year. At instructional administrator meetings, principals and vice principals received training in facilitating teacher teams to use this assessment data to inform intervention programs at the school sites. Principals were surveyed about the use of assessment results. These surveys indicate that over 50% of school teaching staffs used NWEA data during the 2021-2022 school year to identify students, including low-income, for reteaching during the instructional day, as well as for targeted intervention programs taking place before, during and after the school day. Additionally, student feedback from a sample of 7th and 8th grade students showed that approximately 48% of teachers reviewed the NWEA results with their students. This is a concern, specifically in middle school as their results did not show adequate progress. Due to the number of new administrators and administrative changes this year, there is a need to increase training in data analysis for instructional administrators to increase effectiveness in this area.

About 85% of teachers are actively using the IXL program to have students practice skills. About 10% of teachers use the IXL diagnostics. Newer IXL features were introduced during the second semester that integrate NWEA data with IXL to provide individualized student plans. However, these features have not been fully explored and implemented this year. There is a need to provide training to teachers and instructional administrators to increase the use of these more targeted features in IXL.

Results of these assessments are sent home with parents and can be shared at parent/teacher conferences. The NWEA Map Growth assessment results will be reviewed alongside the CAASPP data to fully assess the results and areas of need.

## Action 2: School Climate and Safety Survey

The CA Healthy Kids Survey is completed annually by 5th through 8th grade students. 5th and 6th graders take the elementary CORE survey and 7th and 8th grade take the middle school CORE survey. Students also answered the mental health questions embedded in the survey. Parents and staff had the option of participating in the survey. The student participation rates are as follows:

5th and 6th grade was 805

7th and 8th grade was 1,443

Staff participation rate was 520

Parent participation rate was 714

The District reports for mental health indicators showed the following data points for 7th grade:

36% of 7th grade students have experienced chronic sadness

15 % have considered suicide

29% have experienced social and emotional distress

66% indicated life satisfaction

49% indicated that they were optimistic

This data indicates an increase of students experiencing chronic sadness, students experiencing social and emotional distress, and students considering suicide.

Student and teacher responses found in the 2022 California Healthy Kid Survey showed the following disparities between elementary and middle school students:

The percent of students who reported a feeling of school connectedness dropped from 59% to 53% in 5th grade and in 8th grade dropped from 62% to 54.5%

The percent of students who reported there are caring adults in school dropped from 65% to 51% in 5th grade and in 8th grade dropped from 63% to 53%

74% of 5th graders reported they felt safe at school whereas only 54% of 8th grade students reported feeling safe at school

42% of elementary school staff members reported the school is a safe place for students with only 29% of middle school staff reporting school is a safe place for students

When comparing parent responses from 2020 California Healthy Kids Survey (pre-pandemic) to the 2022 responses the following was observed:

In 2020, 49% of middle school parents reported that school has adults that really care about students whereas only 29% reported the same in 2022

In 2020, 44% of middle school parents reported that school promotes respect of all cultural beliefs and practices whereas only 28% reported the same in 2022

This data overwhelmingly demonstrates the need for additional support services, which is addressed in the last narrative section.

## Action 3: Anonymous Reporting System

The STOPit system is an anonymous reporting system. 87 incidents were reported on the system during the 2021-2022 school year. Students have access to report through an app added to their phone or through any online device. The following data points were collected from the STOPit system in May of 2022:

33% of the incidents were for Bullying/Cyberbullying

5% for harassment/Intimidation

5% for abuse

5% for anger issues

5% for drugs/alcohol/vaping

3.5% for depression/anxiety

3.5% for cutting/self-harm

3.5% for violence

2.3% for hate/crime/discrimination

The reminder of the incidents were for a variety of reasons, some including violence, eating disorder, harassment, or assault.

The system does allow for students to report any incident and the incident manager can reply through a text messaging system. Students have used the system to both reach out for help to a school staff member or to report incidents occurring both on and off campus. The counselors and administrative staff use this data to effectively address lesson development and supports on campus. The number of incidents reported does not reflect the increased behaviors on campus; therefore, students will need to receive information and lessons on how to be an upstanding citizen and report incidents through a system such as Stopit.

#### Action 4: Professional Development to Address Inequitable Barriers

Because this action was not fully in place, effectiveness is difficult to measure. Due to the travel restrictions during the pandemic as well as the increased management of contact tracing on campus, there was little time or availability to attend outside conferences. There is a need for new administrators to attend workshops in a wide variety of areas, such as the impact of trauma, Response To Intervention, Professional Learning Communities, and social emotional learning. The majority of the administrators at sites are either new to their positions or new to their school site. This action will remain in place to address professional learning needs.

#### Action 5: Implementing Systems for Academic, Behavioral, and Social Emotional Support

##### Action 10: School-Based Mental Health Services

These two actions are combined because they are interrelated services.

The District employs 11 counselors, with one a shared counselor between the Long-Term Independent Study Program and the IDEA Academy @ Cottonwood. The counseling team is continuing to build a comprehensive counseling program to support a tiered system (Multi-Tiered Multi-Domain System of Support) of intervention based on the American School Counselor Association model.

Students received Tier 1 lesson interventions on topics such as time management, coping skills, and self-regulation. As of April 1,500 elementary lessons were presented and 770 middle school lessons were conducted. Tier II interventions are held each quarter to address specific skills related to academic achievement, social emotional learning, and attendance. Data is collected through surveys and pre and post assessments. In a sample survey, which gathered middle school student feedback, the most useful counselor lessons were on the college readiness A-G four year plan and coping with stress.

Many students exhibited challenges when returning to in person learning and some students are exhibiting extreme behaviors. The counselors also handled on-the-spot risk assessments and provided an intentional and comprehensive system of support, specifically targeting unduplicated student groups. The team conducted 78 higher level risk assessments and 108 School-Based Mental Health Referrals (Action 10) to outside agencies. 25% of those students referred are currently receiving services at their school site, 25% are pending intake, and 50% are not receiving services. Of the 50% of students not receiving services, the students either did not qualify for services or the intake process was abandoned by the parent.

This action was fully implemented; however, there is an increased need to add counseling staff specifically to the middle school programs to support social emotional learning components and increase school connectedness.

#### Action 6: Targeted and Intensive Supports for Foster Youth

This fully implemented action supports the unique needs of unduplicated student groups, specifically foster youth that may have additional challenges. Services included Tier II groups to support the challenging behaviors, academics, and attendance. The Campus Climate Assistants (CCAs) also used materials purchased in this action to support a positive culture and climate on campus in order to involve students in positive activities during unstructured time, such as recess and lunch. The Campus Climate Assistants and counselors focus on inclusion, team building, and interpersonal skills in both small groups and on the playground. This action continues to demonstrate effectiveness in creating a positive school climate. Additionally, foster youth are able to build positive relationships with the counselors and CCAs on campus.

#### Action 7: Intensive Behavior Support

This fully implemented action supports one behaviorist that worked across school campuses. As noted above, sites struggled with behavior this year due to many factors including anxiety and isolation. The behaviorist worked with site staff and helped address the growing behaviors allowing students to stay in an instructional environment for longer periods of time as individual student outbursts were addressed in a quick and effective manner. Because of the increased need for staff to address extreme behaviors, additional contracted behaviorists were added across the District.

#### Action 8: Promoting Positive Social and Emotional Competency

Campus Climate Assistants (CCAs) are located at each school site, with a minimum of two CCAs on each campus with the exception of Leona Valley. CCAs provide intentional supports during unstructured play. The CCAs work with students to develop interpersonal and intrapersonal skills through on-the-spot assistance when



conflicts arise between students. The CCAs are trained in strategies to de-escalate students and interpersonal communication skills, which is part of the social-emotional learning curriculum. During structured time, CCAs may also check-in with students and work on coping or management skills within the classroom. This action is effective and specifically focuses on unduplicated student groups that need additional practice on self-regulation skills, communication skills, and peer relationships.

#### Action 9: Access to a Co-located CSW

This action was fully implemented and involved one social worker employed by the Department of Child and Family Services that is co-located at two schools, Quartz Hill Elementary and Sundwon Elementary, within the District. The CSW checks in frequently with their caseload and assists the schools with service questions.

#### Action 11: Health Services

This action was fully implemented and services were increased as described. There are five registered nurses, eleven LVNs, and one health clerk located in sites across the District. The health services team works for students to support academic, well-being, and health success. They promote a healthy environment, intervene with actual and potential health problems, provide case management services, and actively collaborate with others to build student and family capacity. The team collaborates with families, teachers, and multidisciplinary teams to meet the physical, mental, emotional, and social health of students. They provide mandated vision and hearing as well as other screenings. The LVNs work under the professional direction of a registered credentialed school nurse. They provide specialized physical health care services for students with disabilities and chronic health problems as well as basic first aid. The team monitors records and immunization status as well as provide daily and as needed medication administration. During the 2021-2022 school year, the health services staff assisted with the distribution of COVID tests, monitored COVID testing, assisted with contact tracing for positive staff and students, and monitored COVID outbreaks. The health crisis impacted the routine and daily work that the staff provided. As a result of need, the health services team received an increase in hours and extra duty to keep up with the exorbitant needs caused by the health crisis.

#### Action 12: Addressing Barriers to Student Attendance

The overall effectiveness of this action was impacted by the pandemic. Four Attendance Liaisons were hired; however, at the height of the COVID infection, school sites were working with minimal office staff. Therefore, training and consistent implementation for the Attendance Liaisons was delayed. Within the description of this action, a social worker was scheduled to be employed to assist in Tier II chronic attendance interventions. The social worker position was advertised and the District was unable to fill that vacant position due to a shortage of applicants. The District will re-evaluate the role of the social worker, which will most likely change from a social worker to a coordinator and/or a counselor.

Data indicates that the chronic absenteeism rates have not improved. The Attendance Liaisons have been meeting/communicating with families as letters are disseminated. The total number of intervention letters sent for recurrent absenteeism was 7,030. Additionally, the attendance liaisons work with the administrators at the school sites to collaborate on barriers to attendance specific to their students. Attention2Attendance (A2A) data shows that the number of chronic absenteeism is high due to unverified absences and unexcused absences. Many conversations with the attendance teams demonstrate that parents may not understand how to verify an absence or are unaware that verifying an absence is a requirement. This has been caused by the return to in-person learning and changes in attendance protocols. However, the A2A system data shows that there is an attendance improvement rate of 49% for students that have parents that have participated in an attendance conference. Therefore, absentee rates have improved for those students. This action will remain in place and the District anticipates that this action will be more consistently implemented.

