



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rancho Santa Fe School District	Donna S. Tripi Superintendent	dtрпи@rsf.k12.ca.us 858.756.1141, Extension 114

Plan Summary [2021-22]

General Information

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

Rancho Santa Fe School District, located in Rancho Santa Fe, CA operates two schools on a single site; an elementary school that serves students in Kindergarten - fifth grade and a middle school that serves students in grades 6 - 8. District enrollment is just under 600 students from the communities of Rancho Santa Fe, Elfin Forest, El Cielo, and The Bridges. The Rancho Santa Fe community is comprised of approximately 3,000 people. We are committed to being the school of choice within our community. RSF students move on to attend the high performing public high schools in the San Dieguito School District.

The Rancho Santa Fe School District is one of the oldest districts in San Diego County and has a longstanding history of academic success. We are proud of our rigorous curriculum and instruction in core subjects, as well as providing a comprehensive enrichment program at elementary school (music, art, drama, engineering) and robust elective offerings (sciences, Spanish, journalism, music, art, drama) at our middle school. We are committed to engaging students in their learning, fostering their creativity, supporting their efforts, and giving them many opportunities to learn their strengths and explore their passions. In typical years, before and after school offerings have included choir, instrumental music, and robotics for different grade levels. Students at the elementary level have 100 minutes of PE each week. Students at the middle school are able to participate in general PE, team sports, or independent study PE. Our teams play competitively with other local public and private schools. Our social/emotional learning program teaches students to have exceptional character and to be personally responsible, accountable, and aware of their impact on others. We are a caring community that promotes mutual respect, interdependence, global awareness, and service to others.

The Rancho Santa Fe district student population is comprised of the following student groups as reported through CALPADS:

- Black or African American: .53%
- American Indian or Alaska Native: 0%
- Asian: 6.7%
- Filipino: 0%
- Nat. Hawaiian/Pacific Islander: 0.18%
- Hispanic or Latino: 10.23%
- Caucasian: 74.07%
- Two or More Races: 7.76%

Unduplicated Services:

- Socioeconomically Disadvantaged: 1.23%
- English Learners: 3.87%
- Students with Disabilities: 12.15%

The school was completely renovated in 2010 at a cost of \$35 million using voter approved bond funds. It boasts a beautiful campus with an administration building, five classroom buildings, a performing arts center, a gymnasium, three playgrounds, and an athletic field. Our state of the art classrooms are equipped with interactive whiteboards/document cameras, a one-to-one ratio of iPads to students, and flexible

seating. The school is adjacent to the Rancho Santa Fe Public Library and the Rancho Santa Fe Community Center. Both partner with the school to provide programs and after school care.

Reflections: Successes

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

The Rancho Santa Fe School District has done an exemplary job of aligning our curriculum, instruction, and assessment tools to the Common Core State Standards (CCSS) in ELA and Mathematics and the Next Generation Science Standards. For this reason, our students score well on standards-based testing and are considered high performing in ELA, mathematics, and science. In the 2019 SBAC administration, our students achieved the following: Elementary school students - ELA 90% Proficient or Advanced, with 57% of these students receiving Advanced scores, Math 83% Proficient or Advanced, with 58% of these students receiving Advanced scores, Middle school students - ELA - 89% Proficient or Advanced, with 48% of these students receiving Advanced scores, Math - 81% Proficient or Advanced, with 53% of these students receiving Advanced scores.

Over the last three-year LCAP cycle, the District worked on several curriculum areas directly impacting student achievement, implemented a district-wide assessment tool (iReady), established a new process and materials for our tiered intervention program, and launched a new learning management system. In addition, we began a social/emotional learning committee charged with analyzing the needs of our students, teachers, and families and designing a plan to support them.

An internal and external review of our Mathematics program in the 18-19 school year resulted in a new adoption of Mathematics curriculum for both the elementary (K-5) school and the middle school (grades 6-8). In the 19-20 school year, the Everyday Mathematics curriculum was implemented in K-5 and the Illustrative Mathematics curriculum was implemented in grades 6-8. Teachers received professional development throughout the school year on how to engage students in the eight mathematical practices, differentiating instruction to meet the needs of our students at all levels, ongoing informal and formal assessment, evaluation of student work, and planning based on student needs. Due to the complexity of the content at grades 4 and 5, we determined that we would do an "expert" model for teaching mathematics. Teachers who had a passion for teaching mathematics were selected to teach mathematics for their classes and their partner teacher's classes. Their partner teacher would teach science units, alternating with social studies units, to both classes. The math experts received mathematics professional development. We have observed positive changes in our mathematics classrooms in terms of student engagement and the quality of their assessed work, however, we have not had a full year of the implementation with end of year standardized data or District benchmarks.

A review of our science program in 18-19, resulted in a new adoption of science curriculum to meet the Next Generation Science Standards (NGSS). Materials that had been utilized by our teachers did not adequately address the new standards. In addition, the District had two part-time science experts that year who provided a pull-out science program to our elementary students. As we reviewed the standards, we determined that students needed more time to develop their content knowledge and competencies in science and that we would move science back to the classrooms in grades K-5 over a two-year period. In the 19-20 school year, our elementary teachers in grades 4 and 5 received science professional development to support their adoption of the FOSS materials (Delta Education), as did our middle school

teachers in grades 6-8. Due to the complexity of the science content at grades 4 and 5, we determined that we would do an "expert" model for teaching science. Teachers who had a passion for teaching science were selected to teach science units, alternating with social studies units, for their classes and their partner teacher's classes. Their partner teacher would teach mathematics for both classes. The 19-20 school year was the first year of implementation at grades 4,5, and 6. The 20-21 school year was the first year of implementation for grades K-3 and grades 7 and 8. We had professional development in the Next Generation Science Standards and effective implementation of the curriculum, but have not been able to evaluate our work beyond District assessments.

History/social science in our middle school (grades 6, 7, 8) was a need identified in the 19-20 school year. The new social studies framework was released by the state and our instructional materials did not align well with the new framework. A committee was formed of the administrators, and all three of the teachers teaching history/social science at the middle school. They selected TCI materials and they were purchased for implementation in the 20-21 school year. The adoption included online materials of exceptional quality and this was of great benefit to our students who were distance learning this year. The middle school teachers spent time familiarizing themselves with the materials this year, but will engage in more comprehensive professional development next year.

We have been pleased overall with our assessment tool, iReady, for grades K-8. In the 17-18 school year, iReady was selected to replace the MAP testing the district had used to monitor student progress (entry, winter, end of year test administration). The 18-19 school year was the first year of implementation of both the diagnostic component of iReady and the iReady pathways. The pathways program was intended to create individual target and stretch goals for each student according to his/her needs as determined by the iReady diagnostic test. In both the 18-19 and the 19-20 school year, we asked all K-8 students to complete a number of units each week in their individualized pathway program. This was done at school, in the classroom, and was a large time commitment. We did see a high correlation between iReady results and standardized testing, but no growth in progress could be solely attributed to the implementation of the program that first year. In the 19-20 school year, with no standardized testing data or iReady data at the end of the year, it was difficult to quantify it's success. As we returned to in-person learning at the start of this school year, it was important that we had the iReady diagnostic test in place to assess any learning loss that may have occurred during the closure. Because our students spent a great deal of time on their screens during the closure, we determined that we would not use the pathways component of the iReady program, but would use it prescriptively (only students who would benefit from the program due to gaps in their skills). We believe that the iReady diagnostic and using the pathways is of benefit to our students, particularly our unduplicated students, and it will continue to be included in the plan.

There is a small English learner population in both R. Roger Rowe Elementary School and R. Roger Rowe Middle School. Each year, the number ranges from under 20 to 24 students in grades K-8. We have had success with the strategies we have in place for our English learners, including a pullout program and successful use of the program "Language Power" that provides lessons geared to students' language proficiency levels and is used to build English language skills. We would like to provide more training for our teachers on supporting our English learners throughout the day. Fifteen percent of our students (4/22) were reclassified to Fluent English Proficiency.

Due to the impending discontinuation of the Illuminate Student Information System, we launched PowerSchool in the 20-21 school year. In addition, we determined that we needed a new learning management system to work in conjunction with PowerSchool. We selected Schoology (grades 3-8) and Seesaw in grades K-2. Though it was difficult to train teachers at the start of a school year with it's own reopening challenges, it was most beneficial to have these programs in place for our remote learners as well as our in-person learners. Our

teachers needed to make many modifications to the lessons they taught for in-person instruction with social distancing, some of which utilized the technology for lessons and collaboration.

