



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Paula Unified School District

CDS Code: 56-76828

School Year: 2023-24

LEA contact information:

David Moore, Ed.D.

Assistant Superintendent of Educational Services

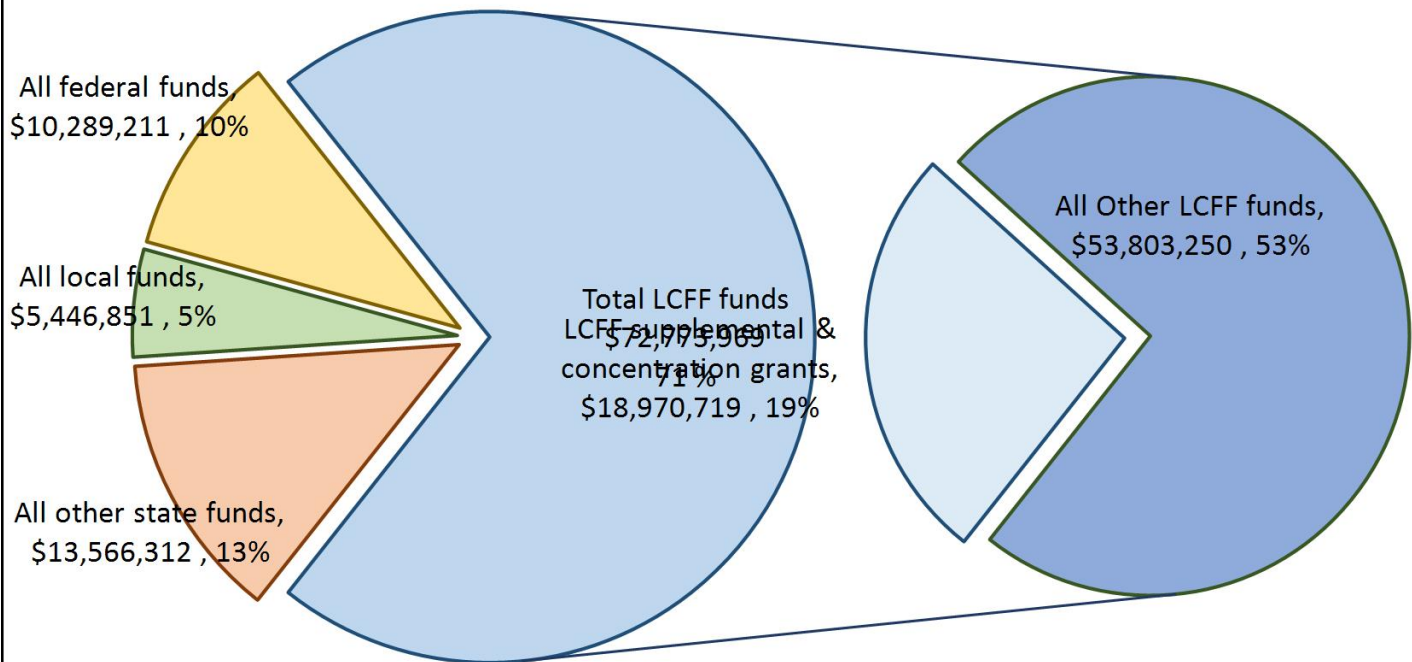
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805-933-8819

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

# Budget Overview for the 2023-24 School Year

## Projected Revenue by Fund Source

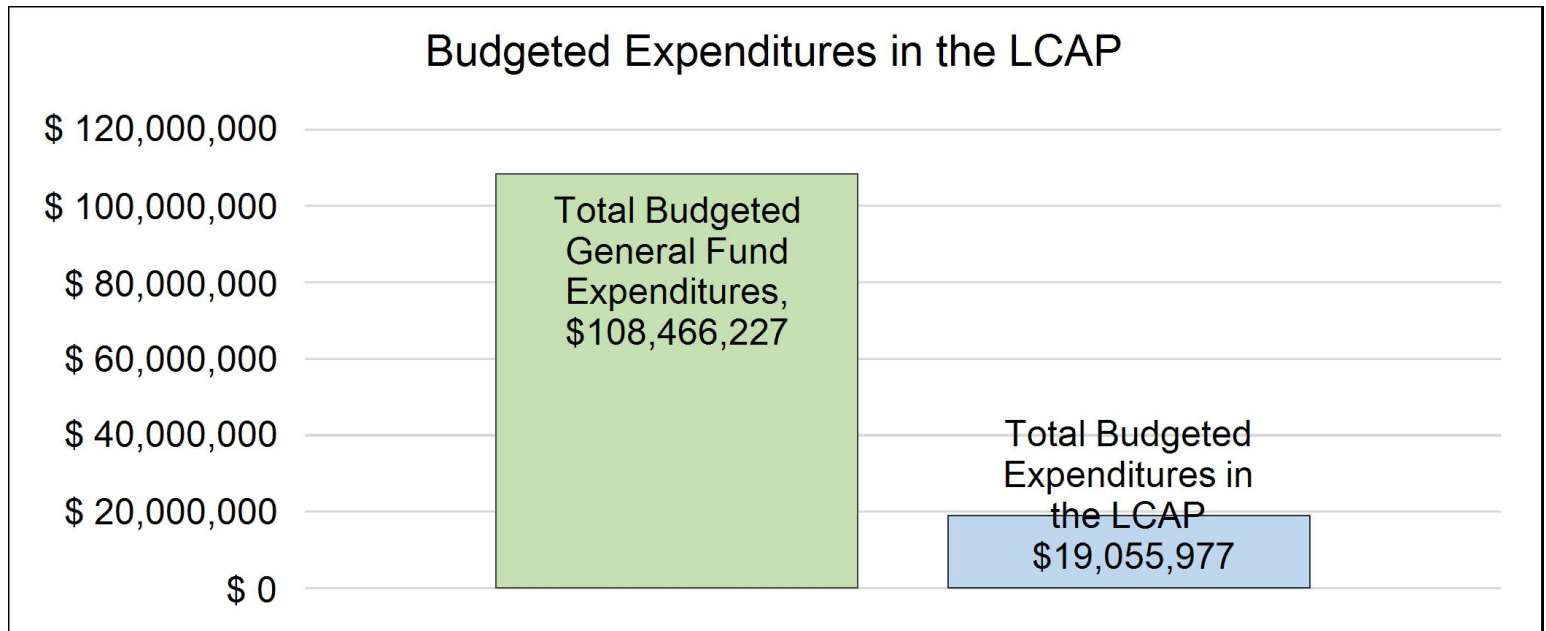


This chart shows the total general purpose revenue Santa Paula Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Paula Unified School District is \$101,636,343, of which \$72,773,969 is Local Control Funding Formula (LCFF), \$13,566,312 is other state funds, \$5,446,851 is local funds, and \$10,289,211 is federal funds. Of the \$72,773,969 in LCFF Funds, \$18,970,719 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Santa Paula Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Paula Unified School District plans to spend \$108,466,227 for the 2023-24 school year. Of that amount, \$19,055,976.76 is tied to actions/services in the LCAP and \$89,410,251 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

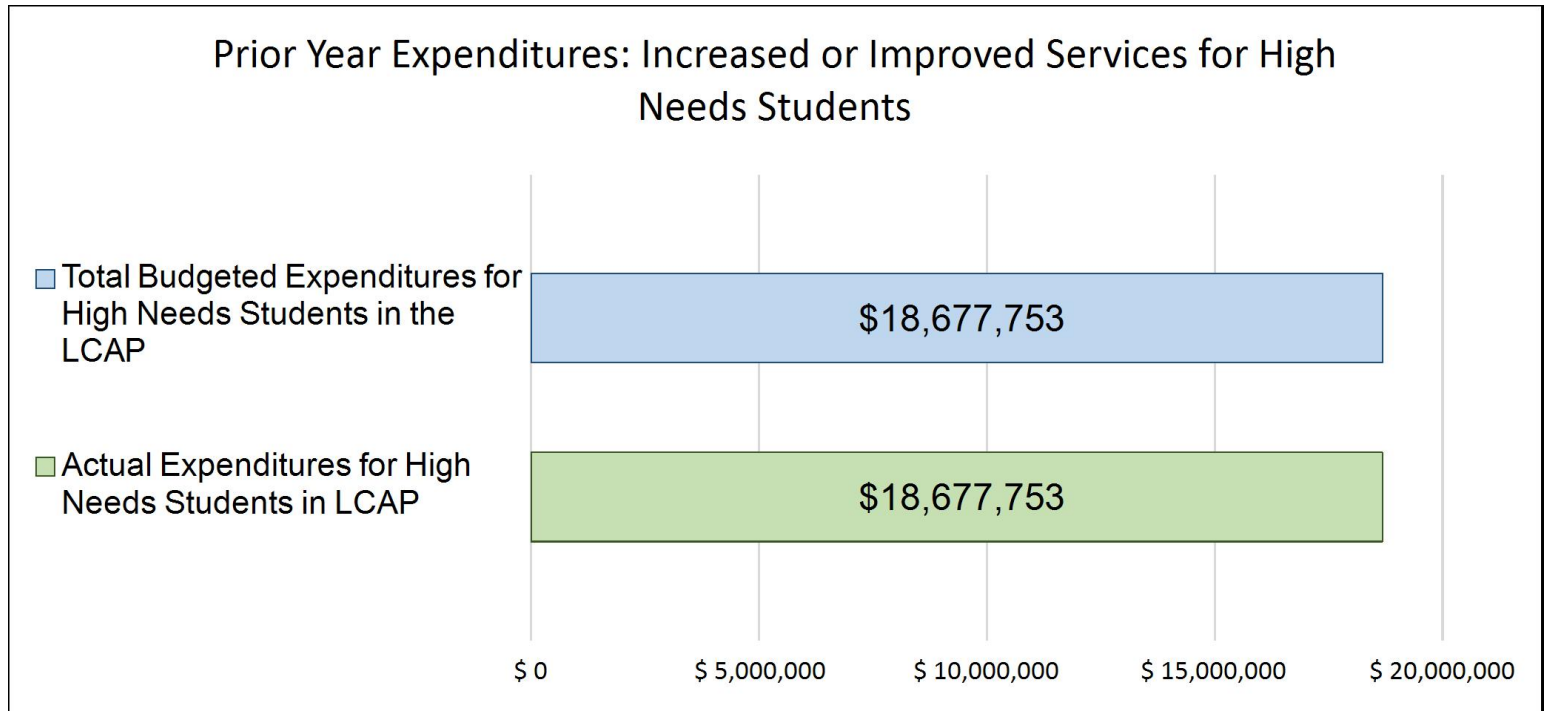
Salaries and benefits of staff who provide the base level service for all students. Standard supplies, contractual expenses, utilities, Special Education expenditures, and any other cost not related directly to increased services provided within the LCAP Goals/Actions.

### Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Santa Paula Unified School District is projecting it will receive \$18,970,719 based on the enrollment of foster youth, English learner, and low-income students. Santa Paula Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Paula Unified School District plans to spend \$19,055,976.76 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Santa Paula Unified School District's LCAP budgeted \$18,677,753 for planned actions to increase or improve services for high needs students. Santa Paula Unified School District actually spent \$18,677,753 for actions to increase or improve services for high needs students in 2022-23.



## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Paula Unified School District	David Moore, Ed.D. Assistant Superintendent of Educational Services	dmoore@santapaulausd.org 805-933-8819

## Plan Summary [2023-24]

### General Information

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

The Santa Paula Unified School District (SPUSD), established in 2013, is “Committed to Serving Every Student Every Day.” Approximately 4,988 students in Preschool through 12th grade receive a high-quality, standards-aligned educational program from dedicated and highly qualified educators. The district comprises six elementary schools, one middle school, one comprehensive high school (9-12), one alteroneive education high school, one Independent Studies Program, and an adult education program. The socioeconomically disadvantaged percentage is 83.7%. The percentage of students who qualify to receive free and reduced lunch is about 84% districtwide. Our student demographics include 96.2% Hispanic/Latino, 2.9% White, 0.2 % Asian, 0.1% African American, and 0.2% American Indian or Alaska Native. Approximately 34.8% are English Learners, 2% are enrolled in the migrant program, and 14% qualify for Special Education services. According to the 2020 Census, the Median Household Income in Santa Paula is \$62,241 compared to a Ventura County median household income of approximately \$89,295. Of the 8,300 households within the Santa Paula Unified School District, over 15% of the population is below the federal poverty line, including 20% of those residents under the age of 18.

The Santa Paula Unified School District is rich in culture and celebrates the diversity of our students. We have built strong relationships with local service organizations and and fire and police departments and work collaboratively to provide student enrichment and leadership

opportunities, mental health education, and parent involvement workshops. We view changes as opportunities and look forward to many exciting and productive learning experiences for our students. The Board of Trustees has a vision to provide exemplary and equitable learning environments for all students to be prepared to successfully contribute to a diverse global society. The District is excited about the future of SPUSD students.

## Reflections: Successes

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

In 2022-2023, there were several successes, including the selection and implementation of the Performance Matters software, which is a widely-used educational software platform that provides various tools and solutions that will house all of the student data so that instructional and programming decisions can be made to enhance student outcomes. Next is the mathematics initiative in the 3rd through 5th-grade classrooms. Finally, the CORE Learning K-2 Literacy Initiative targets the Pre-Kindergarten through 2nd-grade classrooms.

### Cognitively Guided Instruction (CGI)

Cognitively Guided Instruction (CGI) in 3rd through 5th Grade has numerous benefits for students' mathematical understanding and problem-solving abilities. CGI is an instructional approach that emphasizes students' thinking processes and builds on their existing mathematical knowledge. Throughout all grade levels, CGI encourages student collaboration, communication, and the sharing of different problem-solving strategies. Teachers play a facilitative role, observing and understanding students' thinking processes, providing scaffolding, and promoting mathematical discourse. Following is an overview of how CGI is being applied in each grade level:

#### 3rd and 4th Grades:

**Multiplication and Division:** CGI helps students explore multiplication and division concepts through real-world scenarios and hands-on activities. They develop strategies for solving multiplication and division problems, understand the relationships between the operations, and apply their knowledge to solve word problems.

**Fractions and Decimals:** Students develop an understanding of fractions and decimals by exploring their meaning, relationships, and operations. They use manipulatives, visual models, and problem-solving approaches to deepen their conceptual understanding.

#### 5th Grade:

**Advanced Operations and Algebraic Thinking:** CGI supports students' development of advanced strategies for addition, subtraction, multiplication, and division. They explore patterns, functions, and algebraic thinking to solve complex problems and build a foundation for higher-level mathematics.

Geometry and Measurement: Students use CGI to explore geometric concepts, such as shapes, angles, symmetry, and transformations. They also engage in measurement activities involving length, area, volume, and data representation.

Implementing a Math Initiative using CGI requires professional development for teachers to deepen their understanding of the instructional approach, learn to assess student thinking, and effectively plan and facilitate CGI lessons. Continuous support, reflection, and collaboration among educators are essential to ensure successful implementation and improve student outcomes in mathematics.

### K-2 Literacy Initiative

Implementing a Kindergarten through 2nd Grade literacy initiative supports students' language development, reading skills, and overall literacy proficiency. CORE Learning Professional Development is a widely recognized provider of professional development services and resources for educators. The CORE stands for Consortium on Reaching Excellence in Education. It has provided K-2 teachers various professional learning opportunities to improve instructional practices and student outcomes. In the area of reading and Literacy instruction, CORE Learning provides professional development focused on evidence-based reading instruction, including foundational skills, reading comprehension, fluency, vocabulary development, and literacy assessment. The CORE Learning approach aligns with research-based frameworks such as the Science of Reading. CORE Learning is also providing Coaching and mentoring for our teachers and administrators. CORE Learning provides professional development for instructional coaches and mentors, equipping them with the skills and strategies to support teachers in improving their instructional practices. This includes facilitating effective coaching conversations, providing feedback, and promoting teacher growth. Here are some key components and strategies for the SPUSD K-2 Literacy Initiative:

**Phonemic Awareness and Phonics:** Teachers provide explicit instruction in phonemic awareness, which involves recognizing and manipulating individual sounds in spoken words. Phonics skills are being taught systematically, helping students understand the relationships between letters and sounds.

**Vocabulary Development:** Teachers incorporate activities to expand students' vocabulary through exposure to rich language, read-aloud, and discussions. Word meanings are taught in context, using strategies like context clues and word analysis.

**Reading Fluency:** Teachers are implementing strategies to improve reading fluency, such as repeated reading, modeled reading, and choral reading. Teachers are providing opportunities for guided oral reading and one-on-one support.

**Comprehension Strategies:** Teachers are modeling comprehension strategies, including predicting, summarizing, questioning, and making connections. Teachers encourage active engagement with texts through discussions, think-aloud, and reader-response activities.

### Performance Matters

The Performance Matter software has enabled SPUSD to improve data analysis. Performance Matters enables SPUSD to collect, analyze, and interpret data related to student performance, attendance, behavior, and other relevant metrics. This data-driven approach helps the



district identify areas of improvement, monitor progress, and make informed decisions to enhance overall performance. Performance Matters software offers features for curriculum mapping, alignment, and management. Teachers can create, share, and collaborate on lesson plans, instructional resources, and assessments. This streamlines curriculum development and ensures alignment with academic standards. Next, Performance Matters allows teachers to design, administer, and grade assessments, including formative and summative evaluations. The platform offers a variety of question types and generates detailed reports on student performance, helping teachers tailor instruction to individual needs. Performance Matters generates comprehensive reports that enable teachers, administrators, and parents to monitor student progress over time. These reports can help identify trends, track growth, and facilitate data-driven decision-making.

#### Learner-Centered Collaborative: Learner Profile

The Pre-K Learner Profile developed by the SPUSD Guiding Coalition outlines the characteristics students in the district are expected to possess when they graduate high school. These characteristics reflect the desired outcomes of education and provide a framework for the development of student's skills, attitudes, and dispositions. The characteristics outlined in the SPUSD Pre-K Learner Profile are:

##### Cooperative Global Citizens:

This characteristic emphasizes the importance of students being active and engaged participants in local and global communities. It involves understanding and appreciating diverse cultures, perspectives, and global issues. Students are encouraged to collaborate, cooperate, and contribute positively to their communities.

##### Compassionate Collaborator:

This characteristic emphasizes the value of empathy, compassion, and the ability to work collaboratively with others. Students are encouraged to develop strong interpersonal skills, demonstrate empathy and respect for others, and work together effectively in teams and groups.

##### Courageous Communicator:

This characteristic focuses on the development of solid communication skills. Students are encouraged to express themselves confidently and effectively orally and in writing. They are taught to listen actively, engage in respectful dialogue, and communicate their ideas and perspectives clearly and confidently.

##### Confident Learner:

This characteristic highlights the importance of nurturing students' self-confidence, resilience, and growth mindset. Students are encouraged to take ownership of their learning, set goals, and persist in facing challenges. They develop a sense of self-efficacy and become lifelong learners motivated to continuously improve and grow.