#### Action 13: Building Social Emotional Competency

#### Action 14: Building Self-Efficacy Through Experiences

#### Action 15: Parent Engagement with SEL Curriculum

The implementation and effectiveness of Action 13, 14, and 15 are addressed together as they all support the social-emotional learning curriculum and the Leadership Development Through Physical Education program, which is the social-emotional learning curriculum for 4th, 5th, and 6th grade students across the District. All elementary physical education teachers participated in 12 hours of training to implement LDTPE (Action 12). As part of this training, PE teachers reviewed the impacts of COVID on student mental health. The team reflected on systems to build positive relationships with students, and learned to recognize signs of trauma and chronic stress. Additionally, new PE teachers had the opportunity to observe a demo lesson with a master teacher featuring direct and explicit social-emotional learning instruction. The professional development support included six hours of individualized coaching to integrate the direct and explicit SEL instruction daily in the physical education classrooms. This curriculum was fully implemented; however, the need for intensive support remains clear, according to the California Healthy Kids Survey data noted both in the metrics section and in Action 2. As a result of the gap in needs, additional staffing will be placed at the middle schools to leverage the potential impact of this program. The Boys Town Educational Model also continues to be implemented across the district as part of this action; however training support for the 2021-2022 school year was significantly reduced due to the constraints required in response to the COVID-19 pandemic. Both programs work together as the Boys Town Educational Model provides scripted intentional lessons to teach students to more effectively communicate and respond to situations. For the 2022-2023 school year, the District expects to continue both models in tandem.

The District was successful in providing every six grade student the opportunity to participate in leadership camp at Canyon Creek (Action 13), which is an extension of the LDTPE SEL curriculum. At camp students used the Notice.Choose.Act framework to address problematic issues that are impeding the school community's ability to promote a positive, safe school culture. Students identified issues such as disrespect, fighting, and campus cleanliness. Students collectively identified purposeful actions they can make to improve the overall environment on campus. Students practiced teamwork, problem solving, communication, and the art of apologizing. Students at the end of the day complete a survey and submit it as feedback to camp staff. They reported a greater feeling of self confidence, an increased ability to work with others, an improved sense of belonging, and a gained sense of courage to self advocate. Classroom teachers have expressed how important this service is as it provides a much needed opportunity to learn more about their students and builds trusting relationships going forward. This action was fully implemented and is scheduled to continue in the 2022-2023 school year.

Action 15 was on hold during the 2021-2022 school year due to the impact of the pandemic. However, community partners communicated that this component of the SEL curriculum that supports parents is essential. Parents still noted the memory and experiences of this impactful program during the Superintendent's Advisory meeting. Therefore, the District will continue this extension to both increase parent engagement and the development of strategies to support low-income families.

#### Action 16: Application of Professional Development for Certificated Staff

As mentioned with previous actions and services related to professional development, social distancing requirements limited most activities to a virtual setting. Since Westside Institute was largely held in the summer just prior to school starting, health department restrictions were at a maximum. Teacher engagement during ZOOM training was limited. Lack of cameras, network connections, childcare, and various other distractions lessened the quality of participation. Small group virtual sessions throughout the year proved to be more productive. "Just in time" support for teachers designing math tasks, lesson planning, and evaluating student work directly impacted classroom instruction. In-person sessions surrounding social-emotional support for students, families, and staff appeared highly impactful. A screening of A Trusted Space was particularly relevant and poignant for some teachers. Participants had the opportunity to share concerns about the reopening of school and identify needs moving forward in 2021-2022. Unfortunately, the needs of students returning, compounded by the surge of COVID cases in the first semester, were far more demanding than anyone ever anticipated. Westside Institute for the 2022-2023 will largely focus on collaborating and implementing plans to address challenges that overwhelmed educators during the 2021-2022 school year. The implementation of this action required adjustments to original plans; however, the action was fully implemented. Based on the data reviewed in Goals 1 and 2, the emphasis will focus on gains in learning.

#### Action 17: Application for Professional Development for Classified

Within this action, professional development for instructional, playground, and CCA staff is optional and highly encouraged. It is offered four times during the school year on non-student days. During the 2021-2022 school year, training was offered by the behaviorist to support challenging behaviors. This training made it possible for the instructional assistants to more effectively support students experiencing social/emotional and behavioral crisis. The application of effective responses when students are exhibiting challenging behaviors allows for the opportunity for the student behavior to be diverted and de-escalated. Therefore, the instructional staff have a much greater opportunity of re-engaging the student in learning at a faster rate. This training is highly effective and the District behaviorist can then work with staff on learning how to apply these skills. Unfortunately, the optional training was not well attended, although, it was fully implemented. The District continues to support the classified staff with needed professional development. This action will continue in the 2022-2023 school year.

#### Action 18: (Paraprofessionals) Access to the Curriculum for Students with Special Needs

#### Action 19: Tier III Crisis Paraprofessionals

Both Action 18 and 19 will be reviewed together since these supports are for students in special education. Students achieved greater access to curriculum as well achieved greater success towards their IEP goals, due to the continuing support of the paraprofessionals (Action 18). Students remained safely in class for longer periods of time, while maintaining appropriate behaviors due to the ongoing behavioral support and interventions facilitated by these paraprofessionals. This action is fully implemented; however rolling vacancies and openings posed a challenge to fill because of the health crisis.

Tier III Crisis Paraprofessionals (Action 19) work closely with, and at the direction of, the Behaviorist in addition to the site staff. They have helped address the extreme behaviors effectively, which were at an increased level during the 2021-2022 school year. Their work allowed students to stay in an instructional environment for longer periods of time as individual student behaviors were addressed in a quick and effective manner. This action was fully implemented and effective.

#### Action 20: Elementary Physical Education and Paraprofessionals

In addition to teaching the Physical Education Content Standards, teachers leverage experiential activities to build community, improve communication skills, resolve conflict, take responsibility, and build leadership. During classroom observations students are engaged and motivated. While students receive PE instruction, classroom teachers use this time to prepare for core content instruction, collaborate with their colleagues, and communicate to parents through teacher conferences. Presently 60%

of the physical education department is in the first few years of teaching experience. Ongoing support is needed to continue to develop a comprehensive program. This action was fully implemented.

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

Based on analysis and reflection of actions and services in the 2021-2022 school year, the following action will be changed:

Action 1: Diagnostic Assessments

When designing the LCAP for the 21-22 school year, this action was added to Goal 3. Upon review, this action is more appropriately placed in Goal 2. The NWEA metrics are reported in Goal 2 and the description of this action meets the services outlined in Goal 2. Moving forward, this action will be deleted from Goal 3.

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

Two changes will be made to this action. Based on analysis of suspension and behavior data, additional counselors will be added to the two comprehensive middle school sites, Joe Walker and Hillview. This is an expansion of supports specific to the middle school setting.

Action 11: Addressing Barriers to Student Attendance

The original plan was to hire a social worker to work with attendance liaisons to reduce the barriers to school attendance for students exhibiting chronic absenteeism. The District has been unsuccessful in locating a social worker for this position. Therefore, the adjustment in this action will include moving from a social worker to a coordinator/counselor to oversee this service.

Action 11: Addressing Barriers to Student Attendance

Action 12: Building social Emotional competency

Due to the increase in extreme behaviors at the two middle schools additional dedicated staffing will be in place to support the implementation of the social emotional learning program and attendance programs.

Action 21: Supplemental Support to Address Social Emotional Learning and Trauma

This is a new school wide action to support an increased need for services at Quartz Hill Elementary. According to the ranking of schools in the District, Quartz Hill has the highest poverty level. To best support the needs and behavior challenges of low-income elementary students, including foster youth, the additional counseling intern will work in conjunction with the counselor on staff. Other elementary schools in the District will continue to staff one counselor. Whereas, Quartz Hill Elementary will have additional paid staff to address services and needs specific to the needs of students at Quartz Hill. This increased service will be funded with the additional 15% concentration grant add-on funds.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-2023

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|--|
| \$8,403,565.00  | \$33,087.60  |

## Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 11.83%  | 1.56%                       | \$1,053,176.85          | 13.39%  |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

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

### Goal 1 Action 1: Extended Learning at Kinder Camp

In reviewing the needs and circumstances of low-income students, the District has implemented a Kinder Camp program. Many low-income students enroll in school with minimal exposure to literacy and experience in a formal, structured educational setting. Because of this lack of exposure, students can have a more difficult time adjusting to transitional kindergarten (TK0) and kindergarten. Therefore, the purpose of Kinder Camp is for students to attend three additional partial days for newly enrolled low-income students to adjust to transitions and routines in the classroom; and provide teachers the opportunity to assess student readiness to learn through observation and diagnostic assessment; provide a time to meet with parents to communicate learning goals, behavior expectations, school resources, and early literacy strategies to use at home.

This action was implemented in August of 2021. The effectiveness of this action shows evidence that kindergarteners that attended Kinder Camp demonstrated a smoother transition to school. These students were less likely to become nervous and show evidence of unpredictable behavior. Students that attended also had timely learning data on the first day of school, which allowed the teachers to accelerate the learning program. Additionally, parents who attended were more knowledgeable of the academic structures and routines and they were able to participate throughout the school year with a positive connection. With the expectation of students equipped to be reading by 3rd grade, the intent is for low-income students to be ready to learn on the first day of school.

This action will take place at all elementary schools, LEA wide, at the end of July. It is the goal of the District to enroll all low-income TK and kindergarten students in this program upon enrollment in the District. Outcome measures will include continued observations from school site staff as well as input from parents. This action is principally directed and effective in meeting the needs of the District's low-income students.

### Goal 1 Action 2: Reading Intervention in TK through 2nd Grade

The creation of this action was determined through an analysis of the NWEA scores for 2nd and 3rd grade students: Reading Fluency data for kindergarten and 1st grade students; and an evaluation of the needs, conditions, and circumstances of low-income students. The comparison of non low-income students with low-income students continues to show a discrepancy in ELA NWEA scores that increase over time as students move up through the grade levels. Therefore, the District's experience demonstrates that reading challenges for low-income students have not been sufficiently addressed in kindergarten through 2nd grade. This data demonstrates the need for an increased intervention for early readers, which will close the reading gap and accelerate learning. This service will build a foundation for reading, which students will need in all content areas from 3rd grade and beyond. Further evaluation of barriers for low-income students identifies the need for more interventions in reading and language development.

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

This action was in place during the 21-22 school year, and will continue as an LEA wide service. As a result of this service, the District expects that low-income student scores in Reading Fluency and NWEA ELA to increase to a higher percentile level, thus closing the achievement gap between low-income students and non low-income students. Progress monitoring of this service will include review of master schedules; review of the student to teacher ratios below the state maximum; review of student to teacher ratios below the agreed upon contractual average; completion of additional professional development in CORE Reading; and the use of student formative, diagnostic assessments. This comprehensive service is principally directed and effective in meeting the needs of low-income students.

Goal 2 Action 9: Equitable Access to Technology

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

This description will include both Goal 2 Action 9 and 10 as inter-related services. As a result of assessing the needs of low-income students, the District determined that those students do not have the same access to technology and/or connectivity due to income barriers. Low-income student families do not have a dedicated computer for student use. And, many times the only device is a phone, which is shared between parents. Additionally, in some areas of the District low-income students live in more remote conditions, which lack stable internet connections.

As a related piece of this action, many low-income families lack technology literacy to troubleshoot device issues, connect devices to the internet, and maneuver through learning platforms. Therefore, this need resulted in an increase in staff to manage a technology hotline, distribute devices for home use, distribute hotspots for home use and repair devices.