We are very pleased with our progress on our goal for social/emotional learning. We began a committee composed of teachers and administrators in the 18-19 school year. In the 19-20 school year, we created a vision for what a social/emotional learning program should look like for our District. We created a "wheel" of the social/emotional competencies we expected all children to have by the end of their K-8 experience in our district. We developed school-wide expectations as well. We determined that we would roll out our vision for the program over the course of the next three years, beginning with the 20-21 school year. We have introduced the plan and the update to the plan at public Board of Education meetings. In the 20-21 school year, we implemented Morning Meetings (elementary school) and Advisory Meetings (middle school). We designated a time in the schedule for both to take place in their respective schools. We provided a base curriculum for both programs. The purpose of the Morning Meetings and Advisory Meetings was to build community in the classroom, and give students a venue to have voice. The meetings have gone well and have become a favorite part of the day for students and teachers alike. We also hired a school counselor in the 20-21 school year with the intent of supporting students, teachers, and families with social and emotional needs and to work side-by-side with teachers as they implement curriculum. It was the perfect year to begin this work as all of our students needed support as they returned to in-person instruction after several months of isolation and the fears and loss associated with the pandemic.

We have had much success with our tiered intervention program as well. In the 19-20 school year, we began facilitating progress monitoring meetings for every grade level. Our K-8 principal meets with each grade level, each month, to discuss students who the teachers feel have academic and/or social/emotional needs. They create plans for Tier 1 instruction, monitor, and meet the following month to determine the success of the plan. If the student has not made the desired growth, a plan for the next Tier of intervention is developed. We have also worked to strengthen the instruction and instructional materials being utilized for our Tier 2 and 3 interventions. We utilize a Dyslexia screener and are using Orton-Gillingham based materials for reading intervention. We have reviewed and selected new Special Education resources as well and continue to add tools to our toolbox.

Reflections: Identified Need

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

The Rancho Santa Fe School District, like all districts in San Diego County, closed our schools to in-person instruction beginning Monday, March 16th. On Friday, March 13th, we sent all students home with devices (iPads) and ensured that they had the materials they needed for the next few weeks of school. Through our knowledge of the needs of our families, we were able to determine who would be in need of assistance with internet access. Our technology team and administrators worked to support our students and families as they accessed our Learning Management System (Canvas) for online instruction. We also quickly trained teachers in grade K-3 who had not utilized the Learning Management System prior to the closure, and set expectations for instruction. We began providing a distance learning program to students on Wednesday, March 18th through the last day of the school year.

At the elementary school, teachers rewrote their curriculum/lessons in reading, writing, and math so that they could be taught via videotaped lessons. In this way, we were able to provide students with continuity in their learning and allow them to see and hear their teachers. We provided three lessons each day, with corresponding assignments/projects to be completed offline. Students were asked to submit completed assignments and teachers provided feedback. Teachers were also available for questions and support via email and Canvas (LMS System) messaging. After spring break, we trained teachers on the use of our interactive learning platform, Zoom. We began providing interactive learning sessions once or twice each week via Zoom. At first, teachers largely provided class meetings to address the social/emotional needs of our students. We increased the number of interactive learning sessions to one session each day, five days each week by the end of the year. One of the interactive learning sessions per week was in reading, one in writing, and one in math, and these took the place of one of the videotaped lessons. In addition, when our interactive learning platform was deployed, teachers were able to provide PE, optional science experiments/activities, and math challenge clubs online. In order to give our elementary school students some structure, we provided a suggested schedule for students to follow each week. This included the three lessons in core instruction (reading, writing, math), science, social studies, art, music, and drama lessons and activities, and enhancements to the curriculum. Music, art, and drama lessons were videotaped by our subject area teachers.

The middle school teachers in all subjects (including electives) rewrote their curriculum and provided instruction via videotaped lessons. They provided corresponding assignments and projects and gave feedback on work submissions. Teachers were also available for questions and support via email and Canvas (LMS System) messaging. After spring break, we trained teachers on the use of our interactive learning platform, Zoom. They began using Zoom to provide "office hours" five days each week. By the end of the school year, we provided instruction via Zoom in all subjects two days each week and office hours for the remaining days. We utilized a shortened version (9:00 - 1:15) of our regular middle school schedule of classes.

There were no assessments administered at the end of last school year; the SBAC was canceled and we did not do our end of year iReady assessment to determine growth.

We reopened for in-person instruction on the regularly scheduled first day of school for elementary students, August 24th, due to the success of the District's waiver application for K-6 students. The County was taken off the watchlist and we were able to reopen for in-person instruction for middle school a week later, September 1st. Our school has been successfully reopened this entire school year. We have followed strict protocols and have many mitigation strategies in place.

As was required by the state, a distance learning option was made available to all families. At the beginning of the school year, as the County was just coming off the watchlist, 20% of our students were enrolled in the distance learning option. Within two weeks, with the County off the watchlist and our families learning that our protocols were safe and strictly enforced, 10% of those students returned to in-person instruction. After all teachers were vaccinated and the County moved into the Red Tier, only 7% of our students participated in distance learning. As the number of adults being vaccinated in the County has grown, more and more of our students have returned to in-person learning. In addition, throughout the year, if students were ill, tested COVID positive, or had an exposure to a COVID positive case, they were able to engage in distance learning. The distance learning program followed the regular school day, with live streaming into the classrooms.

Though, the Rancho Sante Fe students are high performing in both ELA and Mathematics, we knew that the school closure at the end of the school year could result in some learning loss across grade levels. Not all students utilized the instructional materials available, and the time spent on school work did not mirror the typical school day (with homework).

We used our iReady diagnostic assessment tool to identify needs for this year and to plan for ongoing support for the next three years. We compared our iReady scores from the Fall and Winter of 19-20 to the Fall and Winter of 20-21 in both reading and mathematics. In the elementary school, we also utilized an individual reading inventory to determine grade level proficiency. In the 19-20 school year the CRA (Columbia Reading Assessment) was used and in the 20-21 school year, Literably was used because it is an online individualized diagnostic that could be done safely in the COVID environment. In addition to our data, the Superintendent provided two virtual "Superintendent's Chats" (one in the daytime and one in the evening) to gain input on areas of need. The District also put out an annual parent survey to gather input on needs from our parent community. A faculty survey was done as well to determine areas of focus for the next three school years. Needs were also identified in faculty meetings in both schools and through our elementary ILT (Instructional Leadership Team).

Goal 1: Academic Achievement

In the 19-20 school year, 68% of students in grades K-8 were proficient (on grade level) with 24% one year below grade level, and 8% of the students two or more grade levels below in reading. Our students showed growth after the first trimester with 80% proficient by the winter of 19-20, 14% one grade level below, and 7% two or more grade levels below. By comparison, in the fall of 20-21, only 58% (10% decrease in scores) of our students were proficient in reading, with 31% one year below grade level, and 10% two or more grade levels below. In the winter of 20-21, our students improved in their reading ability significantly to 78% proficient, 17% one grade level below, and 5% two or more grade levels below. Due to the fact that the CRA is given by classrooms teachers one on one, it is more subjective than it's online counterpart, Literably. For this reason, the scores are not truly comparable. On the CRA testing in the Fall of 19-20, our grades 1-5 students were 79% proficient or advanced (34% Proficient, 45% Advanced), with 16% of the students one grade level below and 4% two or more grade levels below. In the Fall of 20-21, our students were 36% Proficient, 19% Advanced, 19% one grade level below and 14% two grade levels below. Though our numbers increased in students scoring at the Advanced level in the winter 20-21 to 41%, the number of proficient students was 32%, 16% are one grade level below, and 12% are two or more grade levels below. The increase in the number of students two or more levels below and the significant decrease in the number of advanced readers is of concern and has been identified as a need. Our ELA program is up for review this year and our focus will be on the alignment of the CCSS and our curriculum, instruction, and assessments. We will also be ensuring that foundational skills are taught consistently grade to grade. In addition, we will be looking at how we address the needs of our students working below grade level, and unduplicated students. We will be reviewing our model for intervention services and the materials utilized.

