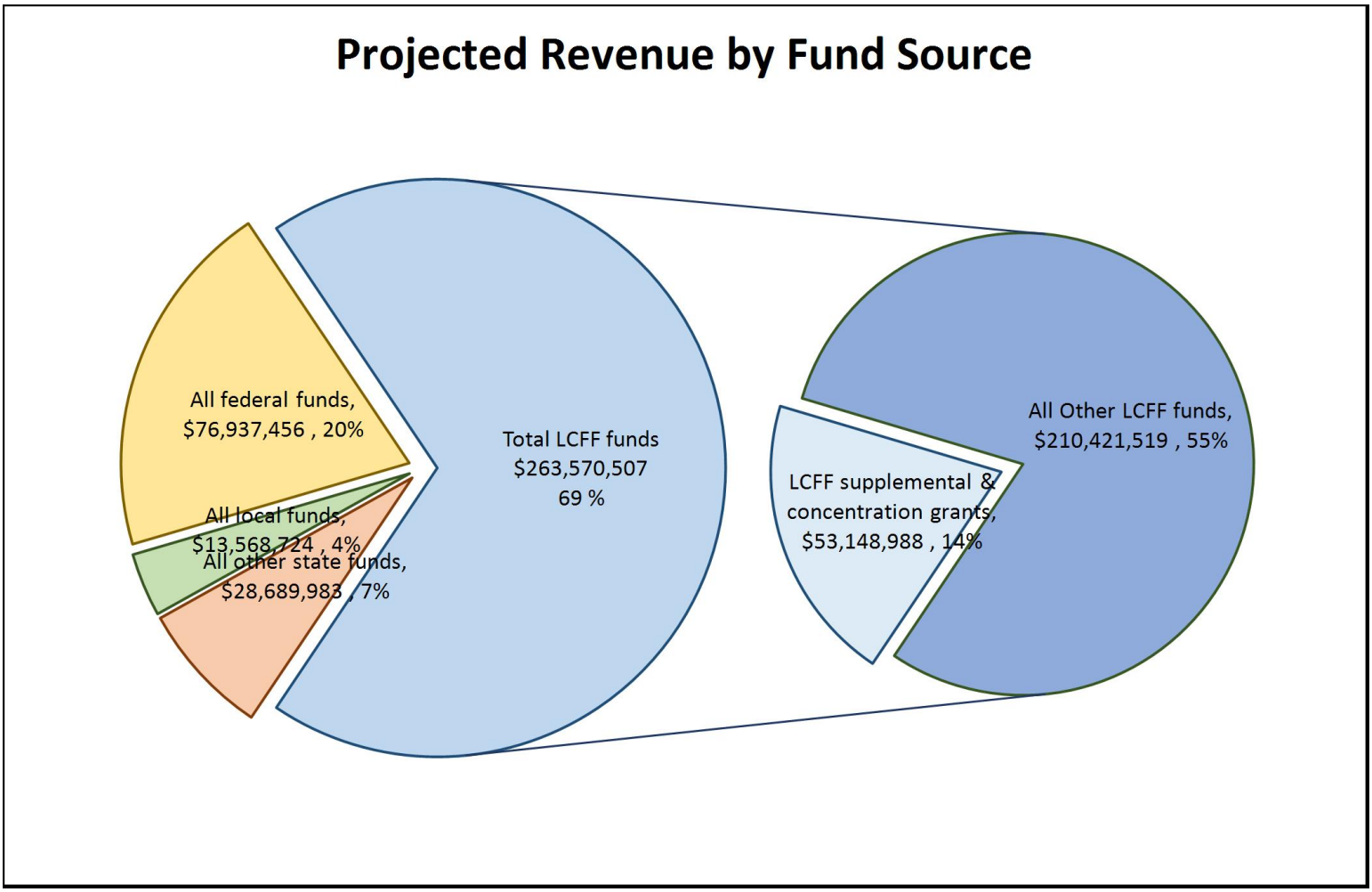
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hesperia Unified School District
CDS Code: 3675044
School Year: 2022-23
LEA contact information:
David Olney
Superintendent