In order to address this need of our low-income students, the District is funding additional devices for students at home to use beyond the school day to access learning, which may include supplemental online intervention programs. Additional Chromebooks will remain at home and students will still have access to a device in the classroom. The District will also provide hotspots to assist with connectivity and provide additional technology staffing. During the 21-22 school year, the District received a funding through the Emergency Connectivity Fund, which allowed for the purchase of devices and hotspots. The District will continue to distribute these devices upon enrollment for students that do not have sufficient access to technology.

These actions are being provided on an LEA-wide basis, and we expect to see greater academic gains and increased work completion rates for low-income students. This action will be monitored through connectivity rates on hotspots and Chromebooks. In considering the need for connectivity and access to learning beyond the school day, the District determined that this service is the most effective and principally directed method to meet the needs of these students.

Goal 2 Action 12: Connecting Resources to Families

Goal 2 Action 13: Community Engagement Workshops

In analyzing the needs of low-income students across the District, it is evident that families lack access to agencies, resources, and workshops to increase the learning outcomes for students. This description will address Goal 2 Actions 12 and 13 as interrelated services. The District covers over 300 square miles of land, with many

remote areas from which students are transported by bus to and from school. Therefore, many low-income families live in these areas of the Antelope Valley. Access to community resources and learning is a challenge because the few services available are within the center areas of the closet cities, both Lancaster and Palmdale. According to the US Census American Community Survey, the estimated residents below the poverty line in 2015 was 23.5% in Lancaster City and 21.3% in Palmdale City. Additionally, the needs of the community are noted within the research from Policy Analysis for California Education (PACE) in the study (2015) titled The Antelope Valley: Over the hill and out of site. The study found that the Antelope Valley has high rates of mental illness, substance abuse, and domestic violence as well as an identified gap in services to support the community.

Lack of resources for families can increase the impact of environmental trauma leading to adverse chronic exposure. The outcomes of this exposure lead to long-term academic, health, and wellness challenges. Research supporting this phenomenon appears in the work of Nadine Burke Harris, Surgeon General of California. Her research links Adverse Childhood Experiences (ACEs) and toxic stress to harmful effects and lower health outcomes. Additional support for this action was provided by stakeholder feedback, specifically parents, to broaden supports such as workshops or on-the-spot messaging to support the needs of families.

These actions will provide a bridge to services and learning opportunities for parents. In order to address this need, the District will organize an annual Empowering YOUTH Festival as a means of pulling resources together for families to access in one location. Additionally, the District will work with parents to arrange for services to more adequately communicate and provide services that are needed. Community feedback included additional open hours for families to have access to technology labs and libraries since families across the District do not have easy access to these additional city services.

These actions are provided on an LEA-wide basis, and we expect to see an increase in parent participation in workshop sessions and at the Empowering YOUTH Festival. Additional monitoring of action outcomes will be done through surveys to parents participating in services. Outcomes will include proactive outreach for parents to services and connections in the community. Through consideration of the most efficient actions to meet the needs of low-income families, the District believes that this improved service is principally directed and the most effective in meeting the needs of low-income families.

Goal 2 Action 13: (AVID) Student Engagement in A Challenging and Relevant Program  
Goal 2 Action 15 (AVID in Middle School) Student Engagement in Structured Collaboration

In analyzing the needs of low-income students, the District has determined that these students have limited college readiness skills due to a variety of barriers, which include family members without a college-going tradition to assist with college planning; students lacking fully developed skills such as organization, goal setting, and collaboration; and the ability to access the wide array of application systems needed for college entry. The Advancement Via Individual Determination (AVID) program allows students to overcome obstacles and move into a college or career beyond high school. Therefore, the District is funding site licenses for all elementary and middle schools to participate in an AVID schoolwide program, which includes strategies in all content areas that support WICOR (Writing, Inquiry, Collaboration, Organization, and Reading). The AVID program also includes an opportunity for middle school students to participate in an AVID elective in which students collaborate in small study groups and engage in learning through an inquiry model to determine points of confusion in core content to clarify learning.

AVID is a continuing LEA-wide service, which includes two AVID electives offered at Joe Walker Middle School and two AVID electives offered at Hillview Middle School. However, this action is considered an improved service as Del Sur will be preparing to move to a support elective class. Currently, Del Sur school is an AVID elementary K-8 school site; however, Del Sur will be moving towards a formal AVID elective as teachers will be trained in the summer of 2022. Del Sur will then run an AVID elementary program and an AVID middle school program. Full implementation of an AVID elective at Del Sur is planned for the 23-24 school year, and transition support will be provided to the staff in the 22-23 school year. Students in the AVID elective are first generation college bound low-income students that learn how to persevere and conquer challenges. The program creates a college going atmosphere beginning in kindergarten, and many AVID students continue in the AVID program in the local high school district. Data demonstrates that the AVID program is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups. Therefore, the District will continue this action.

In continuing this service, the District expects to see low-income students participating in class using increased depth of knowledge, inquiry, collaboration skills, organization, and goal setting. The AVID program will be monitored through walk-throughs and evidence of student work. Each school site will continue to complete the annual Coaching and Certification Instrument to maintain AVID certification and collaborate in the spring with the AVID District Director to review site progress on goals. The AVID program allows school sites to further enrich and increase implementation of evidenced-based strategies to support academic achievement for low-income students; thus, closing the equity and achievement gap. This service is effective and principally directed at meeting the needs of low-income students.

Goal 2 Action 16: Access to College and Career Assessment  
Goal 2 Action 17: Equitable Access to the Programs

In reviewing the circumstances of low-income students, the District has determined, based on extensive experience in dealing with demographic and geographic challenges distinctive to our region, that barriers of time, transportation, and knowledge of programs can impede the enrollment of low-income students in the Gifted and Talented Education (GATE) program. Additionally, the District has learned over time through experience that these barriers impact a low-income student's ability to register and take the PSAT pre-collegiate exam in 8th grade. This description will address services in Goal 2 Actions 16 and 17.

Students can qualify for the GATE program by meeting determined scores on the Otis-Lennon School Ability Test 8th Edition (OLSAT-8). Several years ago, the District provided this assessment to students either beyond the school day or at an alternate location during the school day. Because of the time and location of the assessment, parents had to make arrangements to transport their child to the location. As a result, low-income students were underrepresented in the GATE program.

The PSAT is a pre-collegiate exam, universally employed nationwide that has demonstrably enhanced student performance on the SAT. It is offered to 8th graders as a preliminary exam taken approximately four years prior to the administration of the SAT. Access to this practice opportunity has been limited for students who cannot afford the exam and do not have the means to travel to the test location, which is an experience not unique but distinctive to the District.

In order to address these inequities, adjustments were made to the administration time and location of the OSLAT-8 and PSAT to better provide access to the assessment for low-income students. In the 2021-2022 school year, the OSLAT-8 was administered during the school day to both 4th and 5th grade students at all elementary school sites. The 5th grade students did not have access to this exam during the 2020-2021 school year due to the pandemic. The qualifying assessment to the GATE program is offered without charge and parents are notified of scores and eligibility in the GATE program. The PSAT will be offered during the school day to all 8th grade students and without charge to families. Scores are then reviewed with students and sent to parents.

The OSLAT is offered at all elementary school sites, and the PSAT is offered at all middle schools. This is a continuing action. The completion of the assessment will be monitored by the District staff. Progress will be measured by the number of qualifying students. The District has identified barriers and believes that these actions are principally directed and effective in meeting the needs of low-income students.

#### Goal 2 Action 18: Increased Arts Program

In assessing the needs of low-income students, the District has identified that students from low-income households entering elementary school can show a discrepancy in language fluency (reading, writing, listening, and speaking) and social-emotional skills. Additionally, low-income families are unable to pay for extracurricular services that enrich education and unable to access them as a supplemental cultural experience. An arts program can enrich the educational program for low-income students. Social emotional learning and language skills are intimately related and frequently learned through rigorous instruction and exposure to the arts through collaboration, reading, writing, and teamwork.

In order to address this need, the District will provide an art instruction program at elementary school sites with the highest low-income levels. The intention is to expand this program to other schools in 2023-2024. The arts program is a hands-on experiential model in which students move, dance, sing, and create. At least one music teacher will be staffed in the 2022-2023 school year.

The outcomes of this action will lead to an increase in communication in all language domains, creativity, and social emotional competence. Students demonstrate greater confidence, higher levels of communication, and increased collaboration. In considering other options for students, which included extended day programs after school and enrichment programs during intersession, the District determined that this service is the most effective and principally directed in meeting the needs of low-income students. The program will continue to be increased over time with additional arts teachers staffed at school sites with the greatest percentage of low-income students.

#### Goal 2 Action 19: Parent Teacher Collaboration with EL, Low-Income, and Foster Youth Families

In assessing the needs and circumstances of low-income students, English learners, and foster youth, the district has identified barriers to parent engagement and collaboration with teachers. Parents of students in unduplicated student groups may work varied work hours and/or more than one job; they may not have the ability to connect with school staff to schedule academic conferences for their children, or they may speak another primary language other than English. Persistent and long-standing experience within the District indicates that there is a need for flexible times to arrange student conferences; a need for bilingual assistants to attend conferences to translate information; and a need for support staff within the District and external to the District, such as counselors, social workers, and administrators to participate in conversations with parents. Based on the research from Policy Analysis for California Education (PACE) in the study (2015) titled The Antelope Valley:

Over the hill and out of site, these services represent a major need for low-income students in the District.

In order to address these barriers, the District will provide two non-student parent/teacher conference days to arrange conferences for low-income students, English learners, and foster youth. This will be arranged as a time for collaboration in which district support staff as well as people from outside agencies, such as social workers or other Educational Rights Holders, are able to communicate student progress and address needs. The outcomes of these conferences will include increased parent engagement, awareness of student expectations, and discussion of student progress towards meeting the Common Core State Standards. These two conference days are an increased service addressing the needs of unduplicated student groups. Emails, phone calls, and short conferences are routinely scheduled before and after school when possible for all students. However, this additional time allows in-depth conversations and goal setting as well as the opportunity for other members of a child's support team to attend.

This action will continue to be provided on an LEA-wide basis and we expect to see an increase in parent engagement. In 21-22, 3,815 families completed an online survey sent through email and text message; 2,766 responded that they attended conferences, which included 520 families that participated by phone, 826 participated through an online platform such as Zoom/Google Meets, and 1,416 participated in person. According to data from the certificated staff, 4,575 elementary conferences were held and 1,244 middle school conferences were conducted. Early conversations with parents regarding academic performance is critical in supporting the needs of students. And, the ability to provide timely updates to parents is even more critical for unduplicated student groups that have an increased vulnerability to slide below grade level. This intervention results in timely supports and a decrease in students below grade level. The action will continue to be monitored through a surveys provided to parents as well as through the teaching staff. The District believes that this service is the most effective and principally directed method to support the needs of the unduplicated student groups.