In the 19-20 school year, 61% of students in grades K-8 were proficient (on grade level) with 35% one year below grade level, and 4% of the students two or more grade levels below in mathematics. Our students showed growth after the first trimester with 78% proficient by the winter of 19-20, 18% one grade level below, and 4% two or more grade levels below. In the the fall of 20-21, only 54% of our students were proficient in mathematics, with 39% one year below grade level, and 7% two or more grade levels below. In the winter of 20-21, that number had increased to 73% proficient, 25% one grade level below, and 2% two or more grade levels below. This is a significant decrease in overall mathematics performance on iReady. In addition, our students take District benchmarks to determine whether they qualify for Advanced Math programs. The number of students who qualified for Advanced Math was significantly lower than in typical years. This is the second year of a new math adoption K-8 and we feel we need to provide additional professional development for teachers on differentiating the

curriculum. Our survey of teachers conducted in March of 2021 called out differentiating the curriculum as a need. Additionally, although we feel we have adequate supports and interventions in place for reading, math supports have been identified as an area of need. This is true at both our elementary and middle schools.

Science is another area of need in both the middle school and the elementary school. In the 19-20 school year, we began the rollout of our science adoption. The materials we had were not aligned to the Next Generation Science Standards (NGSS) and science was being taught in a pull out program at the elementary level and in separate classes of earth, physical, and life sciences at the middle school level. In the first year of the adoption at the elementary level, we asked fourth and fifth grade classroom teachers to take on the work. We created a science "expert" model where two teachers on each team received professional development in science, and the other two teachers received professional development in math instruction. We continued to have the K-3 elementary students taught by a science specialist. At the middle school, we determined that the new integrated approach to teaching science should begin at grade 6 and be taken on one grade level at a time. In this way, students who did not begin with the integrated approach would be able to get the course content of earth, life, and physical science by the end of middle school. In the 20-21 school year, grades K-3 took on teaching the three units of science, earth, physical, and life science in the classroom, and grades 7 and 8 took on the new curriculum.

History/social science in our middle school (grades 6, 7, 8) was a need identified in the 19-20 school year. The new social studies framework was released by the state and our instructional materials did not align well with the new framework. A committee was formed of the administrators, and all three of the teachers teaching history/social science at the middle school. The committee selected TCI materials and they were purchased in the 20-21 school year. The online materials included with the adoption are of exceptional quality and this has been of great benefit to us this year for both in-person and distance learners. The history/social science teachers spent time familiarizing themselves with the materials this year, but will engage in more comprehensive professional development next year. Our elementary teachers feel that the materials they are using are not aligned with the social studies framework and we will be piloting new materials beginning at the upper elementary grades (grades 4 and 5) in the next LCAP cycle.

Technology is integrated daily, K-8, in authentic and meaningful ways in the Rancho Santa Fe School District. It has been even more important to our program at this time due to distance learning options, and the need to modify some of our in-person instruction to allow for physical distancing and remote collaboration. We will continue to refine our work with PowerSchool, Schoology, and Seesaw, finding ways to utilize these resources optimally for instruction in the classroom, for parent/teacher meetings, and for data management. This will entail continued professional development for our teachers. The district has supported a one-on-one student to device ratio for many years which served us well in the school closure, for our distance learners in the school year, and for students home with a COVID positive case, COVID-related symptoms, and quarantining in the event of an exposure or potential exposure to a COVID positive case. The technology needs to be replaced as the wear and tear on these older devices has resulted in the need for new devices a year earlier than expected or financially anticipated. In addition, our teacher stations are no longer able to run many of the programs now needed for the new learning management system and presentation software. It needs to be replaced and professional development provided for teachers to enable them to utilize the tools effectively.

Along with SBAC, the Summative ELPAC was also suspended last school year due to COVID-19. Because we have no Summative ELPAC test scores from last school year we are not able to measure growth of EL students' English language development from last school year to this school year. The curriculum, Language Power, has been used effectively for ELD designated support since the 2018-2019 school year.

Through local measures (reading, writing, listening, and speaking assessments), our students have shown good progress in both English language development and the acquisition of grade level academic skills. Integrated ELD support provided by classroom teachers varies. Providing teachers support for integrating ELD strategies throughout the day will be a goal of professional development in the 20-21 school year and beyond.

Another need anecdotally identified by parents and teachers is support for middle school students who are not yet meeting grade level standards, students who have difficulty with work habits/study skills, and students who have been identified with a learning disability and need support with the transition to the demands and rigor of middle school.

Goal 2: Social/Emotional Learning

An identified need for all students, families, and teachers is support for social/emotional needs. We began our multi-year journey with creating a vision for our District's social/emotional learning program and determining a plan for a phased rollout of curriculum, programs, services, and an assessment tool to measure whether students are gaining the social/emotional learning competencies we are teaching and reinforcing throughout their time in our District. We instituted the first phase of our plan in the 20-21 school year and provided a minimal amount of professional development to support our teaching staff. We hired a school counselor for the first time and she is providing some classroom lessons, teacher support, individual counseling to students, and providing resources to parents. Over the three years of this LCAP plan, we have identified a need for explicit curriculum to teach the SEL competencies in grades K-5, training for all teachers and paraprofessionals on all components of the plan, implementation of class meetings/restorative circles for conflict resolution, parent education and resources, and more training and materials for the district's new counselor. In addition, the District has identified the need to provide more training and support for diversity and equity.

According to the 2019 California Department of Education Dashboard, Students with Disabilities were two colors below the aggregate level. We will utilize our SST process to address attendance issues individually with students and their families. The SST is composed of the student's teachers, administrators, and the specialists who support students if they have academic, attendance, or social and emotional needs.

Goal 3: Parent and Family Engagement

Through input received from stakeholders through the LCAP process, the District has identified a need for more opportunities for parent and family engagement. The District would like to provide more opportunities for parents to serve on decision-making committees, to assist in classrooms, to share their knowledge and resources, and to run special events.

In addition, we have identified a need to provide more opportunities for parents to learn about and experience the District's curriculum and instruction in order to support their children with academic and social and emotional needs. The District will also promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

The District has planned to engage our community in a strategic planning process. This will involve all stakeholders in a plan to work collaboratively on school improvement initiatives and increased communication.

LCAP Highlights

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

In order to best meet the needs of the student population we serve, the District has created three comprehensive goals. Goal 1 supports our students' academic needs, Goal 2 supports the social and emotional needs of the students, staff, and families, and Goal 3 supports the active engagement of our parents and families in the school.

- In LCAP Goal 1, our focus is on increasing the academic achievement of all students. This will be done through a review of academic programs in key areas - ELA, Math, Science, and History/Social Sciences. Programs will be reviewed to determine if our curriculum, instruction, and assessment is aligned to the rigorous state standards in each area as follows:

- ELA, Reading Intervention, ELD:

Though we feel our current reading and writing curriculum, instruction, and assessment align to ELA Common Core State Standards, a need has been identified in additional ELA areas including foundational skills, word study, grammar, and vocabulary. We will also provide professional development for staff in each area. We will be reviewing the current Reading Workshop curriculum to determine if it still meets the needs of our students. In addition, we would like to provide more support to classroom teachers and intervention teachers on the learning needs of our EL students and how to effectively support them through language development instruction and integrated language support throughout the school day. We will also review our reading intervention materials and instruction to determine their effectiveness.

- Math, Math Intervention:

We have recently adopted new curriculum in mathematics, K-8, that is aligned to the Mathematics standards and eight mathematical practices. Our next steps in professional development will be to ensure that our instruction is differentiated to meet the needs of our diverse learners. An analysis of our students' skills in mathematics revealed that students had some learning loss after the school closure in the spring. We will be determining additional intervention/supports that can be put in place to provide additional time and instruction to meet the needs of these students K-8.

- Science:

We have recently adopted new curriculum in science K-8 to align with the Next Generation Science Standards. This included adopting an integrated approach to teaching science in grades 6-8. This will require ongoing professional development support.

History/Social Science:

In the 20-21 school year, we adopted curriculum in History/Social Sciences aligned to the new state Social Studies framework. More professional development will be provided as teachers take on the new adoption. Additionally, our K-5 teachers feel that new social studies materials aligned to the state framework is a need at the elementary school. We will likely be piloting new instructional materials in the upper grades and will determine if a new adoption is needed K-5 in Year 2 or 3 of the LCAP plan.

- District Wide Assessment and Individualized Learning Pathway:

We will continue to use the iReady diagnostic assessment tool K-8 in both reading and mathematics. Continued professional development will be provided on how to evaluate and use the results of the tests to plan instruction to meet the needs of all of our students. Target and stretch goals will be established for all students and monitored throughout the year. Of particular importance will be the monitoring of our unduplicated students - English learners, foster youth, students with Special needs and students at risk of not meeting grade level standards for the school year.