760-244-4411

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

Budget Overview for the 2022-23 School Year

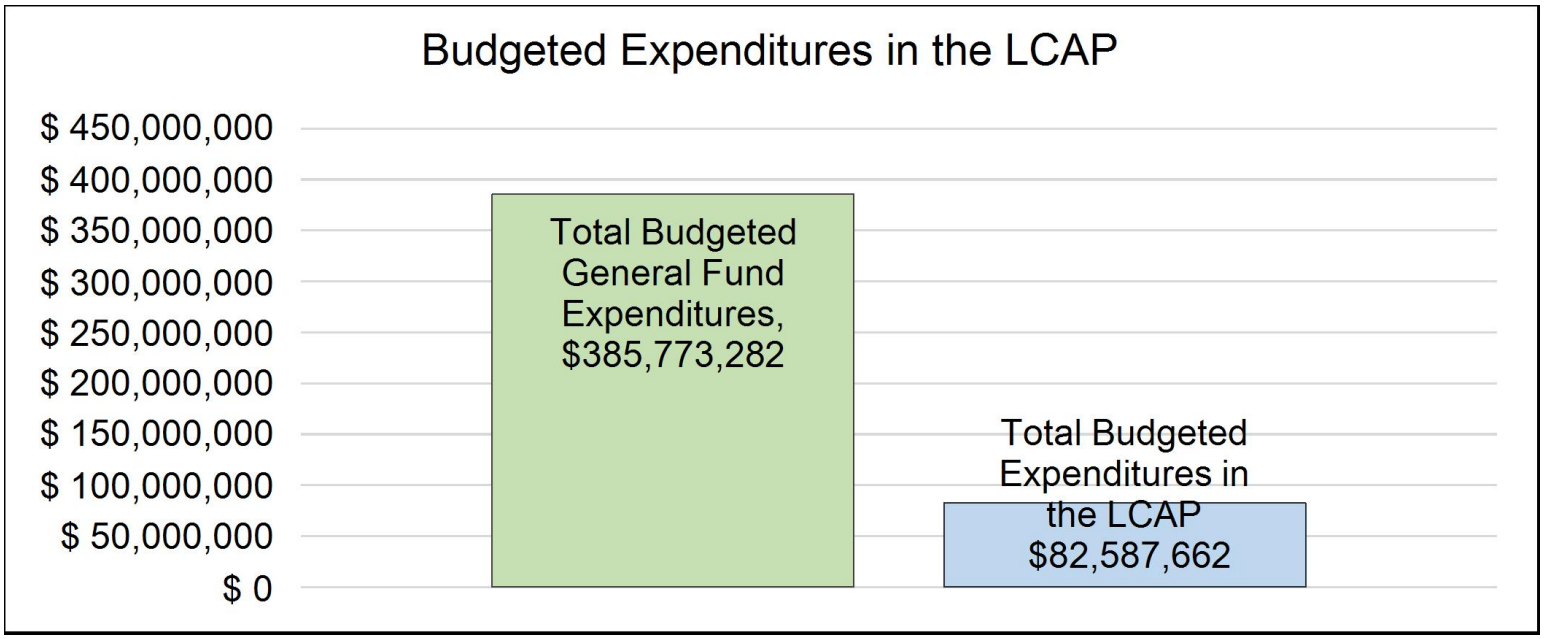


This chart shows the total general purpose revenue Hesperia Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hesperia Unified School District is $382,766,670.00, of which $263,570,507.00 is Local Control Funding Formula (LCFF), $28,689,983.00 is other state funds, $13,568,724.00 is local funds, and $76,937,456.00 is federal funds. Of the $263,570,507.00 in LCFF Funds, $53,148,988.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Hesperia Unified School District plans to spend $385,773,282.00 for the 2022-23 school year. Of that amount, $82,587,662.00 is tied to actions/services in the LCAP and $326,901,704.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