#### Goal 2 Action 20: Supplemental Supports for Universal Prekindergarten

Through review of the needs and circumstances of low-income students, foster youth, and English learners, supplemental supports will be provided to the prekindergarten program. Enrollment for transitional kindergartens will expand beginning in the 2022-2023 school year. Enrollment dates will continue to widen over the next few years until all students turning 4 by September 1, will be eligible. The needs and circumstances identified for low-income students, foster youth, and English learners include a lack of access to a rigorous and language rich environment, one that will prepare them for a reading and writing program based on the challenging Common Core Standards implemented in elementary school.

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

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

This action is newly implemented and is considered an LEA-wide action for eligible students. The District expects to see students prepared for a rigorous kindergarten through 2nd grade program, one in which students have the prereading and writing skills to be successful students. The District has determined that this action is the most appropriate and principally directed service to meet the need of low-income students and English learners.

#### Goal 3 Action 3: Professional Development to Address Inequitable Barriers

In reviewing the needs, conditions, and circumstances of low-income students, English learners, and foster youth, the District has determined that professional development for psychologists, counselors, administrators, and directors is needed to fully address the possible inequities in programs and policies. Analysis, completed through the District Needs Assessment, shows that to increase student academic and behavior outcomes, the requirement for unduplicated student groups to fully engage in learning is critical. Additionally, the increase in the number of suspensions, severe behaviors, and students working below grade level was exasperated upon the return to in-person learning, which further identifies the need for increased professional development for the number of either newly hired or newly placed instructional administrators, counselors, and psychologists in the District.

In order to continue to address discrepancies, there is also a need for continuing professional development of leadership staff in the areas of social-emotional programs, academic programs, and intervention programs. This additional professional development beyond what is provided in the area of curriculum, will expose leadership to evidenced-based programs that address barriers to learning. Professional development may include training through the Association of California School Administrators, American School Counselors Association, national Association of School Psychologists, The California Association of School Counselors, and the Los



Angeles County Office of Education. Decades of experience within the District has demonstrated a high degree of correlation between professional development and the effective implementation of programs that remove barriers.

With a formally trained professional staff, the District expects to see decreases in suspension rates, decreases in chronic attendance, and an increase in achievement. Additionally, the District will measure the application of learning through program development and systems that intentionally support the needs of unduplicated student groups. This action will be monitored through qualitative data based on communication with site leaders well as through quantifiable data from the local school site. The District has determined that this action is the most efficient and principally directed method to meeting the needs of unduplicated student groups.

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

In evaluating the circumstances of low-income students, the District has determined the need for increased services to develop social-emotional competencies. Low-income students experience long-term trauma from a variety of insecurities, which may include a need for food, housing, and resources. As a result, student troublesome behaviors can be caused by a lack of interpersonal and intrapersonal skill development. Additionally, as students have returned to in person learning in the 21-22 school year, the District data indicates a rise in extreme behaviors, such as defiance, vandalism, and argumentative peer relationships. There has been a steep rise in these behaviors resulting in a decline in attendance, an increase in suspension's, and an increase in expulsions. This action supports the staff that will work with students using the social-emotional curriculum during unstructured play. A full description of the the curricula is noted in Goal3 Actions 12, 13, and 14.

This is a continuing action, which is an increased service beyond what is available during unstructured play times. Playground supervisors are staffed across the District during recess and lunch. Campus Climate Assistants (CCAs) are an additional layer of program support specifically used to intervene with student conflicts. The purpose is to build the capacity of the students through direct use of the curriculum to deescalate issues and problem solve.

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

#### Goal 3 Action 11: Addressing Barriers to Student Attendance

In assessing the chronic absenteeism rates with the District and the needs for low-income, English learners, and foster youth, it was determined that a comprehensive approach to addressing this issue is still required. The chronic absenteeism rate for all students based on the 2019 CA Dashboard is 10.5%, with the overall transitional kindergarten and kindergarten chronic absenteeism rate of 20%. The return to in-person learning in 21-22 and the implications of the health crisis, has resulted in inconsistent student attendance and increased chronic attendance. During the height of the pandemic, classes were closed down and students were on quarantine multiple times during the school year. Chronic attendance rates for all students, specifically the more vulnerable unduplicated student groups, have increased during these turbulent times.

Historically, the District attendance rate has not increased, and now as a result of the health crisis, attendance is still a significant issue. Therefore, the District will continue with a more robust and increased attendance team to identify the root cause of the chronic absences. The team will continue to set-up equitable systems of monitoring, which will include Tier II and Tier III supports for the identified unduplicated student groups. This service includes notifications, proactive collaboration meetings with families, home visits, and connections to needed resources both within the District and outside the District. The attendance liaison team service is an action that is above and beyond the routine attendance systems set-up at the school sites for all students, which include reporting absences and maintaining compliant records. Attendance liaisons were hired after the 21-22 school year began. Preliminary data shows that as a result of parent attendance conferences, attendance is improving.

This action is an LEA-wide service, and the expected outcomes will include a decrease in chronic absenteeism for these student groups as well as an increase in parent attendance conferences. The service will be monitored through the CA Dashboard as well as through data tracked internally for timely progress monitoring and intervention. The District has determined that this increased service is the most effective and principally directed approach in decreasing the chronic absenteeism rates for the unduplicated student groups.

Goal 3 Action 12: Building Social Emotional Competency

goal 3 Action 13: Building Self-Efficacy Through Experiences

Goal 3 Action 14: Parent Engagement with SEL Curriculum

As a result of analysis of the conditions and circumstances of low-income students, the District has determined that students are entering school with an increased need for development in interpersonal and intrapersonal skills. Additional analysis of suspension data and challenging behaviors reported across the District in 2021-2022 as a result of the trauma from the health crisis, target the intensive need for additional social-emotional support. When students do not thrive, emotionally and socially, the long-term risk factors may include a decrease in academic achievement; disengagement; a lack in skill development to be resilient; and clinical issues, such as increased anxiety, depression, mood disorders, and addictive behaviors. The physical and emotional conditions of these issues can lead to poor health outcomes including substance abuse, self-harm, and suicide. Low-income students are exposed to ongoing environmental trauma that hinders their development. This can impact the way children interact and respond to their world.

As a result, the District will continue to implement actions LEA-wide through the use of the evidence-based programs, Leadership Development Through Physical Education (LDTPE). The curricula outcomes include improved communication skills, improved academic outcomes, purposeful inclusion of others, increased confidence, great patience and empathy, and growth in resiliency and self-efficacy. The experiential nature of these programs allows students to learn on-the-spot how to work together collaboratively and how to communicate their needs.

These services, embedded in LDTPE, support a 6th grade leadership day camp in which the students work in teams for a common purpose through physical activities. Students recognize their value as part of the collective team through core elements of the program, which include:

- \* Leaders NOTICE opportunities to improve situations
- \* Leaders CHOOSE the environment they want to be in and how they want to feel
- \* Leaders ACT purposefully to create positive outcomes

An extension of the LDTPE program is an additional day camp for parents, in which they get to experience the program and discuss strategies to work with their children to develop self-efficacy. When parents participated in this program in the past, they communicated a sense of empowerment as well as new strategies to use with their children. Additionally, community feedback from parents included verbal comments on continuing this support for parents.

LDTPE has been used across the District over the past several years. And, the increase in behavior and suspension data indicates a comprehensive social-emotional curriculum and program needs to continue. A large percentage of administrators are new and have not been trained. Additionally, approximately 150 new teachers work within the District. Therefore, these actions are considered improved services because new staffing will be trained and vice principals will be trained as leaders to support the systematic implementation at school sites. In the past, LDTPE was solely implemented through the classroom teachers and elementary physical education teachers, which was not fully sustainable. This action will continue as a comprehensive systems approach to include oversight and implementation of services by the vice principals. The district believes these actions are the most effective and principally directed services to meet the social emotional growth of low-income students.

#### Goal 3 Action 15: Application of Professional Development for Classified Staff

In analyzing the needs, conditions, and circumstances previously addressed in Goal 1 Action 2: Reading Intervention in Transitional Kindergarten through 2nd Grade; Goal 2 Action 14: (AVID) Student Engagement in a Challenging and Relevant Program; Goal 2 Action 15 (AVID in Middle School): Student Engagement in Structured Collaborative Learning; and Goal 3 Action 12: Building Social Emotional Competency, the district has determined that additional professional development is needed to decrease the barriers of low-income students with the classroom. These interconnected actions address the foundation of reading by 3rd grade, the analysis of diagnostic assessments, evidence-based college and career strategies, and instruction in interpersonal and intrapersonal skills to develop social emotional competency. This professional development will provide the skills for teachers to increase services for students that had a decreased opportunity for an enriching preschool program, a lack of resources supporting the skills needed for college and career, and experiences that have led to a lack of interpersonal and intrapersonal skill development.

To address the intentional application of learning, the professional development will be delivered through the Westside Institute series, which includes up to 5 days of professional development before school begins and eight 90 minute collaborative work sessions throughout the school year. This professional development series is above and beyond the curriculum and standards-based trainings offered to support all students.

This action will continue as an LEA-wide action and is based upon the needs of unduplicated student groups. The measurable outcomes used to track progress will include the CA Dashboard academic data, suspension rates, chronic absenteeism rates, as well as the Local Indicator data. The District believes that this professional development series is the most effective and principally directed method of supporting the core expectations of the District.

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

Paraprofessionals, playground supervisors, Campus Climate Assistants, and crossing guards are an integral part of the campus community. Classified employees work with students both in the classroom and during unstructured play. In order to fully support the work of classified employees working with low-income students, professional development is needed. Professional development for classified employees includes four 3.0 hour sessions throughout the school year on the use of the social emotional curriculum and strategies to support student achievement.

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

The District data continues to verify a significant discrepancy between low-income students and non low-income student scores on the NWEA English Language Arts and math data. Based on the need for intensive reading and math intervention and interpersonal skill development, the District will continue to support students through the social-emotional learning curriculum, LTDPE. Interventions also include reading and math strategies. Classroom paraprofessionals support intentional and increased reading intervention time within the classroom. Playground supervisors, crossing guards, Campus Climate Assistants support unstructured play using the skills taught through the social emotional curriculum.

This action is LEA-wide and professional development is an ongoing service. The expected outcomes will result in increased academic achievement for low-income students and a decrease in referrals to the office due to student conflicts and behavior. The District has determined that this ongoing professional development is the most effective and principally directed service to support the needs of low-income students.

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

The following description includes how the designated actions for unduplicated student groups are increasing and improving services. The text is divided into three sections outline services for each identified student group: foster youth, English learners, and low-income students. Within each section, the actions are listed by interrelated these.