- Learning Management Systems:

This year, we took on a new student information system, and with it, a new learning management system. After our experience with the learning management system during the school closure, we felt that a change would be beneficial to students and teachers. For students and parents, the new systems (one for K-2, one for 3-8) are easier to navigate and have more features that can be utilized in class and at home. For teachers, they are better systems for managing both in-person learners and distance learners. As the systems are new, we will continue to support the implementation with professional development so that teachers can fully utilize their capabilities.

- Technology:

Though we have had a one-to-one device to student ratio, we need to refresh our inventory of student devices. In addition, teacher workstations that had been in need of replacement, now no longer run some of the systems we have implemented and must now be replaced. We would also like to support our unduplicated students who need the ability to take their device from school to home each day.

- In LCAP Goal 2, our focus is on the social and emotional learning needs and well being of our students, staff, and families.

Our Social and Emotional Learning Committee has implemented some actions and services this year to address the social/emotional needs of our students, staff, and families. We added a school counselor to support our K-8 students, staff, and families. We implemented a designated time for Morning Meetings at elementary school and Advisory Meetings at middle school. For next year and beyond, we want to continue to add tools to support our students. We would like to add an explicit curriculum at K-5, put Restorative Circles and/or class meetings in place for conflict resolution, and add additional small group and individual support. We also would like to provide professional development for teachers, paraprofessionals, Special Education assistants, and administrators. We would like to provide services and resources to support the wellbeing of our staff. We will add workshops, services, and resources for our families as well.

- Student Attendance:

We will also utilize our SST process to work on attendance issues related to our Students with Disabilities.

In LCAP Goal 3, our focus is on the engagement of our parents and families.

- We have continued to engage stakeholders through the administration and collection of survey data, periodic Principal's, Superintendent's, and Board Members' chats, and utilization of our communication tools, e.g. E-Newsletter, school newsletters, Instagram postings. We have planned to work on a strategic plan with all of our stakeholders and to improve communication. We would also like to provide meaningful ways for parents and families to engage with the school, with a special focus on the families of our unduplicated students.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Though we have been providing in-person instruction for all students from the beginning of the school year, we have held all parent meetings virtually via Zoom. We were able to provide our parent community access to Superintendent's Chats, Principal's Chats, and Board Member's Chats. Two of the Superintendent's Chats were devoted to input on District priorities for goals, actions, and services that could be addressed in our LCAP. Feedback from the chats is recorded and used to inform LCAP goals, actions, and services. Our Education Foundation holds monthly meetings and provides input on LCAP goals and services throughout the year. In addition, parents are sent a comprehensive survey to give the District information on LCAP goals and district priorities. Questions probe how our current actions are meeting the needs of our students, and how we can improve upon our programs and services for the following year. We had 67% of the parents respond to our survey, with 268 surveys returned from 233 households.

Teachers and staff have the opportunity to provide input through faculty meetings, grade level/department meetings, all staff meetings, and progress monitoring meetings. The principal observes in classrooms and works with teachers on professional development. In progress monitoring meetings, the principal and the teachers evaluate the results of standardized and District assessments, and determine how best to meet the needs of unduplicated students and students at risk of not meeting grade level standards. In addition, teachers were sent a survey to ask for their insights on how well our current programs are meeting the needs of their students, and to provide input on additional supports teachers need in order to meet the ongoing needs of the students.

Administrators provided input on LCAP goals, actions, and services, during our weekly cabinet meetings.

All of the information from stakeholders described above informs our LCAP goals, actions, and services.

A summary of the feedback provided by specific stakeholder groups.

Results of our parent surveys, and feedback received from Principal's Chats, Superintendent's Chats, Board Members' Chats and Education Foundation (Parent Advisory Group) meetings, indicate that a high percentage of the District's parents are pleased with the quality of the programs and services the District provides. They also felt we had made good progress on SEL goals this year and students have enjoyed the implementation of Morning Meetings (elementary) and Advisory Meetings (middle school). Parents gave us information about the best ways to communicate with them and areas where more/different information is needed. The teacher survey sought to gain feedback on how well we address students' needs as a District and what professional development and support teachers feel they need. Student input is gathered through survey and input from student meetings.

Some feedback on areas of need from the survey and meetings where input was solicited from parents follow:

Academic:

- Need phonics, spelling, grammar, sentence structure, vocabulary programs

- Need more support for middle school students in reading and mathematics
- Would like to see a more formal "Reading Recovery" type of intervention program in reading at elementary school
- Would like to see more differentiation to provide challenges in mathematics for accelerated students
- Would like to see an option for students to do accelerated work in reading
- Foreign language at the elementary school; more language options in middle school
- iReady for home use

Social and Emotional Learning:

- Kindness, diversity, gender equality, racism, global awareness should be addressed in the curriculum
- Ways to support students at home with SEL competencies and monthly themes of lessons
- Need a peer mediation and conflict resolution program
- Need more programs for middle school students
- More leadership opportunities

Parent and Family Engagement:

- Would like to see more information about the academic programs, including elective areas, for students
- More information on how to help struggling learners and how to challenge those who need a challenge
- Website is very difficult to use

Student Input:

Middle school students were surveyed at the end of the last school year to determine their needs coming into the new school year. This year, our counselor did a survey with middle school students to elicit feedback regarding our learning environment and student needs. Our Principal and Assistant Principal meet with students in their Advisory classes to get feedback on our programs and determine needs.

- Types of schedule
- Use of Advisory period
- Feedback on distance learning and cohorting

The Superintendent meets with the Rancho Santa Fe Faculty Association monthly to talk about programs and staffing. In addition, our K-8 Principal has an ILT (Instructional Leadership Team) with grade level representatives from each school. This team provides input and suggestions on students' needs, teachers' needs, and programs. The Principal also conducts faculty meetings with teachers from each school (elementary and middle) each month. The Principal and Assistant Principal also have meetings with our paraprofessional staff periodically in the year. Some feedback on areas of need from the teacher survey and feedback from teachers and staff follow:

- Revise/update the units of study used for teaching reading comprehension
- More ELA training for teachers
- Support for staff implementing new curriculum
- Need SEL curriculum and support to implement it

- Support to implement Restorative Circles
- Continued professional development and time to collaborate on science curriculum
- Need new curriculum in social studies at the elementary school
- More work on teaching handwriting
- More work on the foundational skills, grammar, vocabulary, spelling

Our SELPA provides information on best practices for our Students with Disabilities. We have received input from them on the continuum of services that we are able to provide to our students. Through this input, we have determined the following:

- Our middle school students may benefit from a team teaching model at middle school.

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

Goals were created for the LCAP with the specific input from our stakeholders. Specifically:

Goal 1:

- A review of ELA curriculum and instruction and determining the need for more explicit instruction in foundational skills at the elementary school level

Both teacher and parent surveys and meeting feedback

- Additional support for middle school students in reading and mathematics

Both teacher and parent surveys and meeting feedback

- Review of intervention materials and possible adoption of new materials

Teacher meeting feedback

- iReady diagnostic and individual pathway program

Both teacher and parent surveys and meeting feedback

- Creation of committee to determine needs of advanced students in reading and mathematics

Both teacher and parent surveys and meeting feedback

Goal 2:

- Home connection for social and emotional learning program

Parent survey and meeting feedback

- Restorative Circles/class meetings for conflict resolution/problem solving

Both teacher and parent surveys and meeting feedback

Goal 3:

- Update and review of information contained on the website

Both teacher and parent surveys and meeting feedback

Goals and Actions

Goal

Goal #	Description
1	<p>Academic Achievement: K-8 students will experience high quality standards-based instruction designed to engage them in collaborating with others, thinking critically across subjects, communicating their reasoning, and using creativity to solve problems and innovate. Particular focus and attention will be paid to meeting the needs of our English learners, students at risk of not meeting grade level standards, and students with Special needs through comprehensive intervention strategies. Growth will be demonstrated through local assessments, progress reporting, and standardized testing.</p> <p>State Priority: 1 State Priority: 2 State Priority: 4 State Priority: 5 State Priority: 7 State Priority: 8</p>

An explanation of why the LEA has developed this goal.