### Creative Problem Solver:

This characteristic emphasizes the development of critical thinking, creativity, and problem-solving skills. Students are encouraged to think critically, analyze information, generate innovative ideas, and apply creative thinking to solve complex problems. They develop the ability to approach challenges from different perspectives and find innovative solutions.

The SPUSD Pre-K Learner Profile is supported by a learning model designed to facilitate the development of these characteristics. The learning model in SPUSD is as follows:

### Student-Centered:

This approach places the student at the center of the learning process. It recognizes and respects each student's diverse needs, interests, and abilities and tailors instruction to meet their individual needs. Students actively engage in their learning and have opportunities for choice, voice, and agency.

### Competency-Based:

This model focuses on developing specific competencies or skills rather than solely relying on traditional measures of academic achievement. Students demonstrate mastery of key competencies in multiple ways.

### Inclusive and Equitable:

The learning model promotes inclusivity and equity by ensuring all students have access to high-quality education and support. It addresses the diverse needs of students, including those with disabilities, English language learners, and students from different socio-economic backgrounds. It aims to eliminate opportunity gaps and provide equitable educational opportunities for all.

### Authentic:

The learning experiences are designed to be authentic and meaningful, connecting students to real-world contexts and applications. Students are given opportunities to apply their learning in authentic situations, engage in project-based learning, and develop skills and knowledge relevant to their lives and future careers.

By incorporating these characteristics and the learning model into their educational practices, the SPUSD aims to prepare students to be successful, well-rounded individuals ready to thrive in an ever-changing world.

## 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 analysis of College and Career Readiness data in the Santa Paula Unified School District has shown positive progress among specific student groups, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Homeless students, and Foster Youth. This indicates that targeted efforts have had an impact on improving their readiness for college and career pathways.

However, the district acknowledges that there is still work to be done to increase readiness for all students, with a continued focus on the identified groups. By recognizing the specific needs of these student populations, the district can develop targeted strategies and interventions to further enhance their college and career readiness.

SPUSD is committed to analyzing data and monitoring progress to identify areas of improvement and measure the effectiveness of interventions. By prioritizing the needs of English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Homeless students, and Foster Youth, the district can ensure equitable opportunities and support for these students in their preparation for college and career success.

Source: CA Dashboard - College & Career Measures

### Advanced Placement:

In 2022-2023: (Pending Data)

In 2021-2022: 38 (8.0%) students met the criteria via Advanced Placement.

In 2020-2021: 32 (9.0%) students met the criteria via Advanced Placement.

In 2019-2020: 42 (26.8%) students met the criteria via Advanced Placement.

### A-G Completion:

In 2022-2023: (Pending Data)

In 2021-2022: 175 (36.9%) students met the criteria via A-G Completion

In 2020-2021: 119 (28.6%) students met the criteria via A-G Completion

In 2019-2020: 125 (79.6%) students met the criteria via A-G Completion

### CTE Pathway Completion:

In 2022-2023: (Pending Data)

In 2021-2022: 109 (23.0%) students met the criteria via CTE Completion.

In 2020-2021: 91 (21.9%) students met the criteria via at least one CTE pathway completion.

In 2019-2020: 62 (39.5%) students met the criteria via at least one CTE pathway completion.

#### Seal of Biliteracy:

In 2022-2023: (Pending Data)

In 2021-2022: 35 (7.4%) students met the criteria via the State of Biliteracy.

In 2020-2021: 38 (9.1%) students met the criteria via the State of Biliteracy,

In 2019-2020: 22 (14%) students met the criteria via the State of Biliteracy.

#### Graduation Indicator:

In 2022-2023: (Pending Data)

In 2021-2022, the graduation rate was 89.5%, increasing by 0.3% year over year.

In 2020-2021, the graduation rate was 89.2%, decreasing by 0.7% year over year.

In 2019-2020, the graduation rate was 89.9%.

#### Chronic Absenteeism:

In 2022-2023: (Pending Data)

In 2021-2022: CA Dashboard: 35.3%

In 2020-2021, the Chronic Absenteeism rate was 11.9%, decreasing 1.3% year over year.

In 2019-2020, the Chronic Absenteeism rate was 13.2%.

#### Dropout Rate:

In 2022-2023: (Pending Data)

2021-2022: CA Dashboard:

In 2019-2020, the Dropout rate was 2.7% districtwide.

In 2020-2021, the dropout rate was 2.2%, decreasing 0.2% year over year.

#### Local Indicators: Graduation Rate and Chronic Absenteeism

#### Graduation Rate:

English Learners: 86.8%

Homeless: 86.3%

Socioeconomically Disadvantaged: 89%

Students with Disabilities: 70.5%

The graduation rate for students with disabilities is 70.5%. This rate indicates a much lower graduation rate compared to other student groups. SPUSD recognizes the importance of providing individualized support, accommodations, and transition planning to enhance the educational outcomes and graduation rates for students with disabilities. SPUSD is in the process of developing an alternative pathway for our Special education students. On June 30, 2022, Assembly Bill (AB) 181 signed into law several changes to California special education laws, including the addition of Section 51225.31, an alternate pathway to a high school diploma for students with significant cognitive disabilities. Every district in California must offer this new pathway by the end of the 2023–24 school year. This means qualifying students who don't have a pathway to a diploma and who take the California Alternate Assessment (CAA) can obtain a certificate from high school if they meet the state's minimum coursework requirements.

Chronic Absenteeism:

English Learners: 32.8% (1,375 students)

Foster Youth: 68.2% (20 students)

Homeless: 39% (282 students)

Socioeconomically Disadvantaged: 35.6% (2,791 students)

Students with Disabilities: 41.9% (609 students)

With the implementation of the Performance Matters software that will allow Data Monitoring: SPUSD will track and monitor attendance data closely to identify students with high rates of chronic absenteeism. By regularly analyzing this data, the trends, patterns, and specific student populations affected by chronic absenteeism will be identified. Additionally, through the development and implementation of SPUSD's Multi-Tiered System of Supports for 2023-2024, the district will look at Early Intervention, Targeted Support and Resources, Parent and Family Engagement, Positive School Climate and Culture, Collaboration with Community Partners, and Attendance Awareness Campaigns to address the chronic absenteeism issue.

## LCAP Highlights

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

The highlights of the 2022-23 LCAP (Local Control and Accountability Plan) include several important areas of focus:

**Professional Development:** The LCAP emphasizes professional development opportunities for our SPUSD teachers. SPUSD is committed to enhancing the skills and knowledge of teachers and staff to improve instructional practices and support student learning.

**College and Career Readiness Supports:** The SPUSD LCAP recognizes the importance of preparing students for post-secondary education and careers. Through the development of our focus academies beginning in 23-24, SPUSD is to college and career readiness supports for all students. SPUSD is focused on equipping students with the necessary skills and resources to succeed beyond high school.

**Newcomer Support:** The SPUSD LCAP acknowledges the unique needs of newcomer students who are English Learners and provides specific supports tailored to their needs. This may include language acquisition support, cultural orientation, and academic assistance to help them transition successfully into the school system.

**Long-Term English Learner Support:** The SPUSD LCAP highlights the importance of supporting long-term English Learners. These students may require targeted interventions and specialized instructional strategies to accelerate their English language proficiency and academic progress.

**Mental Health Support:** Recognizing the significance of mental health in student well-being and academic success, the LCAP prioritizes mental health support services. SPUSD's commitment involves increasing access to counseling, providing social-emotional learning programs, and collaborating with community partners to address the mental health needs of students.

**Parent Supports:** The LCAP acknowledges the role of parents and families as partners in student success. It includes initiatives to provide resources, workshops, and other forms of support to engage and involve parents in their child's education.

**Nutrition and Physical Education services and training:** The LCAP emphasizes the importance of nutrition and physical education for student health and well-being. SPUSD is committed to efforts to enhance access to healthy meals, promote physical activity, and provide professional development opportunities for staff in these areas.

**Expanded TK Offering:** The LCAP highlights the expansion of Transitional Kindergarten (TK) offerings. This indicates a commitment to providing early education opportunities to support the academic and social-emotional development of young learners.

These highlights demonstrate a comprehensive approach to addressing various aspects of student needs, ranging from academic support to mental health and parental involvement. By prioritizing these areas in the LCAP, the SPUSD aims to create a supportive and inclusive educational environment that promotes student success and well-being.

## 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.

SPUSD does not have any schools identified as CSI

***Support for Identified Schools***

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

***Monitoring and Evaluating Effectiveness***

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

# Engaging Educational Partners

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

The Santa Paula Unified School District recognizes the importance of engaging educational partners in the development of the LCAP (Local Control and Accountability Plan). By involving a diverse range of stakeholders, the district aims to ensure that the strategic plan reflects the needs and priorities of the entire educational community. The involvement of these educational partners signifies a commitment to transparency, shared decision-making, and collaborative problem-solving. By actively engaging stakeholders in the LCAP process, the Santa Paula Unified School District demonstrates its dedication to fostering a collective effort to improve educational outcomes and support the success of all students.

The following groups actively participated in the LCAP development process:

**District LCAP Advisory Committee:** This committee consists of various stakeholders, including parents from K-12, certificated staff, students, community members, principals, union representatives, community organizations, the superintendent, district staff, and SELPA (Special Education Local Plan Area). The inclusion of these stakeholders ensures a broad representation of voices and perspectives in the decision-making process.

By including parents, educators, students, community members, and other key stakeholders, the district promotes collaboration and partnership in shaping the goals, actions, and services outlined in the LCAP. This inclusive approach helps to ensure that the plan reflects the diverse needs and aspirations of the Santa Paula Unified School District community.

The Santa Paula Unified School District actively engaged educational partners through various channels, including the PDAC (Parent District Advisory Committee), DELAC (District English Learner Advisory Committee), student forums, parent forums, and LCAP Advisory meetings. These engagement activities allowed for a thorough review of performance on state and local indicators, taking into account both local data and the suspension of the 2019-20 CAASPP assessment and the 2020 CA Dashboard due to Executive Order 56-20.

The review of performance on state and local indicators provided valuable insights into the district's progress in key areas aligned with State Priorities. These priorities include:

**Basic Services:**

The district assessed its performance in providing fundamental educational services to students, such as facilities, qualified staff, and instructional materials.

**Implementation of State Standards:**

The district evaluated its efforts to align curriculum, instruction, and assessments with state standards to ensure students receive a high-quality education.



#### Parent and Family Engagement:

The district reflected on its strategies for involving parents and families in the educational process, recognizing their important role in supporting student success.

#### School Climate:

The district examined the overall school climate and the effectiveness of its strategies to promote a positive, safe, and inclusive learning environment for all students.

#### Board Course of Study:

The district reviewed its alignment with the prescribed course of study set forth by the board, ensuring that the curriculum and instructional practices are in line with board policies and goals.

Our SPUSD educational partners play a crucial role in the development of the Local Control and Accountability Plan (LCAP). Collaborating with educational partners, such as teachers, administrators, parents, community members, and other stakeholders, helps SPUSD ensure a comprehensive and inclusive planning process. By involving these partners, the district gains diverse perspectives and valuable insights into the needs and aspirations of the educational community. Our educational partners met on the following dates:

The LCAP Parent Forums at each of the school sites met on the following dates:

Barbara Webster ES: 3/1/2023

Bedell ES: 2/23/23

Blanchard ES: 3/8/23

Glen City ES: 3/14/23

McKevett ES: 2/3/23

Grace Thille ES: 3/16/23

Isbell MS: 3/17/23

Renaissance HS: 2/21/23

Santa Paula HS: 2/6/23

The LCAP Focus Groups met on the following dates:

Renaissance HS 2/28/23

Isbell MS: 2/24/23

Santa Paula HS: 5/3/23

The LCAP Student Forum Groups met on the following dates

Santa Paula HS/Renaissance HS: 2/22/23  
Isbell MS: 2/28

The LCAP Special Focus Groups met on the following dates:

English Learner Parents: 2/24  
Special Education Parents: 5/17  
DELAC: 2/23; 3/3; 3/27; 3/30/23

LCAP Public Hearing: June  
A public hearing was held on June 8, 2022

Board adopted the LCAP on June 22, 2022

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

The Santa Paula Unified School District is committed to actively involving educational partners in developing the LCAP. To ensure a collaborative and inclusive process, the District utilized various outreach methods to engage educational partners in identifying priority areas for the LCAP. Some of the outreach methods employed include:

**Meetings:** The District met with various educational partners, including parents, certificated staff, students, community members, principals, union representatives, community organizations, the superintendent, district staff, and SELPA (Special Education Local Plan Area). These meetings provided a platform for open dialogue and the exchange of ideas.

**Advisory Committees:** The District LCAP Advisory Committee was crucial in developing the LCAP. This committee comprises representatives from different educational stakeholders, including parents, certificated staff, students, community members, principals, union representatives, community organizations, the superintendent, and district staff. The committee members actively participated in discussions and reviews of goals, district data, and proposed actions and services.

**Focus Groups:** The District organized focus groups with specific stakeholders, such as students, parents, and newcomer students, to gather their input and perspectives. These focus groups allowed for more targeted discussions and the collection of valuable feedback on specific aspects of the LCAP.

Forums: Parent and student forums were organized to allow parents to share their thoughts, concerns, and suggestions. These forums served as platforms for open communication between parents and the District, enabling the District to understand parent perspectives and incorporate their input into the LCAP.

By employing these outreach methods, the Santa Paula Unified School District ensured that educational partners had a voice in shaping the priority areas of the LCAP. The District's commitment to engagement and collaboration demonstrates its dedication to developing a strategic plan that reflects the needs and aspirations of the entire educational community.

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#### UPDATE Dates:

The District utilized various outreach methods to engage our educational partners in developing priority areas for the LCAP. Including surveys administered in December and May, LCAP Parent Forum meetings per school site held in February and March, holding meetings with DELAC (District English Learner Advisory Committee) on February 18 and March 8, 2021, and PDAC (Parent District Advisory Committee) on February 20, 2021, and with the Migrant Parents at a general meeting held on March 23, 2021. Additionally, an LCAP Student Forum at Santa Paula High School with Renaissance High School participation on February 10, 2021 and Isbell Middle School on February 17, 2021.

#### Educational Partner Input:

##### Renaissance High School Student Focus Groups Input:

The input from the RHS student focus groups for the LCAP is focused on specific programmatic and resource needs. Here is an analysis of the provided input:

**Implement AVID:** AVID (Advancement Via Individual Determination) is an educational program that prepares students for college and career success. The student focus group's suggestion to implement AVID indicates a desire for additional support and resources to enhance college and career readiness.

**Hands-on Science and Science Lab:** The request for a science lab reflects the need for a dedicated space equipped with the necessary materials and equipment to conduct hands-on science experiments. This highlights the importance of practical learning experiences in science education.

**Additional Math Teacher:** The suggestion to add an extra math teacher is based on the students' recognition that smaller class sizes can lead to more personalized attention and support. By reducing the number of students in math classes, students anticipate the opportunity to receive more individualized help, potentially improving their understanding and performance in math.

**Art Project Supplies:** The need for watercolors and other art project supplies indicates a requirement for adequate materials to complete art projects. Access to necessary supplies can enhance students' artistic skills and creativity.

**Science Supplies:** The science teacher's request for supplies suggests a need for resources to support science instruction. Providing the required supplies can ensure students have the necessary tools to engage in hands-on experiments and fully participate in science learning.

The input provided by the RHS student focus groups underscores the importance of addressing specific programmatic needs and resource requirements. By considering and incorporating these suggestions into the LCAP, the District can work towards meeting the identified needs of the students and enhancing their educational experience.

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#### Santa Paula High School Newcomer Focus Group Input:

The feedback from the LCAP focus group with Newcomer Students highlights several essential areas of consideration. Here is an analysis of the provided input:

**Effort and Support:** The statement that "students need to put in the effort" suggests that there is an acknowledgment among the students that their commitment and dedication are crucial to their success. This emphasizes the importance of fostering a growth mindset and promoting a culture of effort and resilience.

**Space for Recent Arrivals:** The request for a dedicated area for recent arrivals recognizes the unique needs of students who have recently joined the school or the education system. Creating a specific place or program for these students can provide targeted support to help them adjust and integrate into their new educational environment.

**English Language Practice:** The need for a designated space to practice speaking English indicates the importance of providing opportunities for language development and English language acquisition. Having a supportive environment where students can practice and improve their English speaking skills can significantly enhance their language proficiency.

**Workshops for Students:** The suggestion for workshops tailored for students acknowledges the value of providing targeted learning experiences. Workshops can cover various topics and strategies to support students' academic, linguistic, and socio-emotional development.

**Variety of Strategies:** The input to teach students various strategies suggests recognizing that different students have different learning styles and preferences. By offering a range of instructional strategies, the District can cater to diverse learning needs and enhance student engagement and understanding.

**Bilingual Support:** The requests for teaching in Spanish, translators, books in Spanish, and Spanish materials highlight the importance of supporting students who are more comfortable or proficient in Spanish.

The feedback from the Newcomer Student focus group underscores the need for targeted support, language development opportunities, and Spanish resources to meet these students' unique needs.

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#### Special Education Parent Focus Group Input:

The input from the LCAP Special Education Parent Forum Focus Group provides valuable insights into the perspectives and suggestions of parents. Here is an analysis of the provided input:

**Availability of School Personnel:** The request to be more available to parents indicates a desire for increased communication and accessibility. Our SPUSD parents value the opportunity to have meaningful discussions with teachers and staff members about their child's progress, concerns, or questions. Improving availability can help foster stronger home-school partnerships.

**Saturday School:** The suggestion to offer Saturday school for students who need to raise their grades recognizes the importance of providing additional academic support outside regular school hours. Saturday school can allow students to catch up on missed work or receive extra instruction to improve their academic performance.

**Communication and Parent Meetings:** The proposal to send a note or letter to parents during conferences with options for meeting times and dates reflects a desire for improved communication and engagement. The parent stated that offering flexible meeting options can better accommodate parents' schedules and increase their involvement in school activities, events, and training.

**Saturday School for Isbell Students:** The specific request for Saturday school for Isbell students emphasizes the need to address the academic needs of a particular group of students. Providing targeted support and opportunities for Isbell students can help them succeed academically and bridge any learning gaps.

**Saturday School for Special Education Students:** The suggestion to offer Saturday school for Special Education students recognizes the importance of providing additional support tailored to their unique needs. Offering targeted academic assistance and resources can enhance their educational experience and promote success.

**Increased Counseling and Tutoring:** The calls for more counselors and tutoring highlight the need for additional support services. Increasing the availability of counselors and providing more tutoring opportunities can help address students' academic, social-emotional, and behavioral needs.

**Paying Close Attention to Students:** The input to pay closer attention to students suggests a desire for a more personalized approach to education. By recognizing and addressing individual student needs, schools can provide a supportive environment that promotes student success and well-being.

**Providing Work for Saturdays:** The suggestion to send work for students on Saturdays acknowledges the need to keep students engaged and productive during non-school days. Providing meaningful and relevant tasks can help prevent boredom and support continuous learning.

The input from the Parent Forum Focus Group highlights the importance of communication, academic support, and personalized attention to student's needs.