#### Foster Youth

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

#### Maintaining School Stability

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

Goal 2 Action 7: Maintaining School of Origin

Goal 3: Targeted and Intensive Supports for Foster Youth

Goal 3 Action 9: Access to a Co-located CSW

Through the implementation of these services, the District foresees a decrease in the chronic absenteeism rate for foster youth, increased parent/guardian communication, and increased academic achievement as a result of maintaining School Of Origin (SOO), which is established through the Best Interest Determination (BID) process and occurs when a foster youth has a change of home placement. When students have opportunities for a consistent school environment, academic achievement is substantially more stable. Continual changes in schools can lead to drastic declines in student achievement and increased trauma. The increased access to counselors providing Tier II and Tier III supports as well as access to a social worker from the Department of Child and Family Services at the two elementary school sites with the highest foster student count, Sundown Elementary and Quartz Hill Elementary, will increase opportunities for school stability and enhance learning engagement. Goal 2 Action 7 and Goal 3 Action 5: Targeted and Intensive Supports for Foster Youth are improved services in quality as consistent established systems are in place within the counseling department. Goal 3 Action 8 is an improved service since the co-located social worker is a partnership between the District and the Department of Child and Family Services.

#### Parent Engagement

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

## Goal 2 Action 19: parent Teacher Collaboration

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

## Professional Development

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

## Goal 3 Action 4: Professional Development to Address Inequitable Barriers

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

## English Learners

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

## Supplemental Language Support

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

Goal 2 Action 1: English Learner Paraprofessional Support

Goal 2 Action 6: Monitoring RFEP Student Progress

English learners have unique learning needs, which require consistent progress monitoring and interventions to support on-the-spot learning. Goal 2 Action 1 includes increased paraprofessionals with the classroom to provide supplemental interventions beyond the instruction of ELD by a certificated teacher. This service is well beyond the supports provided for all students. The goal for this service is to increase student English language skills within all language domains: reading, writing, speaking, and listening. As an added increase in service for English learners, the District will provide assistance from a Curriculum Resource Teacher focusing on creating school wide systems and supplemental classroom strategies focusing on high engagement for English learners. Additionally spot checking the progress of reclassified English learners, Goal 2 Action 6 provides an extended layer of proactive supports in the event that a reclassified English learner falls below grade level. As a result of this improved service, the District expects to see increases in academic achievement for English learners on the CAASPP, NWEA assessments, and the Reading Fluency assessment. Additionally, this support will lead to a greater number of English learners increasing one or more language levels on the English Language Proficiency Assessment for CA (ELPAC), which is documented on the California Dashboard, English Language performance Indicator (ELPI). With positive progress in English proficiency for English learners on the ELPAC assessment, the District reasonably expects to see an increase in reclassification rates for English learners.

## Goal 2 Action 20: Supplemental Supports for Universal Prekindergarten Program

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

## Parent Engagement

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

Goal 2 Action 5: Parent Literacy Program

Goal 2 Action 19: Parent Teacher Collaboration

Goal 2 Action 5 is a continuing service for parents of English learners. This program, exclusive to the parents of English learners, is over and above services provided for all students. The projected outcomes of this service include opportunities for parents to acquire English in order to support student assignments and reading at home. Parents are celebrated in their progress of learning English as a second language. The service has decreased due to the health crisis restrictions, but it is anticipated that this action will again be fully implemented in the 2022-2023 school year. This service has resulted in additional parents of English learners participating in school programs and committees, such as volunteering at school sites, ELAC, Site Council, and DELAC. Additionally, parents have an added awareness of the school system and are able to advocate for their children at the school level. The District continues to expect to observe an increase in participation rates for parents of English learners as well as increased family reading at home.

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

## Professional Development

Goal 3 Action 3 is an LEA-wide action that supports additional professional development for management staff.

Goal 3 Action 4: Professional Development to Address Inequitable Barriers

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

## Low-Income Students

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

### School Readiness and Language Fluency

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

Goal 1 Action 1: Extended Learning at Kinder Camp

Goal 1 Action 2: Reading Intervention in Kindergarten through 2nd Grade

Goal 2 Action 20: Supplemental Supports for Universal Prekindergarten Program

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

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

#### Goal 2 Action 20: Supplemental Supports for Universal Prekindergarten Program

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

#### Equitable Access

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

##### Goal 2 Action 9: Equitable Access to Technology

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

##### Goal 2 Action 16: Access to College and Career Assessment

##### Goal 2 Action 17: Equitable Access to the Programs

##### Goal 2 Action 18: Increased Arts Program

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

Goal 2 Action 16 and 17 support access to supplemental assessments. Action 16 provides 8th grade low-income students the opportunity to take the PSAT, a pre-collegiate exam, which is a stepping stone to college. This practice allows students to begin to prepare for the college entrance exam, SAT. Action 17 supports access to the assessment used to determine entry in the GATE program for 4th students. Historically, these optional exams were offered outside of the school day, at various locations, and in the case of the PSAT, the District requested families to pay for this optional assessment. In order to provide equitable access to these optional assessments, low-income students are provided the assessment during the school day at no charge to families. These services are improved supports and principally directed at meeting the needs of low-income students. As a result, the District reasonably anticipates to see an increase in low-income students qualifying for the GATE program. Additionally, low-income 8th grade students will demonstrate greater preparedness for the SAT exam.

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

## Parent Engagement

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

Goal 2 Action 12: Connecting Resources to Families

Goal 2 Action 13: Community Engagement Workshops

Goal 2 Action 19: parent Teacher collaboration

Goal 3 Action 15: parent Engagement with SEL Curriculum

Low-income families within the District have a need to access resources, provided both within the school setting and outside of the school setting. In order to address access to resources, the District will implement Goal 2 Action 12 to provide an annual health fair, the Empowering YOUth Festival, to bring resources to a central location for ease of access. An array of agencies will provide information, which may include basic first aid, mental health services, access to dance and fitness programs, and incorporating healthy vegetables into a balanced diet. This service also has expanded to include school computer labs/libraries open after school for family access to services. Goal 2 Action 13 includes the ability for the District to provide workshops for parents to address challenges, which may include coping skills, suicide prevention, difficult student behaviors, and strategies to promote academics. This action will provide the materials needed for workshops as well as outside consultants. As a result of this service, the District reasonably anticipates an increase of low-income parent participation as compared to all students. These principally directed actions will be monitored through parent feedback.

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

As an extension of the District's Social Emotional Learning (SEL) curriculum, the District will implement Goal 3 Action 15 with the specific intention of increasing parent awareness and skills to incorporate strategies at home to build student self-efficacy. Historically, low-income students enter the District with an increased need to develop interpersonal and intrapersonal skills. When students do not thrive, emotionally and socially, there is a corresponding decrease in academic achievement. This action includes a one-day field trip for parents of low-income students, in which they experience opportunities to collaborate with other parents, build on social emotional learning strategies to use at home, and learn how to promote communication skills with their children. The District reasonably anticipates higher rates of low-income parent engagement as compared to other student groups as a result of this action. This action was on hold for the 2021-2022 school year because of the health crisis. The District expects to hold this event for parents in the 2022-2023 school year.

## College Readiness

The following two actions are implemented LEA-wide and support college and career readiness skills:

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

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

Due to barriers to college for low-income students, the District is providing the Advancement Via Individual Determination (AVID) program with the specific intent of building college readiness skills for low-income students. AVID is provided in kindergarten through 8th grade, with evidence-based strategies centered around writing, inquiry, collaboration, organization, and reading. These strategies' support an increase in understanding of content, thus increasing academic achievement and closing the achievement gap between low-income students and non low-income students. The middle school program includes an additional AVID elective to support students in understanding the content in core classes. The program is considered an improved service. Joe Walker and Hillview will continue this program with two elective classes each, and Del Sur will be opening a strategies class that will bridge to an AVID elective in the 2023-2024 school year. This action will be monitored through qualitative observation showing increases in student engagement and collaboration as well as through local metrics. It is reasonably anticipated that low-income students enrolled in an AVID elective in the middle school or in an AVID elementary classroom will demonstrate higher rates of engagement and learning progress. Currently 11 schools in the District are AVID certified and are continuing professional development for teachers.

## Professional Development

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

Goal 3 Action 3: Professional Development to Address Inequitable Barriers

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

Goal 4 Action 16: Application of Professional Development for certificated Staff

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

#### Increased Supports (SEL and Intervention)

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

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

Goal 3 Action 6: Intensive Behavior Support

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

Goal 3 Action 9: School-Based Mental Health Services

Goal 3 Action 12: Building Social Emotional Competency

Goal 3 Action 13: Building Self-Efficacy Through Experiences

Goal 3 Actions 4, 6, and 7 include increased staffing to provide Tier II and Tier III interventions for low-income students. Action 4 includes a team of counselors, which is an increase of two additional counselors. For the 2021-2022 school year, each school has one counselor. With the increased behavior challenges and social-emotional support needed in the middle schools, an additional counselor will be placed at both Hillview Middle School and Joe Walker Middle School. The team provides lessons and support beyond the classroom instruction that is particularly necessary for low-income students. Action 6 includes a behaviorist to assist with implementation of strategies to mitigate extreme behaviors, many times as a result of trauma. Services provided by the behaviorist are well above the classroom paraprofessionals supporting these students. Action 7 builds the Campus Climate Assistant (CCA) program. The CCAs work on the playground and in the classroom with students on the development of interpersonal and intrapersonal skills. The CCAs work on-the-spot with students to de-escalate situations through communication strategies. Thus, they provide Tier II supports in order to build on foundational social skills. Services supported by the CCAs are beyond those provided by the staff working on the playground supervising all students. As a result of these actions, the District reasonably anticipates increased connectedness as evidenced in the California Healthy Kids Survey data, decreases in chronic absenteeism rates for low-income students, and increased student engagement for low-income students in the classroom and on the playground.

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

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



#### Addressing Chronic Absences

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

##### Goal 3 Action 12: Addressing Barriers to Student Attendance

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

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

The District has projected to receive Concentration Grant funding for the first time in the 2022-2023 school year. Based on current projections, the District estimates a total of \$33,087.60 as Concentration Grant add-on funds. This new school wide action is titled Supplemental Support to Address SEL and trauma, Goal 3 Action 21.

The District has ranked schools by poverty level, and the highest poverty level school is Quartz Hill Elementary. According to data and analysis of the needs of low-income students at Quartz Hill Elementary, the District will be allocating these additional funds to a full counselor intern staff member that will work in conjunction with the assigned full-time counselor at this site. With guidance from the counselor on specific needs of low-income students demonstrating challenging behaviors and a lack of full engagement in the academic program, the intern will act as an additional means of guidance while working directly with students. The District believes that this is the most appropriate and effective service to address the needs of students low income students and foster youth at Quartz Hill Elementary.