Though our students are high performing in all areas as evidenced by our 2019 SBAC scores (Elementary school students - ELA 90% Proficient or Advanced, Math 83% Proficient or Advanced, Middle school students - ELA - 89% Proficient or Advanced, Math - 81% Proficient or Advanced), our goal in this area is to ensure that student performance in all areas shows growth in meeting or exceeding grade level standards. In addition, the District periodically reviews content areas to ensure that all of our curriculum, instruction, and assessments align with the rigorous state standards. We also ensure that we use best practices to deliver our instruction and that the instruction is differentiated to meet the needs of our learners. Professional development is provided based on new adoptions, the needs of our students, and the needs and interests of our teachers. There are goals in each academic area that will be addressed over the three-year LCAP cycle.

The winter 2021 testing administration of the iReady reading diagnostic assessment, showed that 78% of our students were proficient, 17% one grade level below, and 5% two or more grade levels below. We also used Literably (one-on-one measure of reading proficiency) to determine student reading proficiency at the elementary school and found that 16% of our students were one grade level below, and 12% are two or more grade levels below. The increase in the number of students two or more grade levels below and a decrease in the number of advanced readers over the previous year is of concern and has been identified as a need. It is likely due to the school closure in the spring and we have seen growth over the course of the school year with most students attending school in-person from the start of the school year. Input from stakeholders through the LCAP development process indicates a desire to review our ELA program. We plan to review and refresh our current instructional materials for Reading Workshop and Writing Workshop. We will also be evaluating our work with other components of literacy instruction, e.g. foundational skills, to provide consistency in what is taught from grade level to grade level and how it is taught. This may result in new instructional materials and additional professional development. In addition, we will be looking at how we

address the needs of our students at risk of not meeting grade level standards, and our unduplicated students. We will be reviewing our model for intervention services and the materials utilized.

The District administers the iReady diagnostic assessment in math as well. In the winter of 20-21, 73% of our K-8 students were proficient, 25% one grade level below, and 2% two or more grade levels below. This is a significant decrease in overall performance on iReady from the previous year. In addition, our students take District benchmarks to determine whether they qualify for Advanced Math programs. The number of students who qualified for Advanced math was significantly lower than in typical years. Input from stakeholders also identified math, particularly differentiating instruction, as an area of need.

The District will always have a goal to improve services and outcomes for English learners, SWD, and students who are at risk of meeting grade level standards. To that end, the District reviews instructional materials and makes new purchases, determines the appropriate number of support personnel, and expends funds on professional development for classroom teachers, Special Education teachers, instructional aides, and intervention teachers. Input from stakeholders identified these needs as well, particularly in a year where there is learning loss in our most vulnerable students.

The District also identified a need for a refresh of devices for students and teachers through its own assessment of our equipment. Though we have a cycle of replacement for our student and teacher devices, this was accelerated due to the continual use of the devices at school and bringing the devices from school to home during the school closure, during illness, during quarantine, and for those students whose parents chose a distance learning option. We will also continue professional development to support the implementation of our new learning management systems.

A need identified through stakeholder input, was meeting the needs of our Advanced learners. The goal of doing a needs assessment to gain more information and then to engage in planning to meet the needs of our Advanced learners is a goal, and some funding is allocated to materials and professional development that will allow us to meet their needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) The percentage of teachers who are appropriately credentialed and assigned	1) 100% of teachers are appropriately credentialed and assigned				1) 100% of teachers are appropriately credentialed and assigned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2) Pupil achievement on State assessments	<p>2) 90% of the elementary students were Proficient or Advanced on ELA - SBAC 57% of those students were Advanced</p> <p>83% of the elementary students were Proficient or Advanced on Mathematics - SBAC 58% of those students were Advanced</p> <p>89% of the middle school students were Proficient or Advanced on ELA - SBAC 48% of those students were Advanced</p> <p>81% of the middle school students were Proficient or Advanced on Mathematics - SBAC 53% of those students were Advanced</p> <p>64% of the District's students met or exceeded the state</p>				<p>2) All students in grades 3-8 will show improvement in SBAC scores in ELA and Math as a measure of standards aligned curriculum and instruction, with in an increase in the percentage of students at the Advanced levels.</p> <p>ELA - Elementary - Maintain Proficient or Advanced scores ELA - Elementary - Increase Advanced scores - 75% Advanced Scores</p> <p>Math - Elementary - 85% Proficient or Advanced scores Math - Elementary - Increase Advanced scores - 70% Advanced Scores</p> <p>ELA - Middle School- Maintain Proficient or Advanced scores ELA - Middle School - Increase Advanced scores to 60% Advanced Scores</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	standards for science - CAST				<p>Math - Middle School - 85% Proficient or Advanced scores Math - Middle School - Increase Advanced scores to 65% Advanced</p> <p>Science - 75% of the District's students will meet or exceed the standards</p>
3) Pupil achievement on local assessments	<p>3) Student achievement on Winter iReady scores are: Elementary: Reading - 79% on or above grade level Mathematics - 71% on or above grade level</p> <p>Middle School: Reading - 75% on or above grade level Math - 75% on or above grade level</p>				<p>3) All students will show improvement in iReady scores as a measure of standards aligned materials. Elementary: Reading - 85% on or above grade level Mathematics - 80% on or above grade level</p> <p>Middle School: Reading - 85% on or above grade level Math - 85% on or above grade level</p>
4) Instructional materials sufficiency	4) 100% of the students will have access to standards-				4) 100% of the students will have access to standards-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	aligned instructional materials.				aligned instructional materials.
5) Implementation of State standards	5) 100% of classrooms implement State standards for all students including English learners as measured by classroom observation and master schedule				5) 100% of classrooms implement State standards for all students including English Learners, SWD as measured by classroom observation and master schedule.
6) Broad course of study	6) 100% of students including unduplicated pupils and pupils with exceptional needs will be enrolled in a broad course of study as evidenced by master schedule.				6) 100% of students including English learners, SWD, and students receiving targeted intervention services will be enrolled in a broad course of study as evidenced by master schedule
7) Progress toward English proficiency	7) Baseline for ELPAC is 47.6% making progress toward English proficiency.				7) Student progress toward English language proficiency will increase from 47.6% to 65%.
8) Reclassification rate	8) 15% of our students were reclassified in 2019-2020 school year.				8) Students are individually monitored for progress toward reclassification. They will be reclassified as soon as they reach English language proficiency and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>proficiency on the academic standards at their grade level as demonstrated through state and local assessments.</p> <p>25% of our students will be reclassified by the 2023-2024 school year.</p>
<p>The following metrics do not apply:</p> <ul style="list-style-type: none"> • College and career readiness • AP Exam pass rate • EAP College ready participation • High School dropout rates • High School graduation rate 					