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#### Emergent Bilingual Parent Focus Group Input:

The input from Emergent Bilingual Parents provides essential insights into their needs and suggestions for improving support for their children. Here is an analysis of the provided information:

**Language Barriers and Homework Help:** The recognition that parents face language barriers when helping their children with homework highlights the need for additional support. Providing help after school can be beneficial, as it allows for targeted assistance and resources to address language barriers and support students' academic progress.

**LCAP Summary on Parent Square:** Uploading the LCAP Summary on Parent Square, a communication platform, ensures parents have easy access to information about the District's strategic plan, goals, and actions. This promotes transparency and enables parents to stay informed about critical educational initiatives.

**Revised Tutoring Flyer:** The suggestion to change the tutoring flyer, specifying the after-school tutoring hours from 12:30 pm to 6:00 pm, helps ensure parents and students know the available tutoring services. Clear communication of the timing can facilitate participation and support students who may need extra academic assistance.

**Video Promotion for Meetings or Family Conferences:** Creating a video to promote meetings or family conferences is an innovative way to engage and inform parents. A video can effectively convey important information, such as the purpose of the meetings, benefits of attendance, and relevant details, in a visually appealing and accessible format.

**University Visits for 4th-Grade Students:** The suggestion to have 4th-grade students visit universities once a year demonstrates the commitment to promoting college and career readiness at an early stage. University visits can inspire students, expose them to higher education opportunities, and ignite future aspirations.

The input from Emergent Bilingual Parents highlights the importance of addressing language barriers, improving communication, and providing opportunities for academic enrichment and college awareness.

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#### ELAC/DELAC Parent Focus Group Input:

The ELAC (English Learner Advisory Committee) and DELAC (District English Learner Advisory Committee) parent focus groups provided valuable input and suggestions for improving the educational experience of English learner students and their families. Here is a summary of the input gathered:

**Smaller Class Size:** Parents expressed a preference for smaller class sizes instead of combination classes, which are classes that combine students from multiple grade levels. Smaller class sizes can provide more individualized attention and support for students.

**Reading Programs:** Parents emphasized the importance of having more programs specifically targeting and supporting students in improving their reading skills. These programs can help students enhance their literacy abilities and achieve academic success.

**High-Quality Substitute Teachers:** Parents highlighted the need for high-quality substitute teachers who can effectively continue the learning process when regular teachers are absent. Having competent substitutes ensures that students receive consistent and quality instruction.

**Instructional Aides:** Parents suggested the addition of instructional aides specifically for 1st-grade classrooms. Instructional aides can assist teachers in delivering instruction, providing extra support to students, and maintaining a positive learning environment.

**Parent Meeting at the Beginning of the School Year:** Parents recommended holding a meeting at the start of the school year to encourage parental participation and highlight the importance of collaboration between students, parents, and teachers. This meeting can serve as an opportunity to establish a sense of teamwork and foster strong home-school partnerships.

**Parenting Opportunities:** Parents expressed a desire for various parenting opportunities, including programs such as PIQE (Parent Institute for Quality Education), computer classes, ESL (English as a Second Language) classes, and citizenship classes. These programs can empower parents with essential skills and knowledge to support their child's education and overall well-being.

**Communication:** Parents requested the regular dissemination of bulletins and information to keep them informed about school updates, events, and opportunities for engagement.

**Career Day and University Field Trips:** Parents suggested organizing a Career Day and a University Fair/Day to expose students and families to various career options and higher education opportunities. Inviting ELAC parents to participate in university field trips can inspire and motivate students and parents to pursue higher education.



Newcomer Teacher: Parents indicated the need for two newcomer teachers instead of one. Newcomer teachers specialize in supporting students who are recent arrivals and may need additional assistance in adjusting to a new educational setting and language.

By considering the input provided by ELAC and DELAC parent focus groups, the Santa Paula Unified School District can work towards implementing strategies and initiatives that address the specific needs and aspirations of English learner students and their families. This collaborative approach ensures that the District's efforts align with the community's desires and promotes a more inclusive and supportive educational environment for all.

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#### SELPA Consultation:

During the SELPA consultation for the LCAP, the Santa Paula Unified School District and SELPA engaged in collaborative discussions and planning regarding supporting and improving services for students with exceptional needs. The consultation took place on March 10, 2023, and focused on various aspects related to special education. Here is an overview of the key points discussed:

Annual Determinations and Continuous Improvement Monitoring (CIM): The District and SELPA discussed the Annual Determinations process and the Continuous Improvement Monitoring process specific to the District's determination. This involved examining the District's current systems for improvement and support in serving students with exceptional needs.

Inclusive Practices and Support: Collaboration took place around inclusive practices, with SELPA presenting its plan for supporting inclusion in the District. Opportunities for training and consultation were discussed to enhance inclusive practices within the District.

#### Governor's Initiatives:

The SELPA presented the Governor's initiatives that support inclusive practices in special education. These initiatives were likely aimed at promoting equity, access, and quality education for students with exceptional needs.

#### State Performance Plan Indicators:

The District and SELPA explored the District-specific State Performance Plan Indicators for special education. The focus was on analyzing the performance data, setting goals aligned with state targets, and identifying areas for improvement.

#### Special Education Dashboard and Improvement Data:

The District and SELPA utilized the Special Education Dashboard - Improvement Data Center and Data Drilldown to analyze and discuss performance data. They considered strengths and variations in performance over time, identified questions about the data, and determined additional data points or information needed to better understand the District's performance in specific areas.

The SELPA LCAP consultation identified a priority area: Improving data related to State Performance Indicator #5, specifically focusing on the Least Restrictive Environment. This indicates that the District aims to enhance its data collection and analysis methods to more effectively monitor and improve the inclusion of students with exceptional needs in the least restrictive environment possible.

The SELPA consultation provided a valuable opportunity for the District and SELPA to collaborate, share insights, and establish priorities for improving special education services and outcomes. By addressing the identified priority area, the District can work towards fostering an inclusive and supportive learning environment for students with exceptional needs.

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

The Santa Paula Unified School District understands the value of the partnership between the school district, parents, students, teachers, staff, and the wider community. The input and feedback from educational partners play a crucial role in shaping the direction and priorities of the district's strategic plan, such as the Local Control and Accountability Plan (LCAP). The engagement of educational partners in the LCAP process was inclusive and comprehensive, involving a diverse range of stakeholders. Additionally, specific groups such as the Parent District Advisory Committee (PDAC), District English Learner Advisory Committee (DELAC), student forums, and parent forums provided platforms for focused discussions and input from relevant stakeholders. The involvement of board trustees in the LCAP Advisory Committee meetings further demonstrated the commitment to collaboration and partnership. The engagement of educational partners allowed for a comprehensive review of performance on state and local indicators, including the analysis of local data. By actively involving educational partners in the LCAP development process, the Santa Paula Unified School District ensures that the plan reflects the collective expertise, insights, and aspirations of the community. This collaborative approach fosters a sense of ownership, shared responsibility, and a common understanding of the district's goals and strategies for providing high-quality education and support to all students.

During the LCAP focus groups, several themes emerged from the discussions, reflecting the priorities and concerns of the participants. These themes can help guide the Santa Paula Unified School District in developing strategies and actions within the LCAP. Here are the key themes identified:

**Parent Engagement Opportunities:** There was a strong emphasis on the importance of parent engagement and involvement in their child's education. Participants expressed a desire for various opportunities and programs that promote parent-teacher collaboration, such as parent meetings, workshops, and parenting classes.

**Improvement in Student Reading:** The need for improved reading programs and interventions was highlighted across multiple focus groups. Participants recognized the significance of strong literacy skills and advocated for additional resources, support, and strategies to enhance student reading proficiency.

**Hands-On Opportunities in Science and Math:** Focus group participants expressed a desire for more hands-on experiences in science and math subjects. They emphasized the importance of practical applications, experiments, and interactive learning opportunities to engage students and deepen their understanding of these subjects.

**Support for Bilingual and Newcomer Students:** The unique needs of bilingual and newcomer students were emphasized throughout the focus groups. Participants highlighted the importance of providing adequate support, resources, and specialized programs to assist these students in their language acquisition, academic progress, and overall integration into the school community.

**Addressing the Individual Needs of Students:** Participants stressed the importance of recognizing and addressing the individual needs of students. This includes personalized learning approaches, differentiated instruction, and support services to accommodate diverse learning styles, abilities, and backgrounds.

By incorporating these themes into the LCAP, the Santa Paula Unified School District can develop targeted goals, strategies, and actions to address the specific needs and aspirations of the community. This collaborative approach ensures that the LCAP reflects the voices and priorities of the stakeholders involved and promotes a student-centered and inclusive educational environment.

# Goals and Actions

## Goal

Goal #	Description
1	Goal 1 focuses on Increasing academic achievement at all grade levels in ELA and Math and Implementing the California State Standards in all core subjects. Additionally, Goal 1 focuses on Increasing English Learner achievement in ELA and Math and providing instructional support (State Priorities 1, 2, 4, 7, 8).

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

Based on the analysis of the 2018-19 California Dashboard, local assessments, and educational partner feedback, the Santa Paula Unified School District has identified Goal 1 as the primary focus for the district. This goal addresses the needs and strengths of specific student groups, including unduplicated English Learners, Low Income and Foster Youth, students with disabilities, and other groups with unique needs.

The most recent California Dashboard, released in 2019, indicated an increase in overall performance in English Language Arts (ELA) and Mathematics for the CAASPP SBAC state assessment. However, due to the suspension of the CA Dashboard in 2020, the district conducted its local assessments to monitor student progress in meeting state standards. The analysis of this local assessment data and educational partner feedback was used to inform the development of actions and services.

Based on the data from the CA Dashboard, English learners showed an increase of 3.2 points in ELA and 3.6 points in Mathematics. While this indicates gradual progress, the district recognizes the need to continue implementing strategies that positively impact student achievement and increase support services. The reclassification percentage for English learners is 16.7%, 2.7% higher than the county average. However, there is a specific focus on supporting elementary-level students to meet reclassification criteria before entering 6th grade.

One area of concern identified is the decline of 2.9% in the graduation indicator for English learners. Therefore, the goal is to increase the graduation rate of English learners. The district has identified 196 students as Long Term English Learners and 280 students at risk of becoming Long Term English Learners. To address this, the community aims to increase academic services and provide a program that values and builds upon English learners' cultural and linguistic assets. This includes engaging students in intellectually rich learning experiences that foster high levels of English proficiency in English Language Development (ELD) and all content areas, closing the opportunity gap, and preparing students to thrive in a multilingual world.

Goal 5 of the district's strategic plan is aligned with Pupil Achievement, Other Pupil Outcomes, Pupil Engagement, and Course Access. By focusing on these areas and aligning efforts to improve student achievement and outcomes, the Santa Paula Unified School District aims to provide equitable and high-quality education to all students, ensuring their success and readiness for the future.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	<p>Source: 2018-19 CAASPP (most recent Dashboard data):</p> <p>Grades 3-8 and 11: All students: Exceeded 22.48%; Met 28.62% English learners: Exceeded 2.38%; Met 10.43% Students with disabilities: Exceeded 5.21%; Met 11.14% Students with low income: Exceeded 13.00%; Met 26.19%</p> <p>Source: 2020-21 CAASPP Dashboard: Due to federal waiver, local data was used.</p>	<p>Source: 2021-22 CAASPP Dashboard</p> <p>Grades 3 percent met/exceeded: All students: Exceeded 9.38%, Met 15.94% English learners: Exceeded 1.65%, Met 9.09% Students with disabilities: Exceeded 1.56%, Met 6.25% Students with low income: Exceeded 8.52%, Met 14.04%</p> <p>Grades 4 percent met/exceeded: All students: Exceeded 11.66%, Met 15.59% English learners: Exceeded 3.05%, Met 11.19% Students with disabilities: Exceeded 1.79%, Met 7.14% Students with low income: Exceeded 12.32%, Met 16.20%</p>	<p>Source: 2022-23 CAASPP Dashboard (Pending Results)</p> <p>Grades 3 percent met/exceeded: All students: English learners: Students with disabilities: Students with low income:</p> <p>Grades 4 percent met/exceeded: All students: English learners: Students with disabilities: Students with low income:</p> <p>Grade 5 percent met/exceeded: All students: English learners: Students with disabilities: Students with low income:</p> <p>Grades 6 percent met/exceeded:</p>		<p>Source: CAASPP Dashboard:</p> <p>All student groups increase by 15%</p> <p>Source: STAR Reading (Local Data):</p> <p>Increase percentage of all student groups at/above by 15%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Source: 2020- 2021 STAR Reading (Local Data):</p> <p>Grades 3-5 percent at or above benchmark: All students: 37% English learners: 17% Students with disabilities: 8% Students with low income: 30% Homeless: 0% Foster Youth: 0%</p> <p>Grades 6-8 percent at or above benchmark: All students: 24% English learners: 3% Students with disabilities: 5% Students with low income: 22% Homeless: 22% Foster Youth: 20%</p> <p>Grade 11 percentage at or above benchmark: All students: 26.60% English learners: 0% Students with disabilities: 13% Students with low income: 30.55%</p>	<p>Grade 5 percent met/exceeded: All students: Exceeded 12.87% Met 25.45% English learners: Exceeded 2.59% Met 12.07% Students with disabilities: Exceeded 5.26,% Met 12.28% Students with low income: Exceeded 11.26%, Met 23.55%</p> <p>Grade 6 percent met/exceeded: All students: Exceeded 4.85% Met 22.42% English learners: Exceeded 0.00% Met 5.61% Students with disabilities: Exceeded 1.45%, Met 7.25% Students with low income: Exceeded 3.13%, Met 21.53%</p> <p>Grade 7 percent met/exceeded: All students: Exceeded 7.49% Met 24.55%</p>	<p>All students: English learners: Students with disabilities: Students with low income:</p> <p>Grades 7 percent met/exceeded: All students: English learners: Students with disabilities: Students with low income:</p> <p>Grade 8 percent met/exceeded: All students: English learners: Students with disabilities: Students with low income:</p> <p>Grade 11 percent met/exceeded: All students: English learners: Students with disabilities: Students with low income:</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Homeless: 37.5% Foster Youth: 0%</p> <p>*Baseline updated to reflect the most available Dashboard and Local Data</p>	<p>English learners: Exceeded 0.00% Met 6.38%</p> <p>Students with disabilities: Exceeded 4.26%, Met 2.13%</p> <p>Students with low income: Exceeded 8.05%, Met 22.82%</p> <p>Grade 8 percent met/exceeded: All students: Exceeded 2.95% Met 20.35%</p> <p>English learners: Exceeded 0.00% Met 3.26%</p> <p>Students with disabilities: Exceeded 0.00%, Met 0.00%</p> <p>Students with low income: Exceeded 3.45%, Met 18.28%</p> <p>Grade 11 percent met/exceeded: All students: Exceeded 9.71% Met 24.67%</p> <p>English learners: Exceeded 0.00% Met 8.47%</p>	<p>Source: 2022- 2023 STAR Reading (Local Data):</p> <p>Grades 3-5 percent at or above benchmark: All students: 26.6% English learners: 5.3% Students with disabilities: 4% Students with low income: 21% Homeless: 16% Foster Youth: 0%</p> <p>Grades 6-8 percent at or above benchmark: All students: 15.7% English learners: 1.0% Students with disabilities: 5% Students with low income: 11% Homeless: 7% Foster Youth: 0%</p> <p>Grade 11 percentage at or above benchmark: All students: 32.0% English learners: 15% Students with disabilities: 0% Students with low income: 11%</p>		