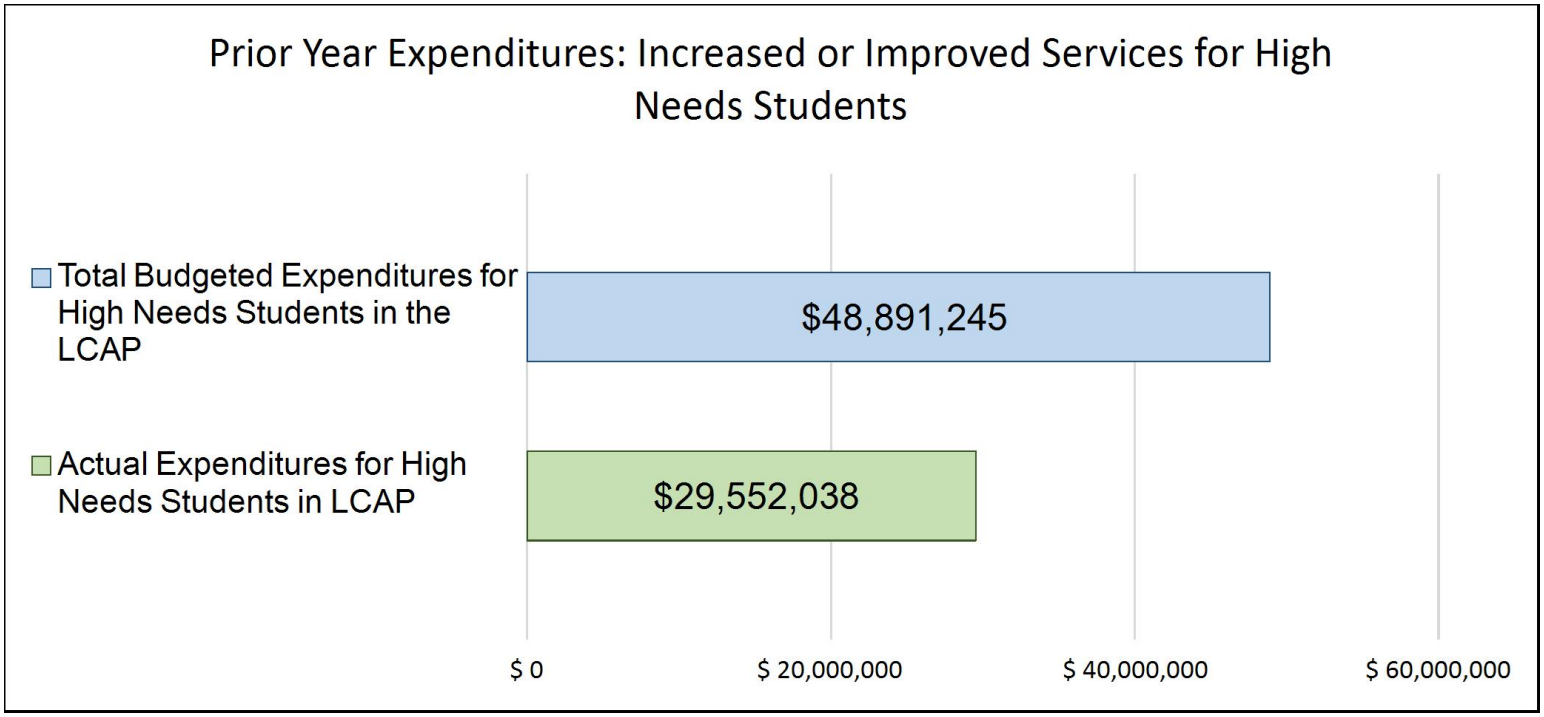
Salaries and benefits, instructional materials, maintenance of facilities, and other operational costs of the districts

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

In 2022-23, Hesperia Unified School District is projecting it will receive $53,148,988.00 based on the enrollment of foster youth, English learner, and low-income students. Hesperia Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hesperia Unified School District plans to spend $77,212,073.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Hesperia 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 Hesperia 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 2021-22, Hesperia Unified School District's LCAP budgeted $48,891,245.00 for planned actions to increase or improve services for high needs students. Hesperia Unified School District actually spent $29,552,038.00 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $19,339,207.00 had the following impact on Hesperia Unified School District's ability to increase or improve services for high needs students:

Due to staffing shortages and health orders in place actions were not able to be accomplished as intended.


HESPERIA
UNIFIED SCHOOL DISTRICT

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hesperia Unified School District	Mr. David Olney Superintendent	david.olney@hesperiausd.org 760-244-4411

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Hesperia Unified School District engaged with our educational partners to gather feedback and input in a variety of ways over the past two years. Since the 2021-2022 LCAP (pgs. 30-31) was approved, Hesperia Unified School District received an additional 15% of Concentration funds, Educator Effectiveness Funds, and will receive A-G Completion Improvement grant funds and Expanded Learning Opportunity Program funds. Students, parents, community members, staff, and employee associations through both meetings and surveys in regards to meeting the needs of students prior to and amidst the COVID-19 pandemic. Additionally, in public Board meetings over the past several years, parents, students, and staff of Hesperia Unified School District have provided public comments in regards to the challenges and burdens they are facing.

In addition to Dashboard data, educational partner surveys were administered and a focus was found in three areas: Student academic acceleration, student wellbeing, and student engagement. The Expanded Learning Opportunities Grant (ELO-G) (pgs.1-2) plan was developed through continuous collaboration with our educational partners. Throughout the COVID-19 pandemic, the LEA has continually worked with parents, staff, and educational partners to ensure that there is a unified approach in moving toward a return to in-person instruction, along with a focus on providing as many opportunities as possible for learning. The LEA has met repeatedly with representatives of classified, certificated, and administrative leadership to plan for high-quality instructional programs, meaningful prioritization of on-site learning, and environments that allow students, staff, and the community to remain safe and healthy. Collaborative discussions were held with stakeholder groups (staff, parents, students) through surveys, HUSD district leadership, Board meetings, school site council meetings, English learner advisory meetings, bargaining sessions, and special board meetings. Additionally, parent, student, and staff surveys have been utilized to gather input and establish priorities. The feedback from the survey led to additional counseling support and opportunities for student support.

In planning for the Educator Effectiveness Block Grant (EEBG), The Hesperia Unified School District utilized feedback from employee associations, previously collected surveys, district committees, and collaboration with other divisions in designing the plan. According to the data, Hesperia Unified School District needs to increase support for specific groups of students, such as those with IEPs and English learners.

Lastly, In reflection of the LEA's actions and spending during the 2021-2022 school year, the LEA gathered input from educational partners through a survey. The survey was distributed to