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELA Program	Review of ELA program components K-8. We considered the needs of our English learners, low income, SWD, and students at risk of not	\$130,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>meeting standards as we determined the action item in this category. An analysis of our students' performance indicated that they would benefit from more attention to foundational skills and reading comprehension and both will be the focus of this action item. We also wish to continue to engage these learners with fresh, new instructional materials.</p> <p>Further refinement of ELA Reading and Writing Units of Study for CCSS alignment. Review current units of study for alignment and effective instruction through collaborative planning, observations and feedback, and an analysis of student work. Provide new instructional materials where needed.</p> <p>Determine the efficacy of other program components, e.g. foundational skills in phonics, handwriting, grammar, and vocabulary to determine whether new curriculum/instructional materials, strategies, etc. are needed.</p> <p>Provide new instructional materials and professional development/coaching in all identified areas.</p>		
2	Mathematics Program	<p>Continued support for the implementation of the mathematics adoption K-8 (2019-20 school year). The need to focus on differentiation in the classroom for mathematics was developed with the needs of English learners, low income, SWD, and students at risk of not meeting standards first. The professional development that is planned will focus on identifying areas of need for these students and on how best to address these needs within the classroom. Our students may need support with reteaching in small group or one-on-one, or different instructional materials to learn the content.</p> <p>We will be providing professional development and collaborative planning time for teachers focused on the use of formal and informal assessment data, evaluating student needs, and differentiating instruction to meet identified student needs within the classroom. New</p>	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional materials may be purchased to meet the needs of unduplicated students.		
3	Science Program	<p>Continued support of NGSS aligned science curriculum in grades K-8. We had the needs of our English learners, low income, SWD, and students at risk of not meeting standards in mind as we planned our science action. Our teachers need to continue their professional development support to ensure that lessons are specifically geared to helping our targeted students acquire the content knowledge and skills necessary to meet or exceed the Next Generation Science Standards.</p> <p>Professional development will be provided in understanding NGSS, utilizing the FOSS instructional materials effectively, assessing student competency in the science standards, and planning to meet the needs of students who require support or an additional challenge.</p> <p>Continue to refurbish FOSS kits each year to ensure sustainability of the program.</p>	\$50,000.00	Yes
4	History/Social Sciences Program	<p>As we selected new instructional materials to teacher the History/Social Sciences, we had the needs of our English learners, low income, SWD, and students at risk of not meeting standards in mind first. We ensured that the content was accessible to our students and our professional development was focused on helping our targeted students meet or exceed the grade level standards. We will continue that work in our middle school and begin the work at the elementary level.</p> <p>Continued support of the District's 20-21 adoption of grades 6-8 instructional materials that are aligned to the state's new social studies framework.</p>	\$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Adoption of new K-5 curriculum and instructional materials for the elementary school. Professional development will be provided to teachers on the content and strategies outlined in the social studies framework and to implement new curriculum and instructional strategies.		
5	Schoolwide Diagnostic Assessment/Individualized Program	<p>Continued use of the iReady diagnostic tool in both reading and mathematics for students K-8. Professional development will be provided on evaluating the results of the assessment and using the information to plan instruction to meet students' needs.</p> <p>We will subscribe to the iReady pathways for all K-5 students and work with teachers on how best to utilize the program -- mixture of in class and home units. Target and stretch goals will be established for all students and monitored throughout the year. Of particular importance will be the monitoring of our unduplicated students - English learners, foster youth, students with Special needs and students at risk of not meeting grade level standards for the school year.</p>	\$32,000.00	Yes
6	Technology	<p>All one-on-one iPads need to be refreshed, and teacher workstations are outdated and can no longer be effectively used with new learning management systems. The District will allow identified K-4 elementary school students (English learners, low income students, foster youth) to take iPads from school to home. (Students in grades 5-8 are able to take iPads from school to home).</p> <p>Additional professional development will be needed to effectively use our Learning Management Systems - Schoology, Seesaw.</p>	\$470,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Advanced Learners	<p>We want to assess the needs of our school in this area and determine if we have English learners, low income, SWD, and students at risk of not meeting standards, who are in need of advanced curriculum and more complex tasks.</p> <p>A District committee will be formed to evaluate the needs of our advanced learners and how they are currently being met in the District K-8. The Committee will review student data (formal and informal) and determine whether new/additional assessment tools are needed. The Committee will make recommendations on differentiating within the classroom, and whether there is a need to provide additional services/programs in the District.</p> <p>Professional development will be provided to teachers on determining the needs of advanced learners and providing instruction to meet their needs.</p>	\$20,000.00	Yes
8	Reading Intervention	The district will continue to provide three additional teachers to deliver reading intervention programs during the school day targeted toward meeting the needs of EL, low income, and students at risk of not meeting grade level standards.	\$480,000.00	Yes
9	Math Intervention	<p>The district will continue to provide one intervention teacher at the elementary school to provide math intervention programs during the school day targeted toward meeting the needs of EL, low income, and students at risk of not meeting grade level standards.</p> <p>The district will increase the number of intervention teachers to two at elementary school due to the increased number of students who would benefit from mathematics intervention.</p>	\$231,297.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	English Language Development	<p>Review instructional materials and instructional strategies and models utilized to teach our English learners the skills they need to gain English language proficiency and proficiency in grade level standards.</p> <p>Professional development will be provided to intervention teachers and general education teachers and will focus on how to provide specific instruction in English language development and how to support English learners in content areas throughout the school day.</p>	\$20,000.00	Yes
11	Special Education Services	<p>Review instructional materials, strategies, and models utilized to teach our SWD the knowledge and skills they need to gain proficiency in their grade level standards.</p> <p>Professional development will be provided for Special Education teachers, instructional aides, and classroom teachers focused on how to provide specific instruction in areas of need and how to support our SWD in mainstream settings throughout the day.</p> <p>A Sensory Room is needed to support all of our students with sensory needs K-8. Funds will be allocated toward furnishing the room with supplies and equipment.</p> <p>The district will continue to provide two full time learning center teachers, and one Special Day Class teacher to provide targeted support toward meeting the needs of SWD. The district will increase the number of Special Education/intervention teachers to an additional Learning Center teacher to provide intervention and support to students in grades 5-8.</p>	\$105,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	<p>Social and Emotional Learning: Students will acquire the knowledge, skills, and attitudes they need to form healthy identities, respect and value the strengths and contributions of others, achieve personal and collective goals, establish and maintain supportive relationships, and make responsible decisions. Our parent community will be provided education and support through increased services and opportunities. Teachers will be supported in their social and emotional needs and professional development will be provided for teaching SEL competencies and integrating that instruction throughout the day for our students.</p> <p>State Priority: 1 State Priority: 6</p>

An explanation of why the LEA has developed this goal.

The District determined that Social and Emotional Learning would be a priority in the 2018-2019 school year. The District had some components of social and emotional learning in place to support the needs of our students, but lacked a comprehensive district wide plan, and felt that the needs of our unduplicated students were not being met. This was evident in the results of the annual parent and teacher surveys conducted in the spring of 2019. A Social and Emotional Learning Committee was formed that year and has begun to implement actions and services to address the social and emotional needs of our students, staff, and families. We hired a school counselor as a resource for our unduplicated students and families, as well as our entire population of students, staff, and families. The parent and teacher survey this year (2020-2021) also indicated that while we have made some progress on meeting the social and emotional needs of our students, staff, and families, social and emotional learning needs should continue to be a priority.

For next year and beyond, we want to continue to add tools to support all of our students, with a particular focus on our unduplicated students. Through an explicit curriculum at K-5 to teach social and emotional competencies, the addition of Restorative Circles and/or class meetings to give our students tools to resolve conflicts, professional development for teachers and staff members, and additional counseling services, we hope to make gains that can be measured with a meaningful assessment tool.

Our student attendance rates are generally good, with the last reported California Dashboard in 2019 showing absenteeism at 8.9%. In the 2019-2020 school year, we let parents know the importance of being at school, on time, each day. The District highlighted this information at Back to School Nights and sent out eblast information concerning the importance of attendance. During the school closure, attendance was good for distance learning. For the 2020-2021 school year, we began the school year with full time, five days each week, in-person instruction. Attendance has been good with the majority of our students attending in-person instruction. We began the year with 80% of our students in-person, and ended the year with 96% of our students in-person. Our SWD absences were higher than the general education population on the last reported Dashboard (2019). We have, therefore, created a goal to address absenteeism through our SST process.