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Students with disabilities: Exceeded 1.72%, Met 1.72%</p> <p>Students with low income: Exceeded 10.16%, Met 24.76%</p> <p>Source: 2021- 2022 STAR Reading (Local Data):</p> <p>Grades 3-5 percent at or above benchmark: All students: 38.6% English learners: 18.9% Students with disabilities: 5% Students with low income: 26% Homeless: 23% Foster Youth: 0%</p> <p>Grades 6-8 percent at or above benchmark: All students: 27.2% English learners: 1.8% Students with disabilities: 4% Students with low income: 15% Homeless: 10% Foster Youth: 0%</p>	<p>Homeless: 0%</p> <p>Foster Youth: 0%</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Grade 11 percentage at or above benchmark: All students: 39.8% English learners: 4.7% Students with disabilities: 0% Students with low income: 9% Homeless: 3% Foster Youth: NA			
CAASPP Math	Source: 2018-19 CAASPP Dashboard: Grades 3-8 and 11: All students: Exceeded 5.21%; Met 11.14% English learners: Exceeded 3.41%; Met 9.17% Students with disabilities: Exceeded 5.13%; Met 7.48% Students with low income: Exceeded 10.34%; Met 17.14%	Source: 2021-2022 CAASPP Dashboard  Grades 3 percent met/exceeded: All students: Exceeded 7.19%, Met 15.00% English learners: Exceeded 3.31%, Met 6.61% Students with disabilities: Exceeded 0.00%, Met 4.69% Students with low income: Exceeded 7.06%, Met 12.64%  Grades 4 percent met/exceeded: All students: Exceeded 5.86% Met 16.05%	Source: 2022-2023 CAASPP Dashboard (Pending Results)  Grades 3 percent met/exceeded: All students: English learners: Students with disabilities: Students with low income:  Grades 4 percent met/exceeded: All students: English learners: Students with disabilities: Students with low income:		Source: CAASPP Dashboard  All student groups increase by 15%  Source: STAR Math (Local Data):  Increase percentage of all student groups at/above by 15%  *updated based on updated baseline data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Source: 2020-21 CAASPP Dashboard: Due to federal waiver, no data available</p> <p>Source: 2020-2021 STAR Math (Local Data)</p> <p>Grades 3-5 percentage at or above benchmark: All students: 27% English learners: 11% Students with disabilities: 6% Students with low income: 17% Homeless: 0% Foster Youth: 0%</p> <p>Grades 6-8 percentage at or above benchmark: All students: 16% English learners: 4% Students with disabilities: 0% Students with low income: 14% Homeless: 22%</p>	<p>English learners: Exceeded 1.40%, Met 9.79% Students with disabilities: Exceeded 0.00%, Met 5.36% Students with low income: Exceeded 4.61%, Met 17.02%</p> <p>Grade 5 percent met/exceeded: All students: Exceeded 7.14% Met 9.82% English learners: Exceeded 0.00% Met 2.54% Students with disabilities: Exceeded 0.00%, Met 1.75% Students with low income: Exceeded 6.78%, Met 9.15%</p> <p>Grade 6 percent met/exceeded: All students: Exceeded 4.23% Met 9.67% English learners: Exceeded 0.93% Met 1.87%</p>	<p>Grade 5 percent met/exceeded: All students: English learners: Students with disabilities: Students with low income:</p> <p>Grades 6 percent met/exceeded: All students: English learners: Students with disabilities: Students with low income:</p> <p>Grades 7 percent met/exceeded: All students: English learners: Students with disabilities: Students with low income:</p> <p>Grade 8 percent met/exceeded: All students: English learners: Students with disabilities: Students with low income:</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Foster Youth: 20%</p> <p>Grade 11 percentage at or above benchmark: All students: 41% English learners: 13% Students with disabilities: 6% Students with low income: 22% Homeless: 16% Foster Youth: 0%</p> <p>*updated with most recent local data - STAR</p>	<p>Students with disabilities: Exceeded 0.00%, Met 2.90% Students with low income: Exceeded 3.11%, Met 9.34%</p> <p>Grade 7 percent met/exceeded: All students: Exceeded 3.01% Met 9.64% English learners: Exceeded 0.00% Met 1.08% Students with disabilities: Exceeded 0.00%, Met 4.26% Students with low income: Exceeded 3.02%, Met 8.72%</p> <p>Grade 8 percent met/exceeded: All students: Exceeded 2.92% Met 7.29% English learners: Exceeded 0.00% Met 3.28% Students with disabilities: Exceeded 0.00%, Met 0.00%</p>	<p>Grade 11 percent met/exceeded: All students: English learners: Students with disabilities: Students with low income:</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Students with low income: Exceeded 2.38%, Met 7.14%</p> <p>Grade 11 percent met/exceeded: All students: Exceeded 3.42% Met 11.58% English learners: Exceeded 0.00% Met 3.27%</p> <p>Students with disabilities: Exceeded 1.75%, Met 0.00%</p> <p>Students with low income: Exceeded 3.80%, Met 11.08%</p> <p>Source: 2021-2022 STAR Math (Local Data):</p> <p>Grades 3-5 percentage at or above benchmark: All students: 18.7% English learners: 4.7% Students with disabilities: 5% Students with low income: 26% Homeless: 23% Foster Youth: 0%</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Grades 6-8 percentage at or above benchmark: All students: 13.5% English learners: 1.7% Students with disabilities: 4% Students with low income: 15% Homeless: 10% Foster Youth: 0%</p> <p>Grade 11 percentage at or above benchmark: All students: 10 % English learners: 0 % Students with disabilities: 0% Students with low income: 9% Homeless: 3% Foster Youth: 0%</p>			
STAR Early Literacy	<p>Source: 2020-2021 STAR Early Literacy</p> <p>Grades K-2 at or above benchmark: All students: 43% English learners: 32% Students with disabilities: 13% Students with low income: 38%</p>	<p>Source: 2021-2022 STAR Early Literacy</p> <p>Grades K-2 at or above benchmark: All students: 56.8% English learners: 38.2% Students with disabilities: 20%</p>	<p>Source: 2021-2023 STAR Early Literacy (Pending Results)</p> <p>Grades K-2 at or above benchmark: All students: __% English learners: __% Students with disabilities: __%</p>		<p>Source: STAR Early Literacy</p> <p>Grades K-2: increase to 20% at or above benchmark</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless: 0% Foster Youth: No Data  *language updated to match the most recent reporting year	Students with low income: 40% Homeless: 31% Foster Youth: 0%	Students with low income: __% Homeless: __% Foster Youth: __%		
Physical Fitness Test (PFT)	Source: 2020-2021 CA Dashboard PFT was still suspended for the school year.  *language updated to match the correct reporting year	Source: 2021-2022 CA Dashboard PFT: NO results reported to CDE. The LEAs are required only to submit participation percentages for each component, by grade, to the School Accountability Report Card (SARC).	Source: 2022-2023 CA Dashboard PFT: NO results reported to CDE. The LEAs are required only to submit participation percentages for each component, by grade, to the School Accountability Report Card (SARC).		Source: Dashboard Increase percentage of students meeting standard by 10%
Local Indicator Reflection: Teachers Fully Credentialed and appropriately assigned	Source: 2020-21 Dashboard  "Met" on the CA Dashboard based on the Local Indicator Reflection	Source: 2021-2022 Dashboard Source  "Met" on the CA Dashboard based on the Local Indicator Reflection	Source: 2021-2023 Dashboard Source (Pending Results)		Source: Dashboard maintain "met" status on the CA Dashboard based on the Local Indicator Reflection  *updated language to align with desired outcome
Local Indicator Reflection: Standards Aligned Instructional	Source: 2020-21 Dashboard	Source: 2021-2022 Dashboard	Source: 2021-2023 Dashboard (Pending Results)		Source: Dashboard maintain "met" status on the CA Dashboard



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Materials for Every Student	"Met" on the CA Dashboard based on the Local Indicator Reflection	"Met" on the CA Dashboard based on the Local Indicator Reflection			based on the Local Indicator Reflection  *updated with language that aligns to desired outcome
Local Indicator Reflection: Implementation of all CA state standards, including how ELs will access the CCSS and ELD standards	Source: 2020-21 Dashboard  "Met" on the CA Dashboard based on the Local Indicator Reflection	Source: 2021-2022 Dashboard  "Met" on the CA Dashboard based on the Local Indicator Reflection	Source: 2021-2023 Dashboard (Pending Results)		Source: Dashboard maintain "met" status on the CA Dashboard based on the Local Indicator Reflection  *updated with language that aligns to desired outcome
Course Access - Students have access and are enrolled in a broad course of study.	Source: 2020-21 Dashboard  "Met" on the CA Dashboard based on the Local Indicator Reflection	Source: 2021-2022 Dashboard  "Met" on the CA Dashboard based on the Local Indicator Reflection	Source: 2021-2023 Dashboard (Pending Results)		Source: Dashboard maintain "met" status on the CA Dashboard based on the Local Indicator Reflection  *updated with language that aligns to desired outcome
CAASPP-CAST-Science  *Metric added	Source: CA State Results Most recent data due to federal waiver. 2018-19 19.40% met/exceeded	Source: 2021-2022 CAASPP-CAST  Grades 5 percent met/exceeded:	Source: 2022-2023 CAASPP-CAST  Grades 5 percent met/exceeded: (pending Results)		Source: CAASPP-CAST Increase percentage of students at/above by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>All students: Exceeded 2.40%, Met 12.87%</p> <p>English learners: Exceeded 0.00%, Met 1.72%</p> <p>Students with disabilities: Exceeded 0.00%, Met 3.51%</p> <p>Students with low income: Exceeded 2.04%, Met 11.09%</p> <p>Grades 8 percent met/exceeded: All students: Exceeded 1.46% Met 5.83%</p> <p>English learners: Exceeded 0.00%, Met 0.00%</p> <p>Students with disabilities: Exceeded 0.00%, Met 0.00%</p> <p>Students with low income: Exceeded 1.02%, Met 4.76%</p> <p>Grade 11 percent met/exceeded: All students: Exceeded 2.08% Met 14.06%</p>	<p>All students: Exceeded __%, Met __%</p> <p>English learners: Exceeded __%, Met __%</p> <p>Students with disabilities: Exceeded __%, Met __%</p> <p>Students with low income: Exceeded __%, Met __%</p> <p>Grades 8 percent met/exceeded: All students: Exceeded __% Met __%</p> <p>English learners: Exceeded __%, Met __%</p> <p>Students with disabilities: Exceeded __%, Met __%</p> <p>Students with low income: Exceeded __%, Met __%</p> <p>Grade 11 percent met/exceeded: All students: Exceeded __% Met __%</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		English learners: Exceeded 0.00% Met 1.64% Students with disabilities: Exceeded 0.00%, Met 5.36% Students with low income: Exceeded 2.21%, Met 14.83%	English learners: Exceeded ___% Met ___% Students with disabilities: Exceeded ___%, Met ___% Students with low income: Exceeded ___%, Met ___%		
% of ELs who progress in English proficiency (ELPAC)	Source: CA Dashboard  2020-21 ELPAC CA Level 4 (Well Developed): 16.26% Level 3 (Moderately Developed): 38.16% Level 2 (Somewhat Developed): 30.88% Level 1 (Minimally Developed): 14.69%  *baseline updated with 2020-21 data	Source: CA Dashboard  2021-2022 ELPAC CA Level 4 (Well Developed): 15.57% Level 3 (Moderately Developed): 35.23% Level 2 (Somewhat Developed): 30.73% Level 1 (Minimally Developed): 18.47%	Source: CA Dashboard  2021-2023 ELPAC CA (pending results) Level 4 (Well Developed): % Level 3 (Moderately Developed): % Level 2 (Somewhat Developed): % Level 1 (Minimally Developed): %		Source: CA Dashboard  ELPAC CA Level 3 and 4: Increase by 15%
EL Reclassification Rate	Source: CA Dashboard  2020-21: 8.3%	Source: CA Dashboard  2021-22: 17% (Not sure where this number came from. There is no	Source: CA Dashboard  2021-23: ___%		Source: CA Dashboard  Increase by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		reclassification rate on the CA Dashboard.)			

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1.1</b>	1a. Professional Development	Provide professional development for all staff to support the implementation of the California Standards	\$424,720.31	Yes
<b>1.2</b>	1b. Reading Intervention Teachers	Retain K-5 Reading Intervention Teachers	\$2,250,665.81	Yes
<b>1.3</b>	1c. Staff smaller class size	Staff smaller class size to reduce combination classes in TK-5 grade	\$713,498.20	Yes
<b>1.4</b>	1d. Technology	Maintain computer/student ratio and purchase technology such as classroom displays, sound amplification, and wireless mirroring systems.	\$1,113,948.18	Yes
<b>1.5</b>	1e. Technology Infrastructure	Continue upgrades to technology infrastructure	\$210,060.00	Yes
<b>1.6</b>	1f. Computer Technician Staff	Retain increased Computer Technician staffing.	\$778,241.84	Yes
<b>1.7</b>	1g. Literacy Support	Develop school libraries/literacy centers that are strongly integrated into the learning fabric of the school and which contribute to student	\$508,154.05	Yes

Action #	Title	Description	Total Funds	Contributing
		learning outcomes through the use of collaborative technology devices. Maintain increased library hours before and after school.		
<b>1.8</b>	1l. Data Service Specialist	Data specialist will monitor and analyze student data to provide increase student achievement, and to support the development of common assessments.	\$85,918.74	Yes
<b>1.9</b>	1i. Preparatory Periods at IMS *Prior year was 1n	Retain preparatory periods for Isbell Middle School	\$427,922.68	Yes
<b>1.10</b>	1j. Curriculum Coordinators *Prior year was L1o	Retain two Curriculum Coordinators to support and monitor the implementation of the California Standards	\$605,961.13	Yes
<b>1.11</b>	1k. TK/K Bilingual Instructional Assistants *Prior year was L1p	Retain TK and K Bilingual Instructional Assistants	\$578,576.66	Yes
<b>1.12</b>	1l. Support Educational Outcomes *Prior year was L1q	Provide additional site allocations to support educational outcomes	\$864,261.41	Yes
<b>1.13</b>	1m. Expand Transitional Kindergarten and Preschool	Support Expanded Transitional Kindergarten and Pre-school for all 4-year old students	\$678,591.48	Yes
<b>1.14</b>	1n. English Language Development/Dual Language Immersion:	ELD/DLI TOSA	\$259,056.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Teacher on Special Assignment *Prior year was L5a *Prior year was L5e *Prior year was L5f *Prior year was L5g			
<b>1.15</b>	1o. Language Appraisal Team *Prior year was L5b	A teacher from each site will meet through out the year to review the EL Master Plan, programs, professional development, and assessment.	\$18,486.33	Yes
<b>1.16</b>	1p. English Learner Master Plan *Prior year was L5c	Develop a plan and communicate to all educational partners to strengthen and align the EL Master Plan with the new EL Roadmap.	\$34,278.64	Yes
<b>1.17</b>	1q. Newcomer Teacher *Prior year was L5d	The newcomer teacher will work with the elementary sites to provide services to newcomers	\$169,138.21	Yes
<b>1.18</b>				Yes
<b>1.19</b>				Yes
<b>1.20</b>				Yes

## Goal Analysis [2022-23]

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

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

The Santa Paula Unified School District (SPUSD) has made significant efforts to meet Goal #1, which focuses on increasing academic achievement through targeted actions in literacy and mathematics. Here are the successes and initiatives undertaken by SPUSD to address this goal:

### K-2 Literacy Initiative:

SPUD continued the K-2 Literacy Initiative in partnership with CORE Learn. This initiative aims to improve literacy skills among students in kindergarten through 2nd grade. Over 95% of K-2 teachers have participated in six days of professional development focused on evidence-based reading research and actionable instructional strategies. This training has helped teachers incorporate effective literacy practices into their daily instruction. Additionally, teachers have received one-on-one and small-group coaching, which includes demonstration lessons and feedback to further enhance their skills.

### Cognitively Guided Instruction (CGI) in Mathematics:

SPUSD continued the collaboration partnership with Dr. Linda Levi and the Teacher Learning Center to provide professional development in Cognitively Guided Instruction (CGI) for 3rd through 5th-grade teachers. The CGI professional development spans eight days and focuses on enhancing teachers' abilities to teach math with understanding by emphasizing students' mathematical thinking. With CGI strategies, teachers are taught to build on students' intuitive problem-solving processes, enabling every student to develop a deeper understanding of rigorous mathematical concepts. Research indicates that CGI can lead to increased math achievement for students, enriched problem-solving experiences, and improved math knowledge for teachers.

**Reading and Math Intervention Teachers:** To provide additional support to students in literacy and mathematics, SPUSD invested in Reading and Math Intervention Teachers. These teachers work with students who require extra assistance to improve their reading skills. The presence of dedicated intervention teachers helps to target and address students' specific needs, ensuring they receive the necessary support to succeed.

### Learner-Centered Collaborative

SPUSD continued the partnership and collaboration with Learner-Centered Collaborative to prioritize the needs, interests, and strengths of students while fostering collaboration and active engagement among all stakeholders involved in the learning process. The LCC model recognizes that students are active participants in their own learning and encourages their agency and voice in decision-making. The Learner-Centered approach involves:

**Personalized Learning:** Tailoring instruction and support to meet the unique needs and interests of each learner.

**Student Agency:** Empowering students to take ownership of their learning by setting goals, making choices, and reflecting on their progress. Students are encouraged to actively participate in decision-making processes.

**Collaborative Learning:** Promoting collaboration and cooperative learning among students. Group projects, discussions, and peer-to-peer interactions are often emphasized to foster social and emotional growth alongside academic development.

The goal of a Learner-Centered Collaborative is to create a student-centered and inclusive educational experience that supports the holistic development of learners. By fostering collaboration and individualized support, LCC models aim to promote deeper learning, critical thinking, and lifelong skills that prepare students for success in the 21st century.

By implementing these initiatives and providing targeted professional development, SPUSD has taken significant steps to improve academic achievement in literacy and mathematics. These efforts demonstrate a commitment to enhancing instructional practices and supporting teachers in delivering effective instruction tailored to students' unique needs.

Actions 1.4, 1.5, and 1.6, as mentioned in your statement, were instrumental in enabling the Santa Paula Unified School District (SPUSD) to address the need for replacing end-of-life and damaged devices and acquiring additional technology peripherals. Here is an overview of these actions:

#### Action 1.4: Purchase Additional Student and Staff Devices

Under this action, SPUSD procured additional devices to meet the needs of both students and staff members. By purchasing these additional devices, SPUSD ensures that students and staff have access to up-to-date and reliable technology tools to support their educational endeavors.

#### Action 1.5: Replace End-of-Life Devices

Action 1.5 involved the replacement of end-of-life devices in SPUSD. This step ensures that obsolete devices are replaced with newer models that offer improved performance, enhanced features, and compatibility with current software and applications. By replacing these devices, SPUSD can maintain a reliable and efficient technology infrastructure to support teaching and learning.

#### Action 1.6: Purchase Technology Peripherals

In addition to replacing devices, SPUSD also acquired various technology peripherals through Action 1.6. These peripherals include chargers, cases, and cables, which are essential for the proper functioning and protection of devices.



The implementation of these actions reflects SPUSD's commitment to providing a technologically equipped learning environment. By addressing the need for additional devices, replacing outdated ones, and acquiring essential peripherals, the district ensures that students and staff have access to reliable and up-to-date technology tools necessary for effective teaching, learning, and overall productivity.

Through the implementation of Action 1.12, the Santa Paula Unified School District (SPUSD) hired Transitional Kindergarten/Kindergarten Bilingual Instructional Assistants to support students in need. The Bilingual IA presence in the classroom has been instrumental in providing targeted assistance to students. Here are the key aspects of their role:

1. **Support for Struggling Students:** The Instructional Assistants worked in small groups with students who were experiencing difficulties. By providing focused attention and tailored instruction, they aimed to help these students overcome challenges and make progress in their learning.
2. **Targeted Support During Assessment Periods:** During assessment periods, the Instructional Assistants provided support to students in areas where growth was needed. This assistance helped students better understand the assessment content, address any misconceptions, and perform to the best of their abilities.
3. **Teacher Support:** With the Instructional Assistants working with students who were at or above grade level, teachers were able to dedicate more time and attention to the neediest students. This approach allowed for differentiated instruction and personalized support based on individual student needs.

**Benefits for Specific Student Groups:** The instructional assistants proved highly beneficial in supporting English learners, socioeconomic students, and homeless students. These populations often require additional assistance and resources to ensure their academic success. The Instructional Assistants' support likely helped create an inclusive and supportive learning environment for these students.

Through Action 1.16, the Santa Paula Unified School District (SPUSD) collaborated with Loyola Marymount University to align the English Learner (EL) Master Plan with the EL Roadmap. The ultimate goal of these efforts is to create a cohesive EL Master Plan that can be shared with all EL parents, teachers, and administrators in the district. By aligning the plan with the EL Roadmap and involving various stakeholders in the planning process, SPUSD demonstrates a commitment to addressing the unique needs of English Learners and promoting equity and educational success for these students.

Through Action 1.17, the newcomer teacher provided support to all our newcomer students. Based on the identified needs of students, there is a need to add one additional newcomer teacher to support the influx of students entering the district. There is also a need to ensure we can provide additional support to newcomer students with their social-emotional concerns and academic needs.

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

SPUSD did not have significant material differences between budgeted expenditures and actual spending.

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

#### K-2 Literacy Initiative

SPUSD has significantly improved teachers' reading instruction in Kindergarten through 2nd grade. Over 95% of the teachers in these grade levels have received training. For the 2023-2024 school year, the instructional expectation in all TK-2nd grade classrooms is the full implementation of the CORE Teaching Reading Strategies. To support this implementation, CORE coaching will be provided. These coaching days will be divided equally among the six elementary school sites, with ten coaching days allocated per site.

To monitor the full implementation of the CORE Teaching Reading Strategies, the K-2 Literacy Task Force has selected assessments to measure progress in five domains of literacy: Phonological Awareness, Phonics, Fluency, Vocabulary Development, and Reading Comprehension.

Throughout the 2023-2024 school year, literacy achievement data will be collected at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY). The data collected will be reported to the Board of Education at the MOY and EOY meetings.

The literacy achievement data will be reported by grade level and by site, allowing the Board to assess the progress and performance of each grade level and individual school within the district. This reporting system will provide valuable information on the effectiveness of the K-2 Literacy Initiative and help identify areas that may need additional support or improvement.