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| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less   | Schools with a student concentration of greater than 55 percent   |
|--|--|---|
| Staff-to-student ratio of classified staff providing direct services to students     | Quartz Hill Elementary School - 1:41.9<br>Valley View Elementary School - 1:44.4<br>Leona Valley Elementary School - 1:100.9<br>Anaverde Hills Elementary School - 1:38.4<br>Esperanza Elementary School - 1:37.3<br>Sundown Elementary School - 1:41.3<br>Joe Walker STEALTH Academy - 1:61.6<br>The Idea Academy @ Cottonwood - 1:39.8<br>Del Sur Elementary School - 1:57.0 | Hillview Middle School - 1:32.3<br>Rancho Vista Elementary School - 1:51.3<br>Gregg Anderson Elementary School - 1:21.5 |
| Staff-to-student ratio of certificated staff providing direct services to students   | Quartz Hill Elementary School - 1:18.5<br>Valley View Elementary School - 1:22.7<br>Leona Valley Elementary School - 1:20.5<br>Anaverde Hills Elementary School - 1:18.1<br>Esperanza Elementary School - 1:19.8<br>Sundown Elementary School - 1:20.3<br>Joe Walker STEALTH Academy - 1:20.5<br>The Idea Academy @ Cottonwood - 1:23.2<br>Del Sur Elementary School - 1:18.7  | Hillview Middle School - 1:19.2<br>Rancho Vista Elementary School - 1:19.4<br>Gregg Anderson Elementary School - 1:18.3 |

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# Action Tables

## 2022-2023 Total Planned Expenditures Table

| Totals: | LCFF Funds      | Other State Funds | Local Funds | Federal Funds | Total Funds     | Total Personnel | Total Non-personnel |
|---------|-----------------|-------------------|-------------|---------------|-----------------|-----------------|---------------------|
| Totals  | \$77,033,210.85 | \$0.00            | \$0.00      | \$0.00        | \$77,033,210.85 | \$72,964,808.85 | \$4,068,402.00      |

| Goal # | Action # | Action Title   | Student Group(s) | LCFF Funds      | Other State Funds | Local Funds | Federal Funds | Total Funds     |
|--------|----------|--|------------------|-----------------|-------------------|-------------|---------------|-----------------|
| 1      | 1        | Extended Learning at Kinder Camp                               | Low Income       | \$52,229.00     | \$0.00            | \$0.00      | \$0.00        | \$52,229.00     |
| 1      | 2        | Reading Intervention in Kindergarten through 2nd Grade         | Low Income       | \$1,928,573.00  | \$0.00            | \$0.00      | \$0.00        | \$1,928,573.00  |
| 1      | 3        | Extended Learning Time Beyond the School Day                   | Low Income       |                 |                   |             |               | \$0.00          |
| 1      | 4        | Qualified Teachers and Administrators                          | All              | \$52,248,746.00 | \$0.00            | \$0.00      | \$0.00        | \$52,248,746.00 |
| 1      | 5        | Standards-Aligned Instructional Materials                      | All              | \$240,000.00    | \$0.00            | \$0.00      | \$0.00        | \$240,000.00    |
| 1      | 6        | Professional Development of Research-Based Practices           | All              | \$0.00          | \$0.00            | \$0.00      | \$0.00        | \$0.00          |
| 1      | 7        | Parent Workshops Supporting Standards-Aligned Curriculum       | All              | \$0.00          | \$0.00            | \$0.00      | \$0.00        | \$0.00          |
| 1      | 8        | Curriculum and Instruction Staff                               | All              | \$920,000.00    | \$0.00            | \$0.00      | \$0.00        | \$920,000.00    |
| 1      | 9        | Clean and Safe School Facilities                               | All              | \$3,120,247.00  | \$0.00            | \$0.00      | \$0.00        | \$3,120,247.00  |
| 1      | 10       | Collaboration to Support District Initiatives                  | All              | \$0.00          | \$0.00            | \$0.00      | \$0.00        | \$0.00          |
| 1      | 11       | Identification of System Gaps as a Barrier to Student Learning | All              | \$20,000.00     | \$0.00            | \$0.00      | \$0.00        | \$20,000.00     |
|        |          |  |                  | \$0.00          | \$0.00            | \$0.00      | \$0.00        | \$0.00          |

|   |    |   |   |                |        |        |        |                |
|---|----|---|---|----------------|--------|--------|--------|----------------|
| 1 | 12 | Parent Training for Advisory Committees                       | All   |                |        |        |        |                |
| 1 | 13 | Implementing Systems of Support Schoolwide                    | All   | \$0.00         | \$0.00 | \$0.00 | \$0.00 | \$0.00         |
| 1 | 14 | Site-Based Office Staff and Librarians                        | All   | \$1,657,520.00 | \$0.00 | \$0.00 | \$0.00 | \$1,657,520.00 |
| 1 | 15 | Universal Pre-Kindergarten                                    | All   |                |        |        |        | \$0.00         |
| 1 | 16 | Extended Learning Opportunity Program                         | Foster Youth, Homeless, Low Income, English learner (EL), Student with Disabilities (SWD) | \$2,462,384.00 | \$0.00 | \$0.00 | \$0.00 | \$2,462,384.00 |
| 2 | 1  | English Learner Paraprofessional and Teacher Support          | English learner (EL)  | \$503,304.00   | \$0.00 | \$0.00 | \$0.00 | \$503,304.00   |
| 2 | 2  | English Learners Language Acquisition Program (ELD)           | English learner (EL)  | \$0.00         | \$0.00 | \$0.00 | \$0.00 | \$0.00         |
| 2 | 3  | Professional Development for ELD Support for English Learners | English learner (EL)  | \$0.00         | \$0.00 | \$0.00 | \$0.00 | \$0.00         |
| 2 | 4  | English Learner District Support Staff                        | English learner (EL)  | \$118,000.00   | \$0.00 | \$0.00 | \$0.00 | \$118,000.00   |
| 2 | 5  | Parent Literacy Program                                       | English learner (EL)  | \$35,508.00    | \$0.00 | \$0.00 | \$0.00 | \$35,508.00    |
| 2 | 6  | Monitoring RFEP Student Progress                              | English learner (EL)  | \$0.00         | \$0.00 | \$0.00 | \$0.00 | \$0.00         |
| 2 | 7  | Maintaining School of Origin                                  | Foster Youth  | \$35,000.00    | \$0.00 | \$0.00 | \$0.00 | \$35,000.00    |
| 2 | 8  | Tutoring Services for Homeless                                | Homeless  | \$5,000.00     | \$0.00 | \$0.00 | \$0.00 | \$5,000.00     |
| 2 | 9  | Equitable Access to Technology                                | Low Income  | \$600,000.00   | \$0.00 | \$0.00 | \$0.00 | \$600,000.00   |
| 2 | 10 | Management, Distribution, and Repair of Student Technology    | Low Income  | \$281,205.00   | \$0.00 | \$0.00 | \$0.00 | \$281,205.00   |
| 2 | 11 | Technology Department   | All   | \$657,824.00   | \$0.00 | \$0.00 | \$0.00 | \$657,824.00   |
| 2 | 12 | Connecting Resources to                                       | Low Income  | \$34,000.00    | \$0.00 | \$0.00 | \$0.00 | \$34,000.00    |

|   |    |  |  |                |        |        |        |                |
|---|----|--|--|----------------|--------|--------|--------|----------------|
|   |    | Families   |  |                |        |        |        |                |
| 2 | 13 | Community Engagement Workshops   | Low Income                                     | \$139,655.00   | \$0.00 | \$0.00 | \$0.00 | \$139,655.00   |
| 2 | 14 | (AVID) Student Engagement in a Challenging and Relevant Program                                  | Low Income                                     | \$40,958.00    | \$0.00 | \$0.00 | \$0.00 | \$40,958.00    |
| 2 | 15 | (AVID in Middle School) Student Engagement in Structured Collaborative Learning                  | Low Income                                     | \$115,000.00   | \$0.00 | \$0.00 | \$0.00 | \$115,000.00   |
| 2 | 16 | Access to College and Career Assessment  | Low Income                                     | \$15,000.00    | \$0.00 | \$0.00 | \$0.00 | \$15,000.00    |
| 2 | 17 | Equitable Access to the Programs   | Low Income                                     | \$10,600.00    | \$0.00 | \$0.00 | \$0.00 | \$10,600.00    |
| 2 | 18 | Increased Arts Program   | Low Income                                     | \$131,211.25   | \$0.00 | \$0.00 | \$0.00 | \$131,211.25   |
| 2 | 19 | Parent Teacher Collaboration with English Learners, Foster Youth and Low-Income Student Families | Foster Youth, English learner (EL), Low Income | \$596,487.00   | \$0.00 | \$0.00 | \$0.00 | \$596,487.00   |
| 2 | 20 | Supplemental Supports for Universal Pre-Kindergarten Program                                     | Low Income, Foster Youth, English learner (EL) | \$20,000.00    |        |        |        | \$20,000.00    |
| 2 | 21 | Diagnostic Assessments   | Low Income                                     |                |        |        |        | \$0.00         |
| 3 | 2  | Anonymous Reporting System   | All  | \$0.00         | \$0.00 | \$0.00 | \$0.00 | \$0.00         |
| 3 | 3  | Professional Development to Address Inequitable Barriers   | Low Income, English learner (EL), Foster Youth | \$25,000.00    | \$0.00 | \$0.00 | \$0.00 | \$25,000.00    |
| 3 | 4  | Implementing Systems for Academic, Behavior, and Social Emotional Support                        | Low Income                                     | \$1,630,673.00 | \$0.00 | \$0.00 | \$0.00 | \$1,630,673.00 |
| 3 | 5  | Targeted and Intensive Supports for Foster Youth   | Foster Youth                                   | \$12,000.00    | \$0.00 | \$0.00 | \$0.00 | \$12,000.00    |
| 3 | 6  | Intensive Behavior Support   | Low Income                                     | \$149,260.00   | \$0.00 | \$0.00 | \$0.00 | \$149,260.00   |
| 3 | 7  | Promoting Positive Social and Emotional Competency   | Low Income                                     | \$311,690.00   | \$0.00 | \$0.00 | \$0.00 | \$311,690.00   |

|   |    |  |                                 |                |        |        |        |                |
|---|----|--|---------------------------------|----------------|--------|--------|--------|----------------|
|   |    | (CCA)  |                                 |                |        |        |        |                |
| 3 | 8  | Access to a Co-located CSW   | Foster Youth                    | \$0.00         | \$0.00 | \$0.00 | \$0.00 | \$0.00         |
| 3 | 9  | School-Based Mental Health Services  | Low Income                      | \$0.00         | \$0.00 | \$0.00 | \$0.00 | \$0.00         |
| 3 | 10 | Health Services  | All                             | \$770,859.00   | \$0.00 | \$0.00 | \$0.00 | \$770,859.00   |
| 3 | 11 | Addressing Barriers to Student Attendance                                    | Low Income                      | \$899,812.00   | \$0.00 | \$0.00 | \$0.00 | \$899,812.00   |
| 3 | 12 | Building Social Emotional Competency   | Low Income                      | \$646,219.00   | \$0.00 | \$0.00 | \$0.00 | \$646,219.00   |
| 3 | 13 | Building Self-Efficacy Through Experiences                                   | Low Income                      | \$149,361.00   | \$0.00 | \$0.00 | \$0.00 | \$149,361.00   |
| 3 | 14 | Parent Engagement with SEL Curriculum  | Low Income                      | \$22,750.00    | \$0.00 | \$0.00 | \$0.00 | \$22,750.00    |
| 3 | 15 | Application of Professional Development for Certificated staff               | Low Income                      | \$988,459.00   | \$0.00 | \$0.00 | \$0.00 | \$988,459.00   |
| 3 | 16 | Application of Professional Development for Classified                       | Low Income                      | \$50,000.00    | \$0.00 | \$0.00 | \$0.00 | \$50,000.00    |
| 3 | 17 | (Paraprofessionals) Access to the Curriculum for Students with Special Needs | Student with Disabilities (SWD) | \$4,447,156.00 | \$0.00 | \$0.00 | \$0.00 | \$4,447,156.00 |
| 3 | 18 | Tier III Crisis Paraprofessionals  | Student with Disabilities (SWD) | \$91,700.00    | \$0.00 | \$0.00 | \$0.00 | \$91,700.00    |
| 3 | 19 | Elementary Physical Education and Paraprofessionals                          |                                 | \$96,400.00    | \$0.00 | \$0.00 | \$0.00 | \$96,400.00    |
| 3 | 20 | Playground and Crossing Guards   | All                             | \$713,333.00   | \$0.00 | \$0.00 | \$0.00 | \$713,333.00   |
| 3 | 21 | Supplemental Support Staff to Address SEL and Trauma                         | Low Income, Foster Youth        | \$33,087.60    |        |        |        | \$33,087.60    |
| 3 | 21 | School Climate and Safety Survey   | All                             | \$7,000.00     | \$0.00 | \$0.00 | \$0.00 | \$7,000.00     |