We have a school campus that is in excellent condition due to full renovation in 2010. We ensure that the buildings and grounds are excellently maintained through routine services, deep cleaning during breaks, and maintenance projects that occur each summer.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1) 2020 - 2021 Parent survey on the sense of safety and school connectedness</p> <p>Parent participation for unduplicated students and students with exceptional needs will be recorded for all events, committees, and programs.</p>	<p>1) 67% of parents responded to the District's 2020 - 2021 annual survey</p> <p>A baseline will be established the first year</p>				<p>1) 75% participation on the parent survey, 75% feeling a sense of safety and school connectedness</p> <p>50% of parents of unduplicated students or students with exceptional needs will participate in district programs.</p>
<p>2) 2020 -2021 Staff survey on the sense of safety and school connectedness</p>	<p>2) 88% of teachers responded to the District's 2020 - 2021 annual survey</p>				<p>2) 90% participation on the teacher/staff survey, 75% feeling a sense of safety and school connectedness</p>
<p>3) An assessment tool will be developed to assess needs and determine the growth of our students in acquiring social and emotional competencies</p>	<p>3) A baseline will be determined when the assessment and the survey is developed and piloted</p>				<p>3) Students will make gains in their social and emotional competencies as a result of the District's Social and Emotional Learning plan on the District created assessment</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A student survey will be developed to determine students' sense of safety and school connectedness.					75% of students will feel safe and connected at school as indicated on the survey
4) Facilities	4) Results of the School Facilities Inspection Report in 2020 states that all systems and condition of the buildings were in "good repair" with an overall rating of exemplary.				4) Maintain a "good repair" rating on the Facilities Inspection Report done annually.
5) Student Suspension Rate/Student Expulsion Rate	5) Student suspension rate is below 1% of the population. Student expulsion rate is at 0%.				5) Maintain student suspension rate at below 1% of the population. Maintain expulsion rate at 0%.
6) School Attendance	6) School attendance rates were 8.9% in the green band (second highest performance band) on the 2019 Dashboard, however, SWD were at 13%, two colors below the aggregate level.				4) Maintain school attendance in the green band or higher. Decrease chronic absenteeism for SWD from the orange band to the green band (9% from 13%).
7) Middle School Dropout Rate	7) Our middle school dropout rate is at 0%.				7) Maintain middle school dropout rate at 0%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum and instructional materials to teach SEL competencies.	<p>As we created this goal we had the needs of our English learners, low income, SWD, and students at risk of not meeting standards in mind. These students can often need support to be included socially and to feel confident in their abilities.</p> <p>Review of K-5 instructional materials to teach the social/emotional competencies identified through our District SEL Committee. The District SEL committee will review and select instructional materials aligned with our identified SEL competencies.</p> <p>Release time will be given to K-5 teachers to determine materials that are aligned to the competencies and that would be a good fit for our student and parent population; particular attention will be paid to the needs of our unduplicated students and their families. A stipend may be given to teachers for writing or modifying curriculum.</p> <p>Release time will be given to grades 6-8 grade teacher representatives to align SEL competencies to Advisory Meeting curriculum. A stipend may be given to teachers for writing or modifying curriculum.</p>	\$50,000.00	Yes
2	Restorative Circles/Class Meetings	<p>This goal will assist our English learners, low income, SWD, and students at risk of not meeting standards to problem solve effectively in a group. It is our belief that these skills will help these students to assimilate into the school culture.</p> <p>Restorative Circles (grades 4-8) and class meetings (grades K-3) will be used as a vehicle for problem solving within a classroom community. Materials will be purchased to train teachers in this group problem solving strategy.</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Home Connection/Parent Workshops	<p>This goal was created with the needs of our English learners, low income, SWD, and students at risk of not meeting standards in mind. We plan to support their families with information regarding our social and emotional learning curriculum and how they can support their students at home.</p> <p>The District will provide materials to connect home to school with our social and emotional learning efforts.</p> <p>Parent workshops will be held with a variety of speakers supporting the social and emotional learning work. Some will be directly related to the curriculum adoption, some on positive parenting, raising resilient children, etc.</p> <p>We will reach out to the families of unduplicated students to determine their needs through surveys and targeted calls. We will provide the kind of information, resources, and parent education needed.</p>	\$10,000.00	Yes
4	Assessment Tool	<p>This action was created with the needs of our English learners, low income, SWD, and students at risk of not meeting standards in mind. It is important that we have a diagnostic tool to assess our students' needs and to enable our teachers to plan explicit social and emotional instruction and provide resources to meet those needs.</p> <p>The District will identify or create an assessment tool to measure the social and emotional needs of our students. We plan to administer the assessment three times in the year. The fall administration of the test will be used for assessing needs, the winter assessment will assess needs and growth, and the end of year assessment will determine growth.</p> <p>We will identify or create an assessment tool for staff to be given at the end of the school year with the purpose of identifying whether</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>practices, tools, and workshops given for staff have been successful in creating a positive work environment and have met the social and emotional needs of our staff.</p> <p>We will identify or create an assessment tool for parents to be given at the end of the school year with the purpose of determining whether parents had the tools they needed to support the social and emotional needs of our students.</p>		
5	School Counselor	<p>We chose to hire the District's first counselor with the needs of our English learners, low income, SWD, and students at risk of not meeting standards in mind. The counselor is providing services and resources to the students, their teachers, and their families.</p> <p>In the 20-21 school year, a school counselor was added to provide a comprehensive counseling program. The counselor provided whole class instruction, individual counseling, and provided resources for students, teachers, and parents.</p> <p>In the next school year, increased services will include working with small groups, lunch clubs to support social needs, and providing training workshops for teachers and parents/families.</p>	\$101,857.00	Yes
6	Student Attendance	<p>This action was created with the needs of our English learners, low income, SWD, and students at risk of not meeting standards in mind. It is important that we monitor the attendance of these students and provide resources to meet the needs of the students and families.</p> <p>The District will utilize the SST process to determine student needs and create plans for individual students who have excessive absences.</p>	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Professional Development	<p>As we focus on the needs of our English learners, low income, SWD, and students at risk of not meeting standard, we would like to provide teachers and paraprofessionals with professional development to give them more tools and resources to meet their needs.</p> <p>Teachers will be provided with professional development to support the curriculum, to create a warm and supportive learning environment, and to implement Restorative Circles/class meetings.</p> <p>A separate series of workshops/training will be held with paraprofessionals and Special Education assistants on positive discipline and supporting the social and emotional efforts of our school community.</p>	\$48,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	<p>Parent and Community Engagement: Create a robust school community where parents and community members are involved in decision-making opportunities, partnering with the school to support the academic achievement and social/emotional development of our students, and providing enriching academic and social experiences.</p> <p>The District will identify families of unduplicated students, ensure that we are communicating with them in their preferred method of communication, and that they are personally invited to participate in programs and opportunities at the school and District level. Our K-8 Assistant Principal is responsible for this communication.</p> <p>The District will run special programs and services for families of students with exceptional needs and will ensure that all families are personally invited to participate. Our Director of Special Education is responsible for these programs and communication.</p> <p>State priority: 3</p>

An explanation of why the LEA has developed this goal.

Through input received from stakeholders through the LCAP process, the District has identified a need for more opportunities for parent and family engagement. The District would like to provide more opportunities for parents to serve on decision-making committees, to assist in classrooms, to share their knowledge and resources, and to run special events. In addition, we have identified a need to provide more opportunities for parents to learn about and experience the District's curriculum and instruction in order to support their children with academic and social and emotional needs. In addition, the District will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1) 2020-2021 Parent Survey	1) 67% Return on the Annual Parent Survey				1) Parent survey co-created by parents on our School Site

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Council that addresses the needs of the parent community; 75% response from all parents
2) District Committee rosters meeting minutes	2) A baseline measure will be created during the 2021-2022 school year.				2) An increase of 20% parent participation on committees as evidenced by Committee rosters and meeting minutes indicating attendance.
3) Parents volunteer through the Education Foundation. They serve on the Board of the Education Foundation, serve as room parents, and Chair events.	3) In the 2020-2021 school year, we had a limited number of volunteers on campus due to COVID restrictions. We ran several COVID friendly events, e.g. Drive-In Movie Night, Book Fair.				3) Increase volunteer work in the school as evidenced by "sign in" data .

Actions

Action #	Title	Description	Total Funds	Contributing
1	Committee Work	We would like to involve parents of English learners, low income, SWD, and students at risk of not meeting standards in more committee work, e.g. School Site Council, Social and Emotional Learning Committee. We would like to see them involved in volunteer work as well, e.g. volunteering in their child's classroom.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The District will provide additional opportunities for parents to engage in decision-making committees, e.g. SSC, SEL Committee.		
2	Parent Education Workshops	<p>Parent workshops will be provided to all parents of English learners, low income students, SWD, and students at risk of not meeting grade level standards to assist them with relevant parenting topics.</p> <p>The District will provide parent education workshops in different areas of the curriculum, topics identified on the parent survey (social media, working with adolescents), and on social and emotional areas (including parenting).</p>	\$10,000.00	Yes
3	Digital Presence/Website Refresh	<p>With English learners, low income, SWD, and students at risk of not meeting standards in mind, we would like to review our website and ensure that it is meeting the needs of our families.</p> <p>With stakeholder input, the District will update the information on the District's website and ensure that stakeholders have easy access to the information they seek.</p>	\$5,000.00	Yes
4	Community Outreach	<p>We would like to involve parents of English learners, low income, SWD, and students at risk of not meeting standards in our efforts to create a strategic plan for the District.</p> <p>The District will engage in a process to gain school community/stakeholder input in the District's strategic plan and communication efforts.</p>	\$10,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
1.52%	69892

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

Required Descriptions

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

Goal 1: Increased academic achievement

- ELA - We considered the needs of our English learners, low income, SWD, and students at risk of not meeting standards as we determined the action item in this category. An analysis of our students' performance indicated that they would benefit from more attention to foundational skills and reading comprehension and both will be the focus of this action item. We also wish to continue to engage these learners with fresh, new instructional materials.
- Math - The need to focus on differentiation in the classroom for mathematics was developed with the needs of English learners, low income, SWD, and students at risk of not meeting standards first. The professional development that is planned will focus on identifying areas of need and how best to address these needs within the classroom. Our students may need support with reteaching in small group or one-on-one, or different instructional materials to learn the content.
- Science: We had the needs of our English learners, low income, SWD, and students at risk of not meeting standards in mind as we planned our science action. Our teachers need to continue their professional development support to ensure that lessons are specifically geared to helping our targeted students acquire the content knowledge and skills necessary to meet or exceed the Next Generation Science Standards.
- History/Social Science: As we selected new instructional materials to teacher the History/Social Sciences, we had the needs of our English learners, low income, SWD, and students at risk of not meeting standards in mind first. We ensured that the content was

accessible to our students and our professional development was focused on helping our targeted students meet or exceed the grade level standards.