#### CGI Mathematics:

SPUSD has made significant progress in improving teachers' mathematics instruction in 3rd through 5th grade. Over 95% of teachers in these grade levels have received training in CGI (Cognitively Guided Instruction) Professional Development.

Moving forward into the following year, the CGI training will continue. In the second year of CGI professional development, the structure will be similar to the first year, with three Teacher Cohorts. The goal is to have as many teachers as possible trained on days 1-4 during the summer of 2023.

The instructional expectation for the 2023-2024 school year in all 3rd through 5th-grade classrooms is the implementation of CGI Strategies. This approach focuses on guiding students' thinking and understanding of mathematics by building on their prior knowledge and allowing multiple problem-solving strategies.

To support the full implementation of CGI, 30 days of CGI coaching will be provided. These coaching days will be divided equally among the six elementary school sites, with five coaching days allocated per site. The coaching will provide ongoing support and guidance to teachers as they incorporate the CGI strategies into their instruction.

To monitor the full implementation of CGI, the district is currently developing CGI assessments. These assessments will help evaluate students' progress and understanding of mathematical concepts in line with the CGI approach. The data collected through these assessments will inform instructional decisions and provide insights into the effectiveness of the CGI strategies.

By investing in professional development and providing ongoing coaching and support, the SPUSD aims to enhance the quality of mathematics instruction in 3rd through 5th-grade classrooms and improve students' mathematical thinking and problem-solving abilities.

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.

SPUSD also recognizes the importance of English Language Development (ELD) and Dual Language Immersion (DLI) programs. To support the implementation and success of these programs, SPUSD will hire/designate an English Language Development/Dual Language Immersion Teacher on Special Assignment (ELD/DLI TOSA). To accomplish this, Actions 1t, Parent Education; 1s, Additional Section to the Master Schedule; 1r, Improve Literacy/Writing Skills in Grades 4-8; 1n, English Learner Saturday Academy will be combined into one new Action, which is Action 1n: English Language Development/Dual Language Immersion: Teacher on Special Assignment. (Formerly 5a, 5e, 5f, and 5g).

The ELD/DLI TOSA plays a crucial role in supporting teachers and students in ELD and DLI programs throughout the district. Their responsibilities may include:

**Curriculum and Instruction Support:** The ELD/DLI TOSA collaborates with teachers to develop and implement effective ELD and DLI curricula and instructional strategies. They provide guidance and resources to ensure that English language learners and students in dual language immersion programs receive appropriate language support and instruction.

**Professional Development:** The ELD/DLI TOSA facilitates professional development workshops and training sessions for teachers to enhance their understanding of effective ELD and DLI practices. They may provide guidance on differentiation, language acquisition strategies, and culturally responsive teaching to meet the needs of diverse learners.

**Data Analysis and Assessment:** The ELD/DLI TOSA assists in analyzing data related to English language proficiency and academic progress of ELD and DLI students. They help teachers use assessment data to inform instruction and make informed decisions to support student growth and achievement.

**Collaboration and Collaboration:** The ELD/DLI TOSA collaborates with administrators, teachers, and other stakeholders to align ELD and DLI programs with district goals and initiatives. They facilitate collaboration among educators to share best practices, resources, and strategies for supporting English language learners and students in dual language immersion programs.

**Program Evaluation and Improvement:** The ELD/DLI TOSA participates in the evaluation of ELD and DLI programs, monitoring their effectiveness and making recommendations for improvement. They stay updated on research and best practices in language acquisition and bilingual education to ensure the continuous enhancement of ELD and DLI programs.

The ELD/DLI TOSA serves as a valuable resource and support for teachers, students, and families involved in English Language Development and Dual Language Immersion programs. Their expertise and guidance contribute to the success and growth of these programs, ensuring that English language learners and students in dual language immersion programs receive high-quality education and support in language development and academic achievement.

Both Action 1.21 and Action 1.22 were implemented in the 2021-2022 school year, and they will not be included in the 2022-2023 LCAP due to budget constraints. Alternative approaches will be pursued to address the goals outlined in these actions. Here are the revised details for each action:

**Action 1.21 (1u.):** Action 1.21 was initially added to Goal 1 based on educational partner input with the aim of increasing math and ELA achievement at the secondary level. The intended approach was to have an Instructional Coach/Curriculum Specialist responsible for bringing evidence-based practices into classrooms. The coach's role would involve working with and supporting teachers and administration to enhance student engagement, improve student achievement, and build teacher capacity. By collaborating as colleagues with classroom teachers, the Instructional Coach would provide individual and group professional development to expand and refine their understanding of effective, research-based instruction. The personalized support would be based on each teacher's goals and identified needs.

**Action 1.22 (1v.):** Similarly, Action 1.22 was added to Goal 1 based on educational partner input to increase student achievement through the use of technology and adaptive educational software. The plan involved the inclusion of Educational Technology Specialists who would provide support for learning technologies, collaborative technologies, video creation, accessible technology support, and classroom and conferencing technology. They would serve as the highest level of problem escalation for teaching and learning tools, assisting teachers in designing and developing educational materials that align with learning outcomes and teaching strategies.

However, due to budget constraints, neither Action 1.21 nor Action 1.22 were implemented in 2021-2022 nor will be implemented in the upcoming school year. The district will explore alternative approaches to address the goals and intentions outlined in these actions.

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

# Goals and Actions

## Goal

Goal #	Description
2	Goal 2 focuses on Increasing parent involvement and enhancing student engagement through a variety of enrichment opportunities (State Priorities 2, 3, 4,).

An explanation of why the LEA has developed this goal.

Goal 2 of the Santa Paula Unified School District's LCAP plan was developed based on various sources of information, including the annual update overall analysis, review of the most recent CA Dashboard, Local Indicator Self Reflection, local assessments, and surveys/feedback from educational partners. The goal recognizes the need to increase student engagement as they transition back to in-person learning after the pandemic.

Expanded learning opportunities are integrated into Goal 2 to enhance areas of success and address areas of need. This focused goal is designed to span the three-year template, with the flexibility for the district to amend or increase actions and services as necessary based on metrics and reporting results analysis.

Engagement is a core focus within Goal 2, aligning with State Priority 3 (Parent/Family Involvement), State Priority 5 (Pupil Engagement), and State Priority 6 (School Climate). The goal also emphasizes the importance of measuring the effectiveness of actions through metrics related to school climate.

Goal 2 provides additional support aligned with Pupil Outcomes (4, 8) and Conditions of Learning (1, 2, 7). State Priority 7 highlights the requirement to provide students with access to and enrollment in a broad course of study, including subjects like Arts, Music, Social Science, Health, and Physical Education.

The district aims to direct increased or improved services primarily towards unduplicated pupil groups, such as Foster Youth, English Learners, and Low-Income students. Furthermore, the community recognizes the need to establish a partnership with parents to improve student attendance and enhance overall student success. Parent involvement is seen as pivotal to achieving positive outcomes for students.

By focusing on Goal 2 and implementing strategies to increase engagement, involve parents, and provide a well-rounded education, the Santa Paula Unified School District aims to create a supportive and inclusive learning environment that promotes student success and well-being.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Completion of at least ONE Career Technical Education Pathway</p> <p>Students who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course</p>	<p>Source: CA Dashboard</p> <p>2020-2021: 21.9% (91 students) met the criteria via CTE Completion</p>	<p>Source: CA Dashboard</p> <p>2021-2022: 23.0% (109 students) met the criteria via CTE completion</p>	<p>Source: CA Dashboard</p> <p>2022-2023: (Pending Results)</p>		<p>Source: CA Dashboard</p> <p>Increase by 15%</p>
Parent Involvement Participation Rate	<p>2020-21</p> <p>There were a total 900 parents who participated in the parent opportunities.</p>	<p>2021-22</p> <p>There were a total of 280 parents who participated in parent trainings.</p>	<p>2022-2023</p> <p>There were a total of ____ parents who participated in parent trainings.</p>		<p>Increase parent participation rate to 100 parents.</p>
<p>College Credit Course:</p> <p>Number of Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credit is awarded.</p>	<p>Source: CA Dashboard</p> <p>2020-2021: 28.8% (120 students)</p>	<p>Source: CA Dashboard</p> <p>2021-2022: 28.5% (135 students)</p>	<p>Source: CA Dashboard</p> <p>2022-2023: (Pending Results)</p>		<p>Source: CA Dashboard</p> <p>Increase by 15 %</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Advanced Placement A score of 3 or higher on at least TWO Advanced Placement (AP) Exams.	Source: CA Dashboard  2020-2021: 9.0% (32 students)	Source: CA Dashboard  2021-2022: 8.0% (38 students)	Source: CA Dashboard  2022-2023: (Pending Results)		Source: CA Dashboard  Increase by 15 %
A-G Completion  Completion of courses that meet the University of California (UC) or California State University (CSU) A-G criteria with a grade of C or better (or Pass).	Source: CA Dashboard  2020-2021: 28.6% (119 students)	Source: CA Dashboard  2021-2022: 36.9% (175 students)	Source: CA Dashboard  2022-2023: (Pending Results)		Source: CA Dashboard  Increase by 15 %
Seal of Biliteracy  Earned the State Seal of Biliteracy	Source: CA Dashboard  2020-2021: 9.1% (38 students)	Source: CA Dashboard  2021-2022: 7.4% (35 students)	Source: CA Dashboard  2022-2023: (Pending Results)		Source: CA Dashboard  Increase by 15%
Percentage of Students by CCI Level for each Student Group	Source: 2020-2021 CA Dashboard Percentage of Students Prepared	Source: CA Dashboard  2021-2022: Not reported in 2022	Source: CA Dashboard  2022-2023: (Pending Results)		Source: CA Dashboard  Increase by 15% in all student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All students: 46.7% English Learners: 27.9% Socio-Economically Disadvantaged: 44.8% Students with Disabilities: 18.9% Homeless Students: 39.7% Foster Students: below minimum size for reporting				*language updated for clarity

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>2.1</b>	2a. Parent Involvement/Education Opportunities	Continue a variety of parent involvement and education opportunities across all school sites	\$49,179.25	Yes
<b>2.2</b>	2b. Retain Administrative Support at all Schools	Additional assistant principal positions at IMS and SPHS. Administrator designees at all elementary sites.	\$392,210.38	Yes
<b>2.3</b>	2c. Support Advance Placement Program and exam fees *Prior year was L2d	AP exam fees are paid for all students who take an AP test. In addition, extra duty hours are allocated to AP teachers to support student study groups. AP teachers are also sent to professional development sessions to ensure that all curricula remain up to date.	\$57,131.07	Yes



Action #	Title	Description	Total Funds	Contributing
<b>2.4</b>	2d. Increase and support Career Technical Education Opportunities *Prior year was L2e	Increase and support Career Technical Education opportunities in grades 6-12 and add College and Career Coordinator.	\$190,022.38	Yes
<b>2.5</b>	2e. Retain Athletic Trainer and purchase supplies *Prior year was L2f	The Athletic trainer will provide our student-athletes with assistance when dealing with injuries. The goals of an Athletic trainer are to provide Emergency Action Plans, coach education of athletic training services provided through all coaches meetings, implantation injury documentation and communication with parents, coaches, and administration, coordinate and perform team dynamic warm-ups, team education in injury prevention exercises and movement patterns, administer baseline pre-concussion testing and monitoring of post-traumatic brain injury. Other goals include solidification of student interns providing learning experiences and observation of volunteer Medical Professionals during competition through the Athletic Training Program, scenario practice of Emergency Action Plans, continue usage of Fitness Center Room, and increasing the awareness of its benefits for our Student-Athletes.	\$144,856.33	Yes
<b>2.6</b>	2f. Field Trip to Universities and Standards-Aligned Field trips *Prior year was L2g	Fund field trips to universities for grades 5, 7, 9 and provide supplemental funding for standards-aligned field trips for all elementary schools.	\$57,131.07	Yes
<b>2.7</b>	2g. Districtwide Music Program *Prior year was L2h	Retain and expand Band/Chorus instruction/transportation and materials K-12	\$460,228.86	Yes
<b>2.8</b>	2h. Youth Leadership Activities *Prior year was L2i	Support youth leadership activities at IMS, RHS, and SPHS	\$34,278.64	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.9</b>	2i. AVID Program Districtwide *Prior year was L2j	Support AVID program districtwide	\$146,721.66	Yes
<b>2.10</b>	2j Mentoring Program *Prior year was L2k	Provide a district wide mentoring program.	\$17,684.90	Yes
<b>2.11</b>	2k. Transportation for athletic events *Prior year was L2l	Fund Transportation services for District approved athletic events	\$194,245.63	Yes
<b>2.12</b>	2l. Athletic Director *Prior year was L2m	Retain SPSHS Athletic Director position	\$55,133.40	Yes
<b>2.13</b>	2m. Summer Matters *was L2n	Continue to implement the "Summer Matters" program	\$570,714.00	Yes
<b>2.14</b>	2n. GATE Program *was L2o	Implement GATE Program	\$23,579.14	Yes
<b>2.15</b>	2o. Office Assistant Support *was L2q	Maintain office assistant support at all sites	\$1,361,630.98	Yes
<b>2.16</b>	2p. Additional Elective Classes *was L2r	Fund additional elective classes at IMS and SPSHS	\$153,699.85	Yes
<b>2.17</b>	2q. After School and Summer Enrichment *was L2s	Provide after-school and summer enrichment opportunities	\$187,865.06	Yes
<b>2.18</b>	2r. District Communication *was L2t	Increase communication and marketing of district programs	\$62,844.70	Yes

Action #	Title	Description	Total Funds	Contributing
2.19	2s. Childcare/Interpretation *was L2u	Provide childcare and interpreters at school events	\$11,216.15	Yes

## Goal Analysis [2022-23]

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.

In Goal #2 of the Santa Paula Unified School District's LCAP, the district focused on four high-priority objectives aimed at improving various aspects of education. Here's an overview of each objective:

**Increase parent involvement:** This objective aimed to engage parents and guardians in their child's education. The district recognized the importance of strong partnerships between schools and families and is providing opportunities for parents to participate in school activities, attend workshops or training, and collaborate with teachers and administrators.

**Enhance student engagement:** This objective aimed to foster a positive and engaging learning environment for students. The district is implementing strategies that promote active participation through project-based learning, student-centered learning, and meaningful connections between students and their coursework. SPUSD's focus is to create a more enriching and motivating educational experience for all students.

**Increase student achievement and College and Career Readiness:** This objective focused on improving academic outcomes and preparing students for future success. The district is implementing evidence-based instructional strategies, providing targeted support for struggling students, and aligning curriculum and instruction with college and career readiness standards. SPUSD's vision and mission are to ensure that all students have the necessary skills and knowledge to succeed academically and transition to higher education or the workforce.

**Increase expanded learning opportunities:** This objective aimed to provide students with a range of enriching experiences beyond the traditional classroom setting. The district recognized the importance of extracurricular activities, after-school programs, and community partnerships in promoting holistic student development. By increasing expanded learning opportunities, the district is providing students with diverse experiences that enhance their skills, interests, and overall well-being.

These objectives were designed to address key areas of focus within Goal #2 and support the district's efforts to improve parent involvement, student engagement, academic achievement, and access to expanded learning opportunities. Implementation strategies, specific actions, and timelines for each objective would be further outlined in the district's LCAP.

Action 2.4: In the 22-23 school year, the Santa Paula Unified School District (SPUSD) began implementing Action 2.4, which involved evaluating and restructuring the Career Technical Education (CTE) Program. The evaluation process focused on assessing each CTE pathway against ten minimum eligibility standards that define a high-quality CTE program. This evaluation provided insights into the current practices within each pathway and offered evidence for meeting each standard.

After conducting a thorough analysis of the CTE program, SPUSD identified six industries that would serve as the primary focus based on factors such as student interest, workforce demand (high-skilled, high-wage, high industry demand), and the evaluations conducted. These industries were chosen to align the CTE program with the needs and interests of the students and the local job market.

To support the implementation of the high-quality CTE program, each CTE academy in the 22-23 school year would incorporate the elements of a high-quality program. A comprehensive CTE team consisting of coordinators, counselors, tutors, liaisons, and coaches would provide guidance and support to ensure the successful integration of these elements. The team would work collaboratively to enhance the CTE experience for students, align curriculum and instruction with industry standards, and provide necessary resources and support to promote student success in their chosen CTE pathways.

By evaluating and restructuring the CTE program and aligning it with high-quality standards and industry demands, SPUSD aimed to enhance the educational opportunities and outcomes for students pursuing CTE pathways. Through the dedicated efforts of the CTE team and the incorporation of evidence-based practices, SPUSD sought to prepare students for post-secondary education, career readiness, and success in the workforce within their chosen industries.

Action 2.9: The implementation of Action 2.9 in SPUSD enabled the funding of part-time College (AVID) Tutors and the provision of AVID classroom materials, as well as the continuation of the AVID Center contract. This action aimed to meet the high demand for AVID Tutors at the secondary levels and expanded their support to include Barbara Webster Elementary School during the 2022-23 school year.

AVID, which stands for Advancement Via Individual Determination, is a program known for its effectiveness in developing relationships with students and supporting their social-emotional needs alongside academic progress during instructional time. By incorporating AVID into the district's initiatives, SPUSD aimed to provide targeted support to students and enhance their educational experience.

The part-time College (AVID) Tutors, along with the AVID classroom materials, played a vital role in implementing the AVID program across various grade levels. These tutors not only provided academic assistance but also served as mentors, helping students develop essential skills such as organization, critical thinking, and effective communication.

By sustaining the AVID Center contract and ensuring the availability of AVID Tutors and resources, SPUSD demonstrated its commitment to supporting students' social-emotional well-being and academic growth. The implementation of Action 2.9 reflected the district's recognition of the importance of personalized support and relationship-building in helping students thrive both academically and emotionally.

Action 2.13: The implementation of Action 2.13 in SPUSD involves the continuation of the successful SPUSD summer school program, known as Summer Matters. This program offers expanded learning opportunities to more than 400 students during the summer break.

The primary focus of the Summer Matters program is to support students in improving their reading and math skills. Recognizing that students have experienced a year and a half of distance learning, the district understands the need for additional time and targeted instruction to enhance students' understanding of these fundamental subjects.

In addition to the academic component, SPUSD has continued its partnership with the City of Santa Paula to provide an enrichment component to the program. This enrichment component will emphasize hands-on activities where students will have the opportunity to engage in hands-on learning experiences, fostering their curiosity, problem-solving skills, and creativity. The collaboration between SPUSD and the City of Santa Paula in designing the Summer Matters program reflects a commitment to holistic education, encompassing both academic and enrichment opportunities.

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

SPUSD did not have significant differences between budgeted expenditures and estimated actual expenditures in Goal 2.

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

Parent/Community Engagement Initiative:

CEI (Community Engagement Initiative) is an organization led by the California Collaborative for Education Excellence (CCEE), San Bernardino County Superintendent of Schools (SBCSS), California Association for Bilingual Education (CABE), and Families in Schools (FIS). Its core principle is to foster authentic partnerships among students, families, districts, and communities to promote cultural, racial, and linguistic equity and achieve transformative student outcomes.