## 2022-2023 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover – Percentage (Percentage from prior year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4.Total Planned Contributing Expenditures (LCFF Funds) | 5.Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|--|---|--|---|--|---|--|--------------------------|------------------|
| \$71,027,706.00              | \$8,403,565.00   | 11.83%  | 1.56%  | 13.39%  | \$9,457,041.85   | 0.00%   | 13.31%   | <b>Total:</b>            | \$9,457,041.85   |
|                              |  |   |  |   |  |   |  | <b>LEA-wide Total:</b>   | \$8,591,931.00   |
|                              |  |   |  |   |  |   |  | <b>Limited Total:</b>    | \$585,812.00     |
|                              |  |   |  |   |  |   |  | <b>Schoolwide Total:</b> | \$279,298.85     |

| Goal # | Action # | Action Title   | Contributing to Increased or Improved Services? | Scope    | Unduplicated Student Group(s) | Location  | Planned Expenditures for Contributing Actions(LCFF Funds) | Planned Percentage of Improved Services (%) |
|--------|----------|--|---|----------|-------------------------------|---|---|---|
| 1      | 1        | Extended Learning at Kinder Camp                       | Yes   | LEA-wide | Low Income                    | Specific Grade Spans, TK and K  | \$52,229.00   | 0.00%                                       |
| 1      | 2        | Reading Intervention in Kindergarten through 2nd Grade | Yes   | LEA-wide | Low Income                    | Specific Grade Spans, TK through 2nd grade, Specific Schools, AH, CW, LV, EZ, DS, RV, QH, VV, SD, GAA | \$1,928,573.00  | 0.00%                                       |
| 2      | 1        | English Learner Paraprofessional and Teacher Support   | Yes   | Limited  | English learner (EL)          | All Schools   | \$503,304.00  | 0.00%                                       |
| 2      | 5        | Parent Literacy Program                                | Yes   | Limited  | English learner (EL)          | All Schools   | \$35,508.00   | 0.00%                                       |
| 2      | 6        | Monitoring RFEP Student Progress                       | Yes   | Limited  | English learner (EL)          | All Schools   | \$0.00  | 0.00%                                       |
| 2      | 7        | Maintaining School of Origin                           | Yes   | Limited  | Foster Youth                  | All Schools   | \$35,000.00   | 0.00%                                       |

|   |    |  |     |            |  |   |              |       |
|---|----|--|-----|------------|--|---|--------------|-------|
| 2 | 9  | Equitable Access to Technology   | Yes | LEA-wide   | Low Income                                     | All Schools   | \$600,000.00 | 0.00% |
| 2 | 10 | Management, Distribution, and Repair of Student Technology                                       | Yes | LEA-wide   | Low Income                                     | All Schools   | \$281,205.00 | 0.00% |
| 2 | 12 | Connecting Resources to Families   | Yes | LEA-wide   | Low Income                                     | All Schools   | \$34,000.00  | 0.00% |
| 2 | 13 | Community Engagement Workshops   | Yes | LEA-wide   | Low Income                                     | All Schools   | \$139,655.00 | 0.00% |
| 2 | 14 | (AVID) Student Engagement in a Challenging and Relevant Program                                  | Yes | LEA-wide   | Low Income                                     | All Schools   | \$40,958.00  | 0.00% |
| 2 | 15 | (AVID in Middle School) Student Engagement in Structured Collaborative Learning                  | Yes | Schoolwide | Low Income                                     | Specific Schools,HV and JW  | \$115,000.00 | 0.00% |
| 2 | 16 | Access to College and Career Assessment  | Yes | LEA-wide   | Low Income                                     | Specific Grade Spans,8th grade, Specific Schools,AH, JW, HV, and DS | \$15,000.00  | 0.00% |
| 2 | 17 | Equitable Access to the Programs   | Yes | LEA-wide   | Low Income                                     | Specific Grade Spans,4th and 5th grade                              | \$10,600.00  | 0.00% |
| 2 | 18 | Increased Arts Program   | Yes | Schoolwide | Low Income                                     | Specific Schools,High poverty elementary school sites               | \$131,211.25 | 0.00% |
| 2 | 19 | Parent Teacher Collaboration with English Learners, Foster Youth and Low-Income Student Families | Yes | LEA-wide   | Foster Youth, English learner (EL), Low Income | All Schools   | \$596,487.00 | 0.00% |
| 2 | 20 | Supplemental Supports for Universal Pre-Kindergarten Program                                     | Yes | LEA-wide   | Low Income, Foster Youth, English learner (EL) | Specific Grade Spans,Transitional kindergarten                      | \$20,000.00  |       |
| 3 | 3  | Professional Development to Address Inequitable Barriers   | Yes | LEA-wide   | Low Income, English learner (EL), Foster Youth | All Schools   | \$25,000.00  | 0.00% |



|   |    |   |     |            |                          |   |                |       |
|---|----|---|-----|------------|--------------------------|---|----------------|-------|
| 3 | 4  | Implementing Systems for Academic, Behavior, and Social Emotional Support | Yes | LEA-wide   | Low Income               | All Schools                             | \$1,630,673.00 | 0.00% |
| 3 | 5  | Targeted and Intensive Supports for Foster Youth                          | Yes | Limited    | Foster Youth             | All Schools                             | \$12,000.00    | 0.00% |
| 3 | 6  | Intensive Behavior Support  | Yes | LEA-wide   | Low Income               | All Schools                             | \$149,260.00   | 0.00% |
| 3 | 7  | Promoting Positive Social and Emotional Competency (CCA)                  | Yes | LEA-wide   | Low Income               | All Schools                             | \$311,690.00   | 0.00% |
| 3 | 8  | Access to a Co-located CSW  | Yes | Limited    | Foster Youth             | Specific Schools,SD and QH              | \$0.00         | 0.00% |
| 3 | 9  | School-Based Mental Health Services                                       | Yes | Limited    | Low Income               | All Schools                             | \$0.00         | 0.00% |
| 3 | 11 | Addressing Barriers to Student Attendance                                 | Yes | LEA-wide   | Low Income               | All Schools                             | \$899,812.00   | 0.00% |
| 3 | 12 | Building Social Emotional Competency                                      | Yes | LEA-wide   | Low Income               | All Schools                             | \$646,219.00   | 0.00% |
| 3 | 13 | Building Self-Efficacy Through Experiences                                | Yes | LEA-wide   | Low Income               | Specific Grade Spans,6th Grade          | \$149,361.00   | 0.00% |
| 3 | 14 | Parent Engagement with SEL Curriculum                                     | Yes | LEA-wide   | Low Income               | All Schools                             | \$22,750.00    | 0.00% |
| 3 | 15 | Application of Professional Development for Certificated staff            | Yes | LEA-wide   | Low Income               | All Schools                             | \$988,459.00   | 0.00% |
| 3 | 16 | Application of Professional Development for Classified                    | Yes | LEA-wide   | Low Income               | All Schools                             | \$50,000.00    | 0.00% |
| 3 | 21 | Supplemental Support Staff to Address SEL and Trauma                      | Yes | Schoolwide | Low Income, Foster Youth | Specific Schools,Quartz Hill Elementary | \$33,087.60    |       |

# 2021-2022 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---------|--|---|
| Totals: | \$79,465,373.23                                      | \$71,154,890.68                                   |

| Last Year's Goal# | Last Year's Action# | Prior Action/Service Title                                     | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|-------------------|---------------------|--|--|--|---|
| 1                 | 1                   | Extended Learning at Kinder Camp                               | Yes  | \$119,000.00                                   | \$16,190.00                                       |
| 1                 | 2                   | Reading Intervention in TK through 2nd Grade                   | Yes  | \$2,111,218.14                                 | \$1,835,687.28                                    |
| 1                 | 3                   | Extended Learning Time Beyond the School Day                   | No   | \$720,000.00                                   | \$360,000.00                                      |
| 1                 | 4                   | Qualified Teachers and Administrators                          | No   | \$53,919,330.00                                | \$47,798,472.00                                   |
| 1                 | 5                   | Standards-Aligned Instructional Materials                      | No   | \$448,682.00                                   | \$230,659.00                                      |
| 1                 | 6                   | Professional Development of Research-Based Practices           | No   | \$0.00   | \$0.00  |
| 1                 | 7                   | Parent Workshops Supporting Standards-Aligned Curriculum       | No   | \$0.00   | \$0.00  |
| 1                 | 8                   | Curriculum and Instruction Staff                               | No   | \$450,807.60                                   | \$663,656.00                                      |
| 1                 | 9                   | Clean and Safe School Facilities                               | No   | \$4,624,959.30                                 | \$4,771,893.00                                    |
| 1                 | 10                  | Collaboration to Support District Initiatives                  | No   | \$0.00   | \$0.00  |
| 1                 | 11                  | Identification of System Gaps as a Barrier to Student Learning | No   | \$20,000.00                                    | \$16,900.00                                       |
| 1                 | 12                  | Parent Training for Advisory Committees                        | No   | \$0.00   | \$0.00  |
| 1                 | 13                  | Implementing Systems of Support Schoolwide                     | No   | \$0.00   | \$0.00  |
| 1                 | 14                  | Site-Based Office Staff and                                    | No   | \$2,571,793.00                                 | \$2,265,280.00                                    |