- Diagnostic District Wide Assessment and Pathways: We had the needs of our English learners, low income, SWD, and students at risk of not meeting standards in mind when creating this action. It is important that we have a diagnostic tool to assess our students needs and to enable our teachers to plan explicit instruction to meet their needs. The pathways will assist our students by providing additional time for them to reinforce their skills or work on areas of need.
- Technology: We had the needs of our English learners, low income, SWD, and students at risk of not meeting standards in mind when we determined the need to keep our student devices at a one-to-one ratio and to have the devices travel from school to home for identified students.
- Advanced Learners: We want to assess the needs of our school in this area and determine if we have English learners, low income, SWD, and students at risk of not meeting standards, who are in need of advanced curriculum and more complex tasks.

Reading Intervention: Our reading intervention program is designed to specifically target English learners, low income, SWD, and students at risk of not meeting standards. If students need additional teaching beyond classroom support, we have provided reading intervention teachers and new instructional materials to meet their needs.

- Math Intervention: Our math intervention program is designed to specifically target English learners, low income, SWD, and students at risk of not meeting standards. If students need additional teaching beyond classroom support, we have provided math intervention teachers and new instructional materials to meet their needs.
- ELD: We had the needs of our English learners in mind in the creation of this goal. We feel that more professional development is needed for classroom teachers and support teachers to meet their needs effectively. We want to continue to provide integrated ELD support throughout the day, while also providing explicit English language instruction to improve their English language skill level.
- SWD: As we created this goal we had the needs of low-income students, EL students, and students at risk of meeting grade level standards at the forefront of our efforts. We determined that they needed increased support in the regular classroom and in pull out support.

Goal 2: Social and emotional Learning and well-being

- Curriculum: As we created this goal we had the needs of our English learners, low income, SWD, and students at risk of not meeting standards in mind. These students can often need support to be included socially and to feel confident in their abilities.

- Restorative Circles: This goal will assist our English learners, low income, SWD, and students at risk of not meeting standards to problem solve effectively in a group. It is our belief that these skills will help these students to assimilate into the school culture.
- Home Connection: This goal was created with the needs of our English learners, low income, SWD, and students at risk of not meeting standards in mind. We plan to support their families with information regarding our social and emotional learning curriculum and how they can support their students at home.
- Assessment Tool: This action was created with the needs of our English learners, low income, SWD, and students at risk of not meeting standards in mind. It is important that we have a diagnostic tool to assess our students' needs and to enable our teachers to plan explicit social and emotional instruction and provide resources to meet those needs.
- School Counselor: We chose to hire the District's first counselor with the needs of our English learners, low income, SWD, and students at risk of not meeting standards in mind. The counselor is providing services and resources to the students, their teachers, and their families.
- Professional Development: As we focus on the needs of our English learners, low income, SWD, and students at risk of not meeting standard, we would like to provide teachers and paraprofessionals with professional development to give them more tools and resources to meet their needs.

Goal 3: Parent and Family Engagement

- Committee Work: We would like to involve parents of English learners, low income, SWD, and students at risk of not meeting standards in more committee work, e.g. School Site Council, Social and Emotional Learning Committee. We would like to see them involved in volunteer work as well, e.g. volunteering in their child's classroom.
- Parent Workshops: Parent workshops will be provided to all parents of English learners, low income students, SWD, and students at risk of not meeting grade level standards to assist them with relevant parenting topics.
- Website: With English learners, low income, SWD, and students at risk of not meeting standards in mind, we would like to review our website and ensure that it is meeting the needs of our families.

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

Our services for foster youth, English learners, and low-income students are being increased or improved by a minimum of 1.52%.
Our students will be receiving:

Targeted intervention in ELA, ELD, and Math
Teachers receiving professional development to meet their needs
Improved curricular materials in all areas
Improved social/emotional development opportunities, curriculum, and support

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,045,797.00	\$305,000.00		\$559,357.00	\$1,910,154.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,191,154.00	\$719,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	ELA Program	\$130,000.00				\$130,000.00
1	2	English Learners Foster Youth Low Income	Mathematics Program	\$50,000.00				\$50,000.00
1	3	English Learners Foster Youth Low Income	Science Program	\$20,000.00			\$30,000.00	\$50,000.00
1	4	English Learners Foster Youth Low Income	History/Social Sciences Program	\$20,000.00			\$40,000.00	\$60,000.00
1	5	English Learners Foster Youth Low Income	Schoolwide Diagnostic Assessment/Individualized Program	\$7,000.00	\$25,000.00			\$32,000.00
1	6	English Learners Foster Youth Low Income	Technology	\$100,000.00			\$370,000.00	\$470,000.00
1	7	English Learners Foster Youth Low Income	Advanced Learners	\$20,000.00				\$20,000.00
1	8	English Learners Foster Youth Low Income	Reading Intervention	\$413,000.00	\$62,000.00		\$5,000.00	\$480,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Math Intervention	\$126,297.00	\$100,000.00		\$5,000.00	\$231,297.00
1	10	English Learners Foster Youth Low Income	English Language Development	\$20,000.00				\$20,000.00
1	11	English Learners Foster Youth Low Income	Special Education Services	\$5,000.00	\$100,000.00			\$105,000.00
2	1	English Learners Foster Youth Low Income	Curriculum and instructional materials to teach SEL competencies.	\$30,000.00			\$20,000.00	\$50,000.00
2	2	English Learners Foster Youth Low Income	Restorative Circles/Class Meetings	\$5,000.00			\$5,000.00	\$10,000.00
2	3	English Learners Foster Youth Low Income	Home Connection/Parent Workshops	\$5,000.00			\$5,000.00	\$10,000.00
2	4	English Learners Foster Youth Low Income	Assessment Tool	\$5,000.00			\$5,000.00	\$10,000.00
2	5	English Learners Foster Youth Low Income	School Counselor	\$50,000.00			\$51,857.00	\$101,857.00
2	6	English Learners Foster Youth Low Income	Student Attendance	\$2,000.00				\$2,000.00
2	7	English Learners Foster Youth Low Income	Professional Development	\$15,000.00	\$18,000.00		\$15,000.00	\$48,000.00
3	1	English Learners Foster Youth Low Income	Committee Work	\$5,000.00				\$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Parent Education Workshops	\$5,000.00			\$5,000.00	\$10,000.00
3	3	English Learners Foster Youth Low Income	Digital Presence/Website Refresh	\$2,500.00			\$2,500.00	\$5,000.00
3	4	English Learners Foster Youth Low Income	Community Outreach	\$10,000.00				\$10,000.00
4	1	All						
4	2	All Students with Disabilities						
4	3	All						
4	4	All						
4	11	English Learners						
5	1	All						
5	2	All						
5	3	All						
5	11	English Learners						

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,045,797.00	\$1,910,154.00
LEA-wide Total:	\$1,045,797.00	\$1,910,154.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$20,000.00	\$60,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	ELA Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,000.00	\$130,000.00
1	2	Mathematics Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
1	3	Science Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$50,000.00
1	4	History/Social Sciences Program	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$60,000.00
1	5	Schoolwide Diagnostic Assessment/Individualized Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	\$32,000.00
1	6	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$470,000.00
1	7	Advanced Learners	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	Reading Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$413,000.00	\$480,000.00
1	9	Math Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$126,297.00	\$231,297.00
1	10	English Language Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
1	11	Special Education Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$105,000.00
2	1	Curriculum and instructional materials to teach SEL competencies.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	\$50,000.00
2	2	Restorative Circles/Class Meetings	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$10,000.00
2	3	Home Connection/Parent Workshops	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$10,000.00
2	4	Assessment Tool	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$10,000.00
2	5	School Counselor	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$101,857.00
2	6	Student Attendance	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
2	7	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$48,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	Committee Work	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
3	2	Parent Education Workshops	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$10,000.00
3	3	Digital Presence/Website Refresh	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	\$5,000.00
3	4	Community Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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