SPUSD is participating in CEI, and its team comprises various stakeholders, including the middle school principal, two teachers, two parents, two students, one county office representative, and one district office administrator.

During the current year, the committee conducted a root cause analysis of student and family engagement and identified strengths and weaknesses. Based on this evaluation, the committee developed a problem of practice that will serve as the focus for the upcoming school year. To address these challenges, the district implemented some of the learnings from The Dual Capacity-Building Framework for Family-School Partnerships (Version 2), developed by Dr. Karen Mapp. For instance, the district modified the flyers sent to families, using more family-friendly language and lingo. Additionally, focus groups were conducted to gather input for the upcoming Local Control and Accountability Plan (LCAP), and a Parent University was organized for all district families. Furthermore, meeting times were adjusted from morning to 1:30 p.m., increasing parent and family engagement across various settings.

Moreover, the committee identified the need for Outreach Consultants and Parent Liaisons to further enhance family engagement. A family center was also proposed, serving as a central hub for various community services.

These initiatives and proposed strategies demonstrate the SPUSD's commitment to promoting community engagement and fostering partnerships that empower students, families, and the broader community. By addressing the identified areas of improvement and implementing targeted strategies, the district aims to enhance student outcomes and ensure equitable educational experiences for all.

#### CTE Pathways:

In 2022, based on data from the California Dashboard, a total of 109 students in the combined four and five-year graduation rate (out of 474 students) in the Santa Paula Unified School District (SPUSD) completed at least one Career Technical Education (CTE) Pathway with a grade of C- or better in the capstone course. The demographic breakdown of these 109 students is as follows: 100 were Hispanic, 16 were English Learners, 97 were socio-economically disadvantaged, 9 had disabilities, and 14 were homeless.

Regarding apprenticeships, internships, and work-based learning, in the 2022-2023 academic year, SPUSD had no students completing non-registered/non-certified pre-apprenticeships and no students completing registered/certified pre-apprenticeships.

However, during the same period, SPUSD contracted industry liaisons who were in progress of facilitating the introduction, promotion, and engagement of CTE students in industry-related work-based learning experiences. These liaisons also worked on engaging with industry leaders and educational partners to support pipeline development and workforce expansion.

Here are some specific examples of work-based learning initiatives in the 2022-2023 academic year within different CTE academies in SPUSD:

#### Patient Care Academy:

Twelve SPUSD students participated in the Teen Healthcare Internship at the Westminster Free Clinic Internship. They were involved in a 2-year Teen Healthcare Training & Education Pathways Program.

#### Engineering Academy:

Twenty-six students enrolled in SPUSD's Computer-Aided Drafting course collaborated with RNT Architects, who were contractors for Bryden Gym. They also worked with the Ventura County Community College District (VCCCD), CTE Industry Liaison, and a CTE teacher from SPUSD's Santa Paula High School (SPHS). Their inputs and ideas were incorporated into the design of the SPHS Bryden Gym.

#### Engineering Technology Academy:

Thirteen students participated in a Pre-Engineering Program in partnership with the Naval Surface Warfare Center Port Hueneme Division.

### The Arts Academy:

Eleven students enrolled in the CTE Stagecraft course collaborated with Dark Fire Lighting Design, a leading professional lighting company. The students received guidance and installed a lighting system for the SPSHS auditorium, with instructions provided by the Dark Fire team.

These initiatives aimed to provide students with practical, hands-on experiences and exposure to real-world industry settings, enhancing their understanding of various career pathways and expanding their skills and knowledge in specific fields.

### SPUSD Dual Enrollment Program:

In the 2021-2022 academic year, SPUSD did not offer any dual-enrolled CCAP (College and Career Access Pathways) courses. However, in the Spring of 2022-2023, SPUSD offered three CCAP courses:

#### DRFT V03 Drafting Fundamentals:

This course was offered in SPUSD's SPSHS (Santa Paula High School) CAD (Computer-Aided Design) program.

#### CD V61 Child, Family, & Community:

This course was offered in SPUSD's SPSHS Child Development program.

#### CNSE M06 Cisco Fundamentals of IT Essentials:

#### PC Hardware & Software:

This course was offered in SPUSD's SPSHS Cybersecurity - Management A+ program.

All students who participated in these CCAP courses achieved a grade of C or better, indicating successful completion. The total number of students enrolled in these courses was 79, with the following breakdown:

27 students enrolled in CD V61 Child, Family, & Community.

28 students enrolled in V03 Drafting Fundamentals.

24 students enrolled in CNSE M06 Cisco Fundamentals of IT Essentials: PC Hardware & Software.

Regarding specific student populations, the CTE (Career Technical Education) Counselor at SPUSD made efforts to build bridges with EB (Emerging Bilingual) and SPED (Special Education) teachers and students. These efforts aimed to promote equity and inclusion and increase participation from these student populations.

Within the CCAP program, there were:

Seven SPED students participating. All students were given the option to request qualified accommodations from the college, and one student submitted a request, which was granted.

Forty-one Emerging Bilinguals participating. Specifically, 18 students were enrolled in CD V61 Child, Family, & Community, 11 students in V03 Drafting Fundamentals, and 12 students in CNSE M06 Cisco Fundamentals of IT Essentials: PC Hardware & Software.

These numbers reflect the commitment of SPUSD to provide opportunities for diverse student populations, ensuring access to college-level courses and supporting their success in these courses.

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.

The Santa Paula Unified School District intends to continue focusing on the objectives and strategies outlined in Goal #2 without significant modifications. This indicates a commitment to ongoing efforts in increasing parent involvement, enhancing student engagement, improving student achievement and college and career readiness, and expanding learning opportunities. By maintaining consistency in the implementation of Goal 2, the district aims to sustain and build upon the progress and initiatives already in place.

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



# Goals and Actions

## Goal

Goal #	Description
3	Goal 3 focuses on increasing graduation rates and reducing suspensions and expulsions (State Priorities 5, 6)

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

Goal 3 of the Santa Paula Unified School District's LCAP plan was developed based on various sources of information, including the annual update overall analysis, review of the most recent CA Dashboard, Local Indicator Self Reflection, and surveys/feedback from educational partners. The goal focuses on reducing suspensions and expulsions while increasing graduation rates for specific student groups, namely English learners, the Homeless, and Students with Disabilities.

The analysis revealed that the district's overall suspension rate, as indicated by the California Dashboard, increased by 1.2%. Specific student groups, including Homeless students, Students with Disabilities, and white students, experienced suspension rate increases ranging from 0.8% to 3.8%. Additionally, English learners, Hispanic students, and socioeconomically disadvantaged students saw a 1.1% increase in suspension rates.

While the overall graduation rate for the Santa Paula Unified School District is 95%, it is essential to note that there are disparities among student groups. Specifically, English learners, the Homeless, and students with disabilities have graduation rates ranging from 80.4% to 86.7%.

Goal 3 addresses these challenges by implementing strategies and actions to decrease suspensions and expulsions and increase graduation rates for the identified student groups. The goal is aligned with State Priority 5 (Pupil Engagement) and State Priority 6 (School Climate) to ensure a positive and inclusive learning environment.

By focusing on Goal 3 and providing targeted support, the Santa Paula Unified School District aims to reduce disparities in disciplinary actions and improve graduation outcomes for English learners, the Homeless, and Students with Disabilities. This aligns with the district's commitment to promoting equity and providing all students the support they need to succeed academically and socially.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Indicator	Source: CALPADS Report 15.1: Cohort Outcome and Rates:  2020-21: 89.2%	Source: CALPADS Report 15.1: Cohort Outcome and Rates:  2021-22: 89.5%	Source: CALPADS Report 15.1: Cohort Outcome and Rates:  2022-23: Not Released		Source: CALPADS Report 15.1: Cohort Outcome and Rates:  Maintain or Increase by 5%
Chronic Absenteeism	Source: CALPADS Report 14.1: Student Absenteeism  2020-21:  Chronic Absenteeism ( $\geq 10\%$ and $< 20\%$ ): 6.34%  Students Absent ( $< 5\%$ ): 78.02%  Students absent ( $> 5\%$ and $< 10\%$ ): 10.13%  Students absent ( $> 20\%$ ): 5.5%	Source: CALPADS Report 14.1: Student Absenteeism  2021-22:  Chronic Absenteeism ( $\geq 10\%$ and $< 20\%$ ): 23.74%  Students Absent ( $< 5\%$ ): 35.95%  Students absent ( $> 5\%$ and $< 10\%$ ): 31.71%  Students absent ( $> 20\%$ ): 8.60%	Source: CALPADS Report 14.1: Student Absenteeism  2022-23: Not Released  Chronic Absenteeism ( $\geq 10\%$ and $< 20\%$ ): Not Released  Students Absent ( $< 5\%$ ): Not Released Students absent ( $> 5\%$ and $< 10\%$ ): Not Released  Students absent ( $> 20\%$ ): Not Released		Source: CALPADS Report 14.1: Student Absenteeism  Decrease Chronic Absenteeism rate to less than 5%
Dropout Rate	Source: CALPADS  2020-2021 dropout rate:	Source: CALPADS  2021-2022 dropout rate:	Source: CALPADS  2022-2023 dropout rate:		Source: CA Dashboard  SPHS & RHS: Decrease by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SPHS: 2.0 % RHS: 6.8 %  Middle School: Isbell MS: (4 students) 0.003%	SPHS: 4.2% RHS: 9.1%  Middle School: Isbell MS: .00%	SPHS: Not Released RHS: Not Released  Middle School: Isbell MS: Not Released		Isbell MS: decrease by (2 students) 0.001%
Suspension Rate	Source: CA Dashboard  Suspension Rate: 2020-2021: 0%	Source: CA Dashboard  Suspension Rate: 2021-2022: 4.5%	Source: CA Dashboard  Suspension Rate: 2022-2023: Not Released		Source: CA Dashboard  Maintain 0%
Expulsion Rate	Source: CA Dashboard  Expulsion Rate: 2020-2021: 0% (0 Students)	Source: CA Dashboard  Expulsion Rate: 2021-2022: 0.21%	Source: CA Dashboard  Expulsion Rate: 2022-2023: Not Released		Source: CA Dashboard  Maintain 0%
Truancy Rate	Source: CALPADS  2020-2021 Truancy rate (3.8-7.6 days missed) 20.3 %	Source: CALPADS  2021-2022 Truancy rate (3.8-7.6 days missed): Not Released	Source: CALPADS  2022-2023 Truancy rate (3.8-7.6 days missed): Not Released		Source: CALPADS  Decrease by 10%
Attendance Rate	Source 2019-20 QGIS Excellent Attendance Rate (<.8 days of school missed) Districtwide: 31.2%	Source: 2021-22 QGIS Districtwide: (pending)	Source: 2022-23 QGIS Districtwide: (Pending Results)		Source: QGIS  Increase by 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Source: 2020-21 QSIS Districtwide: 91.1%				
Outreach and Engagement for Foster and Homeless Youth	Determine baseline 2021-22	Baseline 2021-2022 Senior Prom Tickets: 26 Cap & Gown Sets: 13 Senior Hoodies: 5 PE Uniforms: 35 Backpacks: 200 Food/Hygiene Supplies: 2 Mileage: 2 Clothes/Shoes: 10 Total 293 Families	Source: 2022-2023 Internal Tracking Senior Prom Tickets: 26 Cap & Gown Sets: 13 Senior Hoodies: 5 PE Uniforms: 35 Backpacks: 200 Food/Hygiene Supplies: 2 Mileage: 2 Clothes/Shoes: 10 Total 293 Families		Source: Internal Tracking  Increase Support by 15%

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3a. Credit Recovery Opportunities	Students will be provided with opportunities to recover credits in grades 9-12	\$22,852.43	Yes
3.2	3b. Restorative Justice and PBS	Continue Restorative Justice practices and expand to elementary sites	\$181,521.25	Yes
3.3	3c. Positive Behavior Intervention and Supports Framework	Continue to implement Positive Behavior Intervention Supports (PBIS) Framework.	\$104,406.12	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	3d. Counselors/Mental Health Support. *was 3f*	Retain additional counseling positions and the focus on mental health.	\$2,075,210.05	Yes
3.5	3e. A-G Completion Rate *was 3g*	Increase the A-G completion rate for all students and continue expanding services to Isbell MS.	\$89,215.63	Yes
3.6	3f. School Psychologist *was 3h*	Retain school psychologist at full-time	\$241,080.61	Yes
3.7	3g. Support for Teen Parents *was 3i	Fund daycare program and related services for teen parents.	\$108,549.56	Yes
3.8	3h. District Safety Support *was 3k	Fund District Safety Coordinator; maintain campus security ratio at secondary schools; fund related safety activities	\$1,120,714.21	Yes

## Goal Analysis [2022-23]

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.

In Goal #3, the Santa Paula Unified School District prioritized three key objectives: increasing graduation rates, reducing suspensions and expulsions, and increasing student engagement. These objectives reflect the district's commitment to ensuring student success, promoting a positive school climate, and providing a supportive and inclusive learning environment. By focusing on these objectives, the district aims to improve student outcomes, create a safe and supportive school environment, and foster meaningful engagement in the learning process.

SPUSD has achieved notable successes in meeting Goal #3, which focuses on increasing graduation rates, reducing suspensions and expulsions, and increasing student engagement. Here are the successes achieved through the implementation of specific actions:

Action 3.1: Implementing APEX Learning, a web-based program for credit recovery at Renaissance High School, has resulted in increased student engagement and a deeper understanding of the content. This program has helped students who needed credit recovery to make progress toward graduation.

Action 3.5: The increase in counselor activities and mental health programming, including newsletters and lunchtime activities, has shown promise in supporting student well-being and engagement. While the quantifiable impact of these efforts is yet to be determined, they contribute to creating a positive and supportive school environment.

Action 3.6: The funding provided for using National Clearing House, a transcript and educational research service, has helped improve college readiness and success for SPUSD students. Additionally, agreements with UC Regents and UCSB for the DCAC and EAOP Programs have expanded college access and student opportunities.

Action 3.10: Adding more campus safety staff on-site has been instrumental in maintaining safe and orderly campuses, contributing to an environment conducive to academic excellence.

These successes demonstrate SPUSD's commitment to promoting student success, well-being, and engagement and creating a safe and supportive educational environment for all students.

SPUSD has encountered challenges in meeting Goal #3, which focuses on increasing graduation rates, reducing suspensions and expulsions, and increasing student engagement. Here are the challenges faced in the implementation of specific actions:

Action 3.3: The full implementation of Positive Behavior and Intervention Supports (PBIS) faced complications, leading the district to address behavior supports through alternative means. The district opted to contract online mental health services and conduct a universal screener to identify students in different tiers of support better. This adjustment indicates challenges in implementing PBIS as initially intended.

Action 3.5: The challenge of securing highly qualified and appropriately credentialed mental health counselors has been encountered. The availability and recruitment of professionals with the necessary qualifications and expertise in mental health counseling have proven to be a challenge for the district. These challenges highlight the complexities and obstacles SPUSD faces in meeting the goals outlined in Goal #3. Despite these challenges, the district remains committed to addressing and overcoming these obstacles to ensure its students' success, well-being, and engagement.

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

SPUSD did not have significant differences between budgeted expenditures and estimated actual expenditures in Goal 3.

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

SPUSD announced the addition of a fourth Mental Health Counselor (MHC) in the district. The new counselor is a bilingual Licensed Clinical Social Worker with a Pupil Personnel Services Credential in School Social Work. Her extensive experience in school settings will be a valuable asset to the district.

With the inclusion of the fourth MHC, SPUSD has expanded its reach to more students, offering individual therapeutic services and implementing mental health support groups at various sites. This enables the district to support a broader range of students in need.

The Mental Health Counselors also actively engage with parents by delivering workshops and presentations on mental health topics during meetings organized by ELAC (English Learner Advisory Committee), DELAC (District English Learner Advisory Committee), and PTSA (Parent-Teacher-Student Association). This outreach to parents increases awareness and understanding of mental health issues.

All four Mental Health Counselors initiated the Mental Health Awareness Lunch Campaigns during this school year. These campaigns involved visits to different sites to promote monthly themes such as reducing stigma, increasing healthy coping skills, body awareness, and expressing gratitude. Targeted activities were conducted to support these themes and engage students in meaningful discussions.

The district's commitment to mental health is further reflected in its Youth Mental Health First Aid (YMHFA) training program, which continues to grow. So far, 67 staff members have been trained in the district. YMHFA equips staff with the necessary skills to advocate for assistance and provide initial support to students experiencing mental health or substance use problems.

The Mental Health Counselors also continue to support identified pregnant teens and teen parents. Through collaboration with the local pregnancy clinic, Life Choices, the district ensures that students receive the necessary support and essential items such as diapers, wipes, and other baby supplies.

SPUSD's efforts to prioritize mental health and provide comprehensive support services reflect its commitment to the well-being of students, families, and the broader school community.

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.

There are no changes to planned goals, metrics, desired outcomes, or actions.

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

# Goals and Actions

## Goal

Goal #	Description
4	Goal 4 focuses on creating a welcoming and safe school climate for students, parents, and staff (State Priority 6)

An explanation of why the LEA has developed this goal.

Goal 4, developed through a comprehensive analysis of various factors, focuses on the importance of creating a welcoming and safe school climate for students, parents, and staff. The goal takes into account inputs from multiple sources, including the annual overall analysis, the CA Dashboard, the Local Indicator Self Reflection, and surveys/feedback from educational partners.

One of the key aspects considered in Goal 4 is the California Healthy Kids Survey data from 2018. According to the survey, 57% of students reported feeling safe at school, indicating that there is room for improvement in this area. Additionally, only 31% of students reported having a caring adult relationship, which highlights the need to foster supportive connections between students and adults in the school community. Furthermore, the survey revealed that 38% of staff members reported feeling that their workplace is supportive and inviting, suggesting that efforts are needed to enhance the staff's sense of support and well-being.

Another important aspect considered in Goal 4 is the feedback received from parents. Parents have expressed the need for creating a welcoming environment that accommodates the diverse linguistic backgrounds of families, particularly those who speak languages other than English. This aligns with the broader goals of Parent Involvement (Goal 3), School Climate (Goal 6), and Basic (Goal 1).