|   |    |  |     |              |              |
|---|----|--|-----|--------------|--------------|
|   |    | Librarians   |     |              |              |
| 2 | 1  | English Learner Paraprofessional Support   | Yes | \$351,550.00 | \$277,018.00 |
| 2 | 2  | English Learners Language Acquisition Program (ELD)  | No  | \$0.00       | \$0.00       |
| 2 | 3  | Professional Development for ELD Support for English Learners                                    | No  | \$0.00       | \$0.00       |
| 2 | 4  | English Learner District Support Staff   | No  | \$105,000.00 | \$109,890.00 |
| 2 | 5  | Parent Literacy Program  | Yes | \$38,903.00  | \$32,414.00  |
| 2 | 6  | Monitoring RFEP Student Progress   | Yes | \$0.00       | \$0.00       |
| 2 | 7  | Maintaining School of Origin   | Yes | \$35,000.00  | \$15,669.00  |
| 2 | 8  | Tutoring Services for Homeless   | No  | \$0.00       | \$0.00       |
| 2 | 9  | Equitable Access to Technology   | Yes | \$600,000.00 | \$0.00       |
| 2 | 10 | Management, Distribution, and Repair of Student Technology                                       | Yes | \$220,000.00 | \$268,979.00 |
| 2 | 11 | Technology Department  | No  | \$689,318.00 | \$662,363.00 |
| 2 | 12 | Connecting Resources to Families   | Yes | \$10,000.00  | \$0.00       |
| 2 | 13 | Community Engagement Workshops   | Yes | \$85,952.44  | \$113,079.40 |
| 2 | 14 | (AVID) Student Engagement in a Challenging and Relevant Program                                  | Yes | \$45,000.00  | \$39,698.00  |
| 2 | 15 | (AVID in Middle School) Student Engagement in Structured Collaborative Learning                  | Yes | \$150,000.00 | \$59,066.00  |
| 2 | 16 | Access to College and Career Assessment  | Yes | \$15,000.00  | \$13,333.00  |
| 2 | 17 | Equitable Access to the Programs   | Yes | \$10,000.00  | \$10,476.00  |
| 2 | 18 | Increased Arts Program   | Yes | \$80,000.00  | \$115,012.00 |
| 2 | 19 | Parent Teacher Collaboration with English Learners, Foster Youth and Low-Income Student Families | Yes | \$592,508.80 | \$567,398.00 |

|   |    |  |     |                |                |
|---|----|--|-----|----------------|----------------|
| 3 | 1  | Diagnostic Assessments   | No  | \$229,740.00   | \$9,900.00     |
| 3 | 2  | School Climate and Safety Survey   | No  | \$6,900.00     | \$6,000.00     |
| 3 | 3  | Anonymous Reporting System   | No  | \$0.00         | \$0.00         |
| 3 | 4  | Professional Development to Address Inequitable Barriers                     | Yes | \$25,000.00    | \$10,561.00    |
| 3 | 5  | Implementing Systems for Academic, Behavior, and Social Emotional Support    | Yes | \$1,332,520.00 | \$1,228,036.00 |
| 3 | 6  | Targeted and Intensive Supports for Foster Youth                             | Yes | \$30,000.00    | \$9,733.00     |
| 3 | 7  | Intensive Behavior Support   | Yes | \$139,028.00   | \$146,380.00   |
| 3 | 8  | Promoting Positive Social and Emotional Competency (CCA)                     | Yes | \$325,004.00   | \$305,239.00   |
| 3 | 9  | Access to a Co-located CSW   | Yes | \$0.00         | \$0.00         |
| 3 | 10 | School-Based Mental Health Services  | Yes | \$0.00         | \$0.00         |
| 3 | 11 | Health Services  | No  | \$917,883.00   | \$1,074,146.00 |
| 3 | 12 | Addressing Barriers to Student Attendance                                    | Yes | \$476,586.00   | \$532,968.00   |
| 3 | 13 | Building Social Emotional Competency   | Yes | \$386,256.95   | \$476,537.00   |
| 3 | 14 | Building Self-Efficacy Through Experiences                                   | Yes | \$100,000.00   | \$145,246.00   |
| 3 | 15 | Parent Engagement with SEL Curriculum  | Yes | \$15,000.00    | \$0.00         |
| 3 | 16 | Application of Professional Development for Certificated staff               | Yes | \$844,857.00   | \$949,999.00   |
| 3 | 17 | Application of Professional Development for Classified                       | Yes | \$105,960.00   | \$23,525.00    |
| 3 | 18 | (Paraprofessionals) Access to the Curriculum for Students with Special Needs | No  | \$5,590,255.00 | \$5,009,956.00 |
| 3 | 19 | Tier III Crisis Paraprofessionals  | No  | \$113,670.00   | \$121,128.00   |
| 3 | 20 | Elementary Physical Education and Paraprofessionals                          | No  | \$137,428.00   | \$124,004.00   |
|   |    |  |     |                |                |

|   |    |                                |    |              |              |
|---|----|--------------------------------|----|--------------|--------------|
| 3 | 21 | Playground and Crossing Guards | No | \$672,263.00 | \$738,400.00 |
|---|----|--------------------------------|----|--------------|--------------|

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## 2021-2022 Contributing Actions Annual Update Table

| 6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount): | 4.Total Planned Contributing Expenditures (LCFF Funds) | 7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5.Total Planned Percentage of Improved Services (%) | 8.Total Estimated Actual Percentage of Improved Services(%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|--|---|---|---|---|---|
| \$8,247,344.00  | \$8,247,344.33   | \$7,192,243.79  | \$1,055,100.54  | 0.00%   | 0.00%   | 0.00% - No Difference   |

| Last Year's Goal# | Last Year's Action# | Prior Action/Service Title                                 | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services(Input Percentage) |
|-------------------|---------------------|--|--|--|--|---|--|
| 1                 | 1                   | Extended Learning at Kinder Camp                           | Yes  | \$115,000.00   | \$16,190.00  | 0.00%                                   | 0.00%  |
| 1                 | 2                   | Reading Intervention in TK through 2nd Grade               | Yes  | \$2,118,218.14   | \$1,835,687.00   | 0.00%                                   | 0.00%  |
| 2                 | 1                   | English Learner Paraprofessional Support                   | Yes  | \$351,550.00   | \$277,018.00   | 0.00%                                   | 0.00%  |
| 2                 | 5                   | Parent Literacy Program                                    | Yes  | \$38,903.00  | \$32,414.39  | 0.00%                                   | 0.00%  |
| 2                 | 6                   | Monitoring RFEP Student Progress                           | Yes  | \$0.00   | \$0.00   | 0.00%                                   | 0.00%  |
| 2                 | 7                   | Maintaining School of Origin                               | Yes  | \$35,000.00  | \$15,669.00  | 0.00%                                   | 0.00%  |
| 2                 | 9                   | Equitable Access to Technology                             | Yes  | \$600,000.00   | \$0.00   | 0.00%                                   | 0.00%  |
| 2                 | 10                  | Management, Distribution, and Repair of Student Technology | Yes  | \$220,000.00   | \$268,979.00   | 0.00%                                   | 0.00%  |
| 2                 | 12                  | Connecting Resources to Families                           | Yes  | \$10,000.00  | \$0.00   | 0.00%                                   | 0.00%  |
| 2                 | 13                  | Community Engagement Workshops                             | Yes  | \$85,952.44  | \$113,079.40   | 0.00%                                   | 0.00%  |

|   |    |  |     |                |                |       |       |
|---|----|--|-----|----------------|----------------|-------|-------|
| 2 | 14 | (AVID) Student Engagement in a Challenging and Relevant Program                                  | Yes | \$45,000.00    | \$39,698.00    | 0.00% | 0.00% |
| 2 | 15 | (AVID in Middle School) Student Engagement in Structured Collaborative Learning                  | Yes | \$150,000.00   | \$59,066.00    | 0.00% | 0.00% |
| 2 | 16 | Access to College and Career Assessment  | Yes | \$15,000.00    | \$13,333.00    | 0.00% | 0.00% |
| 2 | 17 | Equitable Access to the Programs   | Yes | \$10,000.00    | \$10,476.00    | 0.00% | 0.00% |
| 2 | 18 | Increased Arts Program   | Yes | \$80,000.00    | \$115,012.00   | 0.00% | 0.00% |
| 2 | 19 | Parent Teacher Collaboration with English Learners, Foster Youth and Low-Income Student Families | Yes | \$592,508.80   | \$567,398.00   | 0.00% | 0.00% |
| 3 | 4  | Professional Development to Address Inequitable Barriers   | Yes | \$25,000.00    | \$10,561.00    | 0.00% | 0.00% |
| 3 | 5  | Implementing Systems for Academic, Behavior, and Social Emotional Support                        | Yes | \$1,228,520.00 | \$1,228,036.00 | 0.00% | 0.00% |
| 3 | 6  | Targeted and Intensive Supports for Foster Youth   | Yes | \$30,000.00    | \$9,733.00     | 0.00% | 0.00% |
| 3 | 7  | Intensive Behavior Support   | Yes | \$139,028.00   | \$146,380.00   | 0.00% | 0.00% |
| 3 | 8  | Promoting Positive Social and Emotional Competency (CCA)   | Yes | \$325,004.00   | \$305,239.00   | 0.00% | 0.00% |
| 3 | 9  | Access to a Co-located CSW   | Yes | \$0.00         | \$0.00         | 0.00% | 0.00% |
| 3 | 10 | School-Based Mental Health Services  | Yes | \$0.00         | \$0.00         | 0.00% | 0.00% |
| 3 | 12 | Addressing Barriers to Student Attendance  | Yes | \$476,586.00   | \$532,968.00   | 0.00% | 0.00% |
| 3 | 13 | Building Social Emotional Competency   | Yes | \$386,256.95   | \$476,537.00   | 0.00% | 0.00% |
| 3 | 14 | Building Self-Efficacy Through Experiences   | Yes | \$100,000.00   | \$145,246.00   | 0.00% | 0.00% |
| 3 | 15 | Parent Engagement with SEL Curriculum  | Yes | \$15,000.00    | \$0.00         | 0.00% | 0.00% |
| 3 | 16 | Application of Professional Development for Certificated staff                                   | Yes | \$844,857.00   | \$949,999.00   | 0.00% | 0.00% |
| 3 | 17 | Application of Professional Development for Classified   | Yes | \$105,960.00   | \$23,525.00    | 0.00% | 0.00% |

## 2021-2022 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover – Percentage (Percentage from prior year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services(%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover – Percentage (12 divided by 9) |
|---|---|--|---|--|--|--|--|---|
| \$67,530,567.00   | \$8,247,344.00  | 0.00%  | 12.21%  | \$7,192,243.79   | 0.00%  | 10.65%   | \$1,053,476.85   | 1.56%   |

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# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas, encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

## Plan Summary

### Purpose

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

### Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

## Engaging Educational Partners

### Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

# Requirements and Instructions

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

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

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

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

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

# Requirements and Instructions

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

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

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

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

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

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

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

## ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Required Goals***

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

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

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



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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

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

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

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

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

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

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

### **For School Districts Only:**

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

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

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

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

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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



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

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

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each section in the LCAP for that applicable LCAP year:

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

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

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

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

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

### ***Contributing Actions Annual Update Table***

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

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

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

### ***LCFF Carryover Table***

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

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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