By addressing the areas identified in the data and feedback, Goal 4 aims to provide additional support and strategies that will contribute to a more inclusive, safe, and supportive school climate.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Healthy Kids Survey	Source: 2020-21 CHKS 57% of students feel safe at school 31% of students reported	Source: 2020-21 CHKS 57% of students feel safe at school 31% of students reported	Source: 2020-21 CHKS 57% of students feel safe at school 31% of students reported		Source CHKS  Pending data from local CHKS 2021-2022 Survey results



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	having a caring adult relationship 38% of staff feel the workplace is supportive and inviting 31% of staff reported having a safe place to work.	having a caring adult relationship 38% of staff feel the workplace is supportive and inviting 31% of staff reported having a safe place to work.	having a caring adult relationship 38% of staff feel the workplace is supportive and inviting 31% of staff reported having a safe place to work.		
Facilities Inspection Tool (FIT)	Source: 2020-21 Williams FIT Maintained rating of 100% “good repair” or better	Source: 2021-22 Williams FIT Maintained rating of 100% “good repair” or better	Source: 2021-23 Williams FIT Maintained rating of 100% “good repair” or better		Source: 2021-22 Williams FIT Maintain rating of 100% “good repair” or better
Parent Engagement & Family Engagement (Engagement)	Source: 2020-21 Insert survey name	21-22  LEA’s progress in creating welcoming environments for all families in the community.  Standard Met	21-23  LEA’s progress in creating welcoming environments for all families in the community.  Standard Met		Source:

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>4.1</b>	4a. Safety Measures	Implement safety measures across school sites	\$235,997.16	Yes
<b>4.2</b>	4b. Custodial Staff	Support and retain additional custodial staff	\$341,177.35	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	4c. Deferred Maintenance	Transfer 0.5% of expenditures to Deferred Maintenance	\$440,000.00	Yes
4.4	4d. Health Service Specialist *was 4e	Retain Health Services Specialists positions	\$544,901.94	Yes
4.5	4f. Student Nutrition Enhancement *was 4e	Hire one Sous Chef position and provide support to increase the nutritional value of the student's meals	\$73,410.72	Yes
4.6	4g. Improve Financial Literacy *was 4f	Hire one Senior accountant to provide oversight for LCAP and restricted funds, and provide professional development for leadership in the area of budget management	\$72,064.23	

## Goal Analysis [2022-23]

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.

To meet Goal #4, SPUSD aimed to increase or improve the creation of a welcoming and safe school climate, the Santa Paula Unified School District (SPUSD) focused on several high-priority objectives and achieved significant successes. Here are the accomplishments of SPUSD in meeting Goal #4:

Implementation of Actions 4.1, 4.2, and 4.3: These actions resulted in the improvement of safety and cleanliness across SPUSD school sites. The district ensured the continuation of safety services such as the RAPTOR Visitor and Emergency Management systems. The custodial staff played a crucial role in maintaining a safe and operational environment in schools. The staff was able to provide daytime support on campuses, setting high standards of cleanliness for students. The custodial staff also had extra time to assist educational teams with equipment setup and organizing essential supplies at schools

Implementation of a 30-year deferred maintenance plan: SPUSD created a comprehensive plan to address deferred maintenance needs over a three-decade period. The plan included various projects such as painting, roofing, asphalt maintenance, playground improvements, sports field enhancements, HVAC system upgrades, and other major maintenance initiatives. This long-term plan ensured that funding would be adequately allocated to sustain the program and address critical infrastructure needs.

Implementation of Action 4.5: SPUSD made Health Specialists available at all school sites. By having Health Specialists consistently present at the sites, the district improved the overall quality of health and wellness initiatives. These specialists likely contributed to promoting a healthier environment and supporting the well-being of students, parents, and staff.

By implementing these actions and initiatives, SPUSD made significant strides in enhancing the safety, cleanliness, and overall climate of its schools. These accomplishments align with the district's commitment to providing a welcoming and secure environment for all members of the school community.

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

SPUSD did not have significant differences between budgeted expenditures and estimated actual expenditures in Goal 4.

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

There is no current data for Goal 4.

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.

There are no changes to planned goals, metrics, desired outcomes, or actions.

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

# Goals and Actions

## Goal

Goal #	Description
5	Goal 5 focuses on the Least Restrictive Environment (LRE) for students with disabilities and increasing time in the general education setting.

An explanation of why the LEA has developed this goal.

Goal 5 of the Santa Paula Unified School District's LCAP plan was developed to address this issue and improve access to general education settings and non-disabled peers for students with disabilities. This goal focuses on training and systems development to increase student access to the least restrictive environment, enhance inclusive practices, improve assessment and IEP development for students with disabilities, and ensure educational benefits for all students with disabilities.

In the Santa Paula Unified School District (SPUSD), students with disabilities from Pre-K to secondary level have limited access to regular education for 80% or more of the school day, as compared to the state of California average. This information is supported by various data sources, including file reviews, data from the California Department of Education (CDE) and Individualized Education Program (IEP) Least Restrictive Environment (LRE) data, as well as observations of the IEP processes leading to student placement in the appropriate LRE.

According to the 2022 Annual Determination Letter, the district's designation is Targeted 2. In response to this designation and the identified need for improvement, the district has developed a Continuous Improvement Monitoring (CIM) plan, which is set to be implemented in 2023. This plan will serve as a roadmap for ongoing improvement efforts and help address the access and inclusion challenges faced by students with disabilities in SPUSD.

By focusing on Goal 5 and implementing the CIM plan, the district aims to enhance the educational experiences and outcomes for students with disabilities. This includes increasing access to general education settings, promoting inclusive practices, and ensuring individualized assessments and IEPs effectively support their unique needs. The district's commitment to continuous improvement and addressing the least restrictive environment is aligned with the principles of inclusive education and providing an equitable learning environment for all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
IEP file reviews (checklist)	Percentage of students in a regular	Pending - New Goal			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	classroom 80% or more of the day will increase from 56% to 70% (state target for 2025) - Source Annual Determination Letter, Improvement Data Center - Data Drilldown (using CALPADS data)				
Inclusive Practices Survey	<p>Percentage of students in a regular classroom 80% or more of the day will increase from 56% to 70% (state target for 2025)</p> <p>Source Annual Determination Letter, Improvement Data Center - Data Drilldown (using CALPADS data)</p> <p>Pending pre-survey results</p>	Pending - New Goal			

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Improve IEP development	Training on connecting the dots from Present Levels to LRE. Identifying areas of focus and accountability in developing and	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		implementing IEPs; strengths-based and standards-based IEPs, and LRE and continuum of services discussions to increase general education access		
5.2	Improve Inclusive Practices	Training administrators on leading inclusive schools to increase student access to the general education setting.	\$10,000.00	No Yes

## Goal Analysis [2022-23]

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.

LCAP Goal 5, which focuses on improving access to the least restrictive environment and providing educational benefit to students with disabilities, is scheduled to begin implementation in the 2023-2024 school year. This goal aims to enhance inclusive practices, improve assessment and Individualized Education Program (IEP) development for students with disabilities, and ensure that all students with disabilities receive educational benefits.

Implementing Goal 5 will likely involve various strategies and actions, such as:

1. Providing professional development and training for teachers and staff on inclusive practices and effective instructional strategies for students with disabilities.
2. Reviewing and revising assessment practices to ensure they accurately measure student progress and inform the development of appropriate IEP goals.
3. Collaborating with parents, students, and relevant stakeholders to ensure the individual needs and preferences of students with disabilities are considered in the IEP process.
4. Establishing systems and supports to monitor and track the implementation and effectiveness of inclusive practices and the provision of educational benefits to students with disabilities.
5. Promoting a culture of inclusion and understanding within the district by raising awareness, celebrating diversity, and fostering a supportive learning environment for all students.

The specific actions and timeline for implementing Goal 5 may vary depending on the district's resources, priorities, and individual student needs. SPUSD understand the importance of regularly assessing progress, collecting data, and making adjustments as needed to ensure the successful implementation of Goal 5 and the improvement of services for students with disabilities.

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

NA

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

The Santa Paula Unified School District's IEP file reviews and Inclusive Practices Surveys will be valuable tools for the District to assess and improve the provision of special education services and the implementation of inclusive practices. The following potential benefits and considerations for each approach are the aim of SPUSD:

IEP File Reviews:

Benefits:

1. Provide insight into the present levels of performance, goals, and services outlined in individual student IEPs.
2. Assess the overall educational benefit provided to students over multiple years.
3. Evaluate the documentation and discussions related to the student's Least Restrictive Environment (LRE) placement and considerations for increasing their time in general education.
4. Help identify areas for improvement and track progress in IEP development and implementation.

Considerations:

1. Ensure that file reviews are conducted by trained professionals familiar with special education laws, regulations, and best practices.
2. Maintain confidentiality and privacy of student information during the review process.
3. Use a standardized checklist or rubric to ensure consistency in the review process.
4. Consider involving relevant stakeholders, such as special education coordinators, teachers, and parents, in the review process for a comprehensive perspective.

Inclusive Practices Survey:

Benefits:

1. Assess the inclusive practices of teachers and staff in the District.
2. Evaluate the opportunities provided to students with disabilities for meaningful inclusion in the general education setting.
3. Measure inclusion as a component of the overall school culture.
4. Identify areas of strength and areas that need improvement in inclusive practices.

Considerations:

1. Develop a comprehensive survey tool that covers various aspects of inclusive practices, including classroom instruction, collaboration, accommodations, and support.
2. Ensure the survey is anonymous and confidential to encourage honest responses from administrators.
3. Use the survey results to inform professional development and training needs for teachers and staff.
4. Consider using a combination of survey data, classroom observations, and student feedback to understand inclusive practices in the District comprehensively.

When implemented effectively, both approaches will provide valuable insights and help drive improvements in special education services and inclusive practices within the District.

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.

NA

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



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$18,970,719	\$2,826,350

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.46%	35.83%	\$17,964,294.00	76.29%

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

## Required Descriptions

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

The Santa Paula Unified School District's 2023-2024 LCAP includes actions and services that meet or exceed the required percentage of increase or improvement. The district will receive approximately \$19,055,976.76 in Local Control Funding Formula funds, primarily based on the unduplicated number and concentration of low-income students, English learners, and foster youth in grades PreK-12. While the district serves a small percentage of foster youth and homeless students, most students belong to the subgroups of English Language Learners (34.8%) and low-income students (83.7%).

The LCAP funding will be allocated on a District-Wide basis, focusing on targeting English Language Learners, low-income students, and foster youth. The goals set by the district include increasing academic achievement in all grade levels, implementing the CA State Standards, and providing additional instructional support. There is also a strong emphasis on increasing parent involvement, enhancing student engagement, and promoting student achievement and college and career readiness. The goal for SPUSD is to increase graduation rates, reduce suspensions and expulsions, and create a welcoming and safe school climate for students, parents, and staff.

To ensure continued progress, the district emphasizes engaging in a continuous inquiry cycle, evaluating effective practices, and implementing research-based strategies. By aligning SPUSD's goals with the needs of our student population, SPUSD will provide quality education and support the success of all students.

Goal 1: Increase academic achievement in all grade levels by implementing the CA State Standards, increasing English learner achievement, and providing additional instructional support. (Goal 1a, b, c, d, j, l, o, p, q, m)

Goal 2: Increasing parent involvement and enhancing student engagement through various opportunities to promote student achievement and college and career readiness. (Goal 2a, b, d, e, f, g, h, l, j, k, l, n, q, r, s, u)

Goal 3: Increasing graduation rates and reducing suspensions and expulsions. (Goal 3a, b, c, f, g, h, i)

Goal 4: Create a welcoming and safe school climate for students, parents, and staff. (Goal 4d, e)

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

The 2023-2024 LCAP of the Santa Paula Unified School District (SPUSD) outlines various actions, services, and funding allocations to target the needs of English Language Learners, low-income students, and foster youth. The district recognizes the importance of high expectations for all students and aims to continuously improve curriculum, instruction, technology, assessment, and leadership support systems.

To support the implementation of the Common Core Standards and Next Generation Science Standards (NGSS), a significant portion of the LCAP funds will be used for professional development in these areas. The district will provide practical and high-quality professional development to enhance teachers' knowledge and instructional practices aligned with the standards. Access to technology in libraries and classrooms will be expanded, and a multi-tiered system of academic and behavioral interventions will be implemented to support struggling learners.

SPUSD will maintain Common Core Coordinators and a CTE/College and Career Coordinator to ensure the effective implementation of standards-aligned instruction and career pathways at the K-12 levels. The district will purchase standards-aligned instructional materials and hire STEAM coaches to support NGSS implementation. Technology infrastructure will also be upgraded to meet the instructional and assessment requirements of the Common Core.

SPUSD will increase students' access to extra-curricular activities, recreational events, sports, and music to address barriers to enrichment opportunities. The Summer Matters Initiative will continue to provide academic and recreational activities during the summer to accelerate student learning and engagement. Collaborations with community organizations such as the Boys and Girls Club, Recreation Department, Library, and Police Department will further enhance these opportunities.

Culturally sensitive and competent learning environments are a priority in SPUSD, given the Hispanic origin of the majority of families. The district will implement projects like Project 2 Inspire and Latino Family Literacy to promote parent engagement and create a welcoming school climate. Full-time school counselors and mental health counselors will be available to provide academic and social-emotional support services to students and connect families with community resources.

For foster youth, SPUSD will assign a Counselor to ensure seniors complete the FAFSA and coordinate services with the Ventura County Office of Education. Collaboration with high school and elementary counselors will support identifying and providing necessary services to foster youth.

A focus on English learners aims to implement research-based strategies to increase academic proficiency for each student. Support for Long Term English learners and attaining the Seal of Biliteracy will be prioritized. A rigorous World Language program will also be implemented in middle school to create a pathway to the Seal of Biliteracy.

Overall, the SPUSD's 2022-2023 LCAP demonstrates a commitment to addressing the specific needs of its student population through targeted actions, services, and funding allocations.

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

SPUSD will be adding additional Intervention teachers, AVID Tutors, and ELA/MATH Instructional Coaches. The additional [Certificated/Classified] staffing will provide direct services to Foster Youth, English Learners and Low Income students.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		22:1
Staff-to-student ratio of certificated staff providing direct services to students		15:1

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$18,930,976.34	\$646,978.04			\$19,577,954.38	\$15,115,647.67	\$4,462,306.71

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1a. Professional Development	English Learners Foster Youth Low Income	\$424,720.31				\$424,720.31
1	1.2	1b. Reading Intervention Teachers	English Learners Foster Youth Low Income	\$2,250,665.81				\$2,250,665.81
1	1.3	1c. Staff smaller class size	English Learners Foster Youth Low Income	\$713,498.20				\$713,498.20
1	1.4	1d. Technology	English Learners Foster Youth Low Income	\$1,113,948.18				\$1,113,948.18
1	1.5	1e. Technology Infrastructure		\$210,060.00				\$210,060.00
1	1.6	1f. Computer Technician Staff		\$778,241.84				\$778,241.84
1	1.7	1g. Literacy Support	English Learners Foster Youth Low Income	\$508,154.05				\$508,154.05
1	1.8	1i. Data Service Specialist	English Learners Foster Youth Low Income	\$85,918.74				\$85,918.74
1	1.9	1i. Preparatory Periods at IMS *Prior year was 1n	English Learners Foster Youth Low Income	\$427,922.68				\$427,922.68

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	1j. Curriculum Coordinators *Prior year was L1o	English Learners Foster Youth Low Income	\$605,961.13				\$605,961.13
1	1.11	1k. TK/K Bilingual Instructional Assistants *Prior year was L1p	English Learners Foster Youth Low Income	\$578,576.66				\$578,576.66
1	1.12	1l. Support Educational Outcomes *Prior year was L1q	English Learners Foster Youth Low Income	\$864,261.41				\$864,261.41
1	1.13	1m. Expand Transitional Kindergarten and Preschool	English Learners Foster Youth Low Income	\$678,591.48				\$678,591.48
1	1.14	1n. English Language Development/Dual Language Immersion: Teacher on Special Assignment *Prior year was L5a *Prior year was L5e *Prior year was L5f *Prior year was L5g	English Learners	\$259,056.00				\$259,056.00
1	1.15	1o. Language Appraisal Team *Prior year was L5b	English Learners	\$18,486.33				\$18,486.33
1	1.16	1p. English Learner Master Plan *Prior year was L5c	English Learners	\$34,278.64				\$34,278.64
1	1.17	1q. Newcomer Teacher *Prior year was L5d	English Learners	\$169,138.21				\$169,138.21
1	1.18		English Learners					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.19		English Learners					
1	1.20		English Learners					
2	2.1	2a. Parent Involvement/Education Opportunities	English Learners Foster Youth Low Income	\$49,179.25				\$49,179.25
2	2.2	2b. Retain Administrative Support at all Schools	English Learners Foster Youth Low Income	\$392,210.38				\$392,210.38
2	2.3	2c. Support Advance Placement Program and exam fees *Prior year was L2d	English Learners Foster Youth Low Income	\$57,131.07				\$57,131.07
2	2.4	2d. Increase and support Career Technical Education Opportunities *Prior year was L2e	English Learners Foster Youth Low Income	\$190,022.38				\$190,022.38
2	2.5	2e. Retain Athletic Trainer and purchase supplies *Prior year was L2f	English Learners Foster Youth Low Income	\$144,856.33				\$144,856.33
2	2.6	2f. Field Trip to Universities and Standards-Aligned Field trips *Prior year was L2g	English Learners Foster Youth Low Income	\$57,131.07				\$57,131.07
2	2.7	2g. Districtwide Music Program *Prior year was L2h	English Learners Foster Youth Low Income	\$460,228.86				\$460,228.86
2	2.8	2h. Youth Leadership Activities *Prior year was L2i	English Learners Foster Youth Low Income	\$34,278.64				\$34,278.64
2	2.9	2i. AVID Program Districtwide	English Learners Foster Youth	\$146,721.66				\$146,721.66

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		*Prior year was L2j	Low Income					
2	2.10	2j Mentoring Program *Prior year was L2k	English Learners Foster Youth Low Income		\$17,684.90			\$17,684.90
2	2.11	2k. Transportation for athletic events *Prior year was L2l	English Learners Foster Youth Low Income	\$194,245.63				\$194,245.63
2	2.12	2l. Athletic Director *Prior year was L2m		\$55,133.40				\$55,133.40
2	2.13	2m. Summer Matters *was L2n	English Learners Foster Youth Low Income		\$570,714.00			\$570,714.00
2	2.14	2n. GATE Program *was L2o			\$23,579.14			\$23,579.14
2	2.15	2o. Office Assistant Support *was L2q	English Learners Foster Youth Low Income	\$1,361,630.98				\$1,361,630.98
2	2.16	2p. Additional Elective Classes *was L2r	English Learners Foster Youth Low Income	\$153,699.85				\$153,699.85
2	2.17	2q. After School and Summer Enrichment *was L2s	English Learners Foster Youth Low Income	\$187,865.06				\$187,865.06
2	2.18	2r. District Communication *was L2t		\$62,844.70				\$62,844.70
2	2.19	2s. Childcare/Interpretati on *was L2u	English Learners Foster Youth Low Income	\$11,216.15				\$11,216.15
3	3.1	3a. Credit Recovery Opportunities	English Learners Foster Youth	\$22,852.43				\$22,852.43

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.2	3b. Restorative Justice and PBS	English Learners Foster Youth Low Income	\$181,521.25				\$181,521.25
3	3.3	3c. Positive Behavior Intervention and Supports Framework	English Learners Foster Youth Low Income	\$104,406.12				\$104,406.12
3	3.4	3d. Counselors/Mental Health Support. *was 3f*	English Learners Foster Youth Low Income	\$2,075,210.05				\$2,075,210.05
3	3.5	3e. A-G Completion Rate *was 3g*	English Learners Foster Youth Low Income	\$89,215.63				\$89,215.63
3	3.6	3f. School Psychologist *was 3h*	English Learners Foster Youth Low Income	\$241,080.61				\$241,080.61
3	3.7	3g. Support for Teen Parents *was 3i	English Learners Foster Youth Low Income	\$108,549.56				\$108,549.56
3	3.8	3h. District Safety Support *was 3k		\$1,120,714.21				\$1,120,714.21
4	4.1	4a. Safety Measures		\$235,997.16				\$235,997.16
4	4.2	4b. Custodial Staff		\$341,177.35				\$341,177.35
4	4.3	4c. Deferred Maintenance		\$440,000.00				\$440,000.00
4	4.4	4d. Health Service Specialist *was 4e	English Learners Foster Youth Low Income	\$544,901.94				\$544,901.94
4	4.5	4f. Student Nutrition Enhancement *was 4e	English Learners Foster Youth Low Income	\$73,410.72				\$73,410.72
4	4.6	4g. Improve Financial Literacy *was 4f		\$72,064.23				\$72,064.23
5	5.1	Improve IEP development	Students with Disabilities		\$25,000.00			\$25,000.00
5	5.2	Improve Inclusive Practices	All Students with Disabilities		\$10,000.00			\$10,000.00



## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$46,891,562	\$18,970,719	40.46%	35.83%	76.29%	\$18,858,912.11	0.00%	40.22 %	<b>Total:</b>	\$18,858,912.11
								<b>LEA-wide Total:</b>	\$10,356,214.18
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$8,502,697.93

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	1a. Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$424,720.31	
1	1.2	1b. Reading Intervention Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Barabara Webster, Bedell, Blanchard, Glen City, Grace Thille, McKeveit TK-5	\$2,250,665.81	
1	1.3	1c. Staff smaller class size	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Barbara Webster. Bedell, Blanchard, Glen City, Grace Thille, McKeveit TK-5	\$713,498.20	
1	1.4	1d. Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,113,948.18	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	1e. Technology Infrastructure	Yes	LEA-wide			\$210,060.00	
1	1.6	1f. Computer Technician Staff	Yes	LEA-wide			\$778,241.84	
1	1.7	1g. Literacy Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Barbara Webster, Bedell, Blanchard, Glen City, Grace Thille, McKeveatt, Isbell TK-8	\$508,154.05	
1	1.8	1l. Data Service Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,918.74	
1	1.9	1i. Preparatory Periods at IMS *Prior year was 1n	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Isbell Middle School	\$427,922.68	
1	1.10	1j. Curriculum Coordinators *Prior year was L1o	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$605,961.13	
1	1.11	1k. TK/K Bilingual Instructional Assistants *Prior year was L1p	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Barbara Webster, Bedell, Blanchard, Glen City, Grace Thille, McKeveatt TK-K	\$578,576.66	
1	1.12	1l. Support Educational Outcomes *Prior year was L1q	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$864,261.41	
1	1.13	1m. Expand Transitional Kindergarten and Preschool	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Barbara Webster, Bedell, Blanchard, Glen City TK	\$678,591.48	
1	1.14	1n. English Language Development/Dual Language Immersion:	Yes	Schoolwide	English Learners	Specific Schools: Elementary Sites TK-5	\$259,056.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Teacher on Special Assignment *Prior year was L5a *Prior year was L5e *Prior year was L5f *Prior year was L5g						
1	1.15	1o. Language Appraisal Team *Prior year was L5b	Yes	LEA-wide	English Learners	All Schools	\$18,486.33	
1	1.16	1p. English Learner Master Plan *Prior year was L5c	Yes	LEA-wide	English Learners	All Schools	\$34,278.64	
1	1.17	1q. Newcomer Teacher *Prior year was L5d	Yes	LEA-wide	English Learners	Specific Schools: Barabara Webster, Bedell, Blanchard, Glen City, Grace Thille, McKevevett	\$169,138.21	
1	1.18		Yes	Schoolwide	English Learners			
1	1.19		Yes	Schoolwide	English Learners			
1	1.20		Yes	Schoolwide	English Learners	All Schools		
2	2.1	2a. Parent Involvement/Education Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$49,179.25	
2	2.2	2b. Retain Administrative Support at all Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS 9-12	\$392,210.38	
2	2.3	2c. Support Advance Placement Program and exam fees *Prior year was L2d	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS 10-12	\$57,131.07	
2	2.4	2d. Increase and support Career Technical Education Opportunities *Prior year was L2e	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Isbell Middle School, Santa Paula High School,	\$190,022.38	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Renaissance High School 6-12		
2	2.5	2e. Retain Athletic Trainer and purchase supplies *Prior year was L2f	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS 9-12	\$144,856.33	
2	2.6	2f. Field Trip to Universities and Standards-Aligned Field trips *Prior year was L2g	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-5, 7, 9	\$57,131.07	
2	2.7	2g. Districtwide Music Program *Prior year was L2h	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$460,228.86	
2	2.8	2h. Youth Leadership Activities *Prior year was L2i	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS, RHS, IMS 6-12	\$34,278.64	
2	2.9	2i. AVID Program Districtwide *Prior year was L2j	Yes	LEA-wide	English Learners Foster Youth Low Income		\$146,721.66	
2	2.10	2j Mentoring Program *Prior year was L2k	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Blanchard, Bedell, Barbara Webster, Grace Thille, Glen City, Isbell		
2	2.11	2k. Transportation for athletic events *Prior year was L2l	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS and Isbell 6-12	\$194,245.63	
2	2.12	2l. Athletic Director *Prior year was L2m	Yes	Schoolwide		Specific Schools: Santa Paula High School	\$55,133.40	
2	2.13	2m. Summer Matters *was L2n	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.14	2n. GATE Program *was L2o	Yes	Schoolwide		Specific Schools: Barbara Webster, Blanchard, Bedell, Glen City, Grace Thille, McKeveatt,		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						IMS TK-8		
2	2.15	2o. Office Assistant Support *was L2q	Yes	Schoolwide	English Learners Foster Youth Low Income		\$1,361,630.98	
2	2.16	2p. Additional Elective Classes *was L2r	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS, IMS 6-12	\$153,699.85	
2	2.17	2q. After School and Summer Enrichment *was L2s	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$187,865.06	
2	2.18	2r. District Communication *was L2t	Yes	LEA-wide			\$62,844.70	
2	2.19	2s. Childcare/Interpretation *was L2u	Yes	LEA-wide	English Learners Foster Youth Low Income		\$11,216.15	
3	3.1	3a. Credit Recovery Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS, RHS 9-12	\$22,852.43	
3	3.2	3b. Restorative Justice and PBS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$181,521.25	
3	3.3	3c. Positive Behavior Intervention and Supports Framework	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$104,406.12	
3	3.4	3d. Counselors/Mental Health Support. *was 3f*	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,075,210.05	
3	3.5	3e. A-G Completion Rate *was 3g*	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: SPHS, RHS, IMS	\$89,215.63	
3	3.6	3f. School Psychologist *was 3h*	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$241,080.61	
3	3.7	3g. Support for Teen Parents *was 3i	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: SPHS, RHS, IMS	\$108,549.56	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						6-12		
3	3.8	3h. District Safety Support *was 3k	Yes	LEA-wide			\$1,120,714.21	
4	4.1	4a. Safety Measures	Yes	LEA-wide			\$235,997.16	
4	4.2	4b. Custodial Staff	Yes	LEA-wide			\$341,177.35	
4	4.3	4c. Deferred Maintenance	Yes	LEA-wide			\$440,000.00	
4	4.4	4d. Health Service Specialist *was 4e	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$544,901.94	
4	4.5	4f. Student Nutrition Enhancement *was 4e	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$73,410.72	
5	5.2	Improve Inclusive Practices	Yes	LEA-wide				

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$18,677,753.04	\$18,647,753.04

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1a. Professional Development	Yes	\$374,710.00	\$374,710.00
1	1.2	1b. Reading Intervention Teachers	Yes	\$1,975,876.00	\$1,975,876.00
1	1.3	1c. Staff smaller class size	Yes	\$679,328.00	\$679,328.00
1	1.4	1d. Technology	Yes	\$589,479.00	\$589,479.00
1	1.5	1e. Technology Infrastructure	Yes	\$216,740.00	\$216,740.00
1	1.6	1f. Computer Technician Staff	Yes	\$644,702.00	\$644,702.00
1	1.7	1g. Literacy Support	Yes	\$394,451.00	\$394,451.00
1	1.8	1l. Data Service Specialist	Yes	\$84,881.00	\$84,881.00
1	1.9	1i. Preparatory Periods at IMS *Prior year was 1n	Yes	\$560,258.00	\$560,258.00
1	1.10	1j. Curriculum Coordinators *Prior year was L1o	Yes	\$560,260.00	\$560,260.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	1k. TK/K Bilingual Instructional Assistants *Prior year was L1p	Yes	\$446,302.00	\$446,302.00
1	1.12	1l. Support Educational Outcomes *Prior year was L1q	Yes	\$1,015,440.00	\$1,015,440.00
1	1.13	1m. Expand Transitional Kindergarten and Preschool	Yes	\$727,666.00	\$727,666.00
1	1.14	1n. English Learner Saturday Academy *Prior year was L5a	Yes	\$52,195.00	\$52,195.00
1	1.15	1o. Language Appraisal Team *Prior year was L5b	Yes	\$19,074.00	\$19,074.00
1	1.16	1p. English Learner Master Plan *Prior year was L5c	Yes	\$35,369.00	\$35,369.00
1	1.17	1q. Newcomer Teacher *Prior year was L5d	Yes	\$160,170.00	\$160,170.00
1	1.18	1r. Improve Literacy/Writing Skills in Grades 4-8 *Prior year was L5e	Yes	\$43,575.00	\$43,575.00
1	1.19	1s. Additional Sections to Master Schedule *Prior year was L5f	Yes	\$108,790.00	\$108,790.00
1	1.20	1t. Parent Education *Prior year was L5g	Yes	\$58,948.00	\$58,948.00
1	1.21	1u. Secondary Instructional Coaches/Curriculum Specialists	Yes	\$125,000.00	\$125,000.00



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.22	1v. Educational Technology Specialists	Yes	\$250,000.00	\$250,000.00
2	2.1	2a. Parent Involvement/Education Opportunities	Yes	\$51,285.00	\$51,285.00
2	2.2	2b. Retain Administrative Support at all Schools	Yes	\$171,101.00	\$171,101.00
2	2.3	2c. Support Advance Placement Program and exam fees *Prior year was L2d	Yes	\$58,948.00	\$58,948.00
2	2.4	2d. Increase and support Career Technical Education Opportunities *Prior year was L2e	Yes	\$196,065.00	\$196,065.00
2	2.5	2e. Retain Athletic Trainer and purchase supplies *Prior year was L2f	Yes	\$138,272.00	\$138,272.00
2	2.6	2f. Field Trip to Universities and Standards-Aligned Field trips *Prior year was L2g	Yes	\$58,948.00	\$58,948.00
2	2.7	2g. Districtwide Music Program *Prior year was L2h	Yes	\$474,864.00	\$474,864.00
2	2.8	2h. Youth Leadership Activities *Prior year was L2i	Yes	\$35,369.00	\$35,369.00
2	2.9	2i. AVID Program Districtwide *Prior year was L2j	Yes	\$118,974.00	\$118,974.00
2	2.10	2j Mentoring Program *Prior year was L2k	Yes	\$17,684.90	\$17,684.90
2	2.11	2k. Transportation for athletic events	Yes	\$200,423.00	\$200,423.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		*Prior year was L2l			
2	2.12	2l. Athletic Director *Prior year was L2m	Yes	\$52,339.00	\$52,339.00
2	2.13	2m. Summer Matters *was L2n	Yes	\$570,714.00	\$570,714.00
2	2.14	2n. GATE Program *was L2o	Yes	\$23,579.14	\$23,579.14
2	2.15	2o. Office Assistant Support *was L2q	Yes	\$1,238,418.00	\$1,238,418.00
2	2.16	2p. Additional Elective Classes *was L2r	Yes	\$271,870.00	\$271,870.00
2	2.17	2q. After School and Summer Enrichment *was L2t	Yes	\$193,840.00	\$193,840.00
2	2.18	2r. District Communication *was L2t	Yes	\$64,843.00	\$64,843.00
2	2.19	2s. Childcare/Interpretation *was L2u	Yes	\$11,790.00	\$11,790.00
3	3.1	3a. Credit Recovery Opportunities	Yes	\$23,579.00	\$23,579.00
3	3.2	3b. Restorative Justice and PBS	Yes	\$187,294.00	\$187,294.00
3	3.3	3c. Positive Behavior Intervention and Supports Framework	Yes	\$107,726.00	\$107,726.00
3	3.4	3d. Counselors/Mental Health Support	Yes	\$2,095,162.00	\$2,095,162.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	3e. A-G Completion Rate	Yes	\$200,423.00	\$200,423.00
3	3.6	3f. School Psychologist	Yes	\$169,282.00	\$169,282.00
3	3.7	3g. Support for Teen Parents	Yes	\$103,351.00	\$103,351.00
3	3.8	3h. District Safety Support	Yes	\$1,084,754.00	\$1,084,754.00
4	4.1	4a. Safety Measures	Yes	\$243,502.00	\$243,502.00
4	4.2	4b. Custodial Staff	Yes	\$325,551.00	\$325,551.00
4	4.3	4c. Deferred Maintenance	Yes	\$440,000.00	\$440,000.00
4	4.4	4d. Health Service Specialist	Yes	\$517,788.00	\$517,788.00
4	4.5	4f. Student Nutrition Enhancement	Yes	\$76,800.00	\$76,800.00
4	4.6	Improve Financial Literacy			

## 2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
17,964,294	\$17,552,039.04	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1a. Professional Development	Yes	\$374,710.00			
1	1.2	1b. Reading Intervention Teachers	Yes	\$1,975,876.00			
1	1.3	1c. Staff smaller class size	Yes	\$679,328.00			
1	1.4	1d. Technology	Yes	\$589,479.00			
1	1.5	1e. Technology Infrastructure	Yes	\$216,740.00			
1	1.6	1f. Computer Technician Staff	Yes	\$644,702.00			
1	1.7	1g. Literacy Support	Yes	\$394,451.00			
1	1.8	1h. Data Service Specialist	Yes	\$84,881.00			
1	1.9	1i. Preparatory Periods at IMS *Prior year was 1n	Yes	\$560,258.00			
1	1.10	1j. Curriculum Coordinators *Prior year was L1o	Yes	\$560,260.00			
1	1.11	1k. TK/K Bilingual Instructional Assistants *Prior year was L1p	Yes	\$446,302.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.12	1l. Support Educational Outcomes *Prior year was L1q	Yes	\$1,015,440.00			
1	1.13	1m. Expand Transitional Kindergarten and Preschool	Yes	\$327,666.00			
1	1.14	1n. English Learner Saturday Academy *Prior year was L5a	Yes	\$52,195.00			
1	1.15	1o. Language Appraisal Team *Prior year was L5b	Yes	\$19,074.00			
1	1.16	1p. English Learner Master Plan *Prior year was L5c	Yes	\$35,369.00			
1	1.17	1q. Newcomer Teacher *Prior year was L5d	Yes	\$160,170.00			
1	1.18	1r. Improve Literacy/Writing Skills in Grades 4-8 *Prior year was L5e	Yes	\$43,575.00			
1	1.19	1s. Additional Sections to Master Schedule *Prior year was L5f	Yes	\$108,790.00			
1	1.20	1t. Parent Education *Prior year was L5g	Yes	\$58,948.00			
1	1.21	1u. Secondary Instructional Coaches/Curriculum Specialists	Yes				
1	1.22	1v. Educational Technology Specialists	Yes	\$250,000.00			
2	2.1	2a. Parent Involvement/Education Opportunities	Yes	\$51,285.00			
2	2.2	2b. Retain Administrative Support at all Schools	Yes	\$171,101.00			
2	2.3	2c. Support Advance Placement Program and exam fees *Prior year was L2d	Yes	\$58,948.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	2d. Increase and support Career Technical Education Opportunities *Prior year was L2e	Yes	\$196,065.00			
2	2.5	2e. Retain Athletic Trainer and purchase supplies *Prior year was L2f	Yes	\$138,272.00			
2	2.6	2f. Field Trip to Universities and Standards-Aligned Field trips *Prior year was L2g	Yes	\$58,948.00			
2	2.7	2g. Districtwide Music Program *Prior year was L2h	Yes	\$474,864.00			
2	2.8	2h. Youth Leadership Activities *Prior year was L2i	Yes	\$35,369.00			
2	2.9	2i. AVID Program Districtwide *Prior year was L2j	Yes	\$118,974.00			
2	2.10	2j Mentoring Program *Prior year was L2k	Yes	\$17,684.90			
2	2.11	2k. Transportation for athletic events *Prior year was L2l	Yes	\$200,423.00			
2	2.12	2l. Athletic Director *Prior year was L2m	Yes	\$52,339.00			
2	2.13	2m. Summer Matters *was L2n	Yes				
2	2.14	2n. GATE Program *was L2o	Yes	\$23,579.14			
2	2.15	2o. Office Assistant Support *was L2q	Yes	\$1,238,418.00			
2	2.16	2p. Additional Elective Classes *was L2r	Yes	\$271,870.00			
2	2.17	2q. After School and Summer Enrichment *was L2t	Yes	\$193,840.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.18	2r. District Communication *was L2t	Yes	\$64,843.00			
2	2.19	2s. Childcare/Interpretation *was L2u	Yes	\$11,790.00			
3	3.1	3a. Credit Recovery Opportunities	Yes	\$23,579.00			
3	3.2	3b. Restorative Justice and PBS	Yes	\$187,294.00			
3	3.3	3c. Positive Behavior Intervention and Supports Framework	Yes	\$107,726.00			
3	3.4	3d. Counselors/Mental Health Support	Yes	\$2,095,162.00			
3	3.5	3e. A-G Completion Rate	Yes	\$200,423.00			
3	3.6	3f. School Psychologist	Yes	\$169,282.00			
3	3.7	3g. Support for Teen Parents	Yes	\$103,351.00			
3	3.8	3h. District Safety Support	Yes	\$1,084,754.00			
4	4.1	4a. Safety Measures	Yes	\$243,502.00			
4	4.2	4b. Custodial Staff	Yes	\$325,551.00			
4	4.3	4c. Deferred Maintenance	Yes	\$440,000.00			
4	4.4	4d. Health Service Specialist	Yes	\$517,788.00			
4	4.5	4f. Student Nutrition Enhancement	Yes	\$76,800.00			

## 2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
50,139,676	17,964,294	0%	35.83%	\$0.00	0.00%	0.00%	\$17,964,294.00	35.83%



# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

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

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

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

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

### **Broad Goal**

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

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

### **Maintenance of Progress Goal**

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

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

### **Required Goals**

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

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

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



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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a 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 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

## Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —



Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

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

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### **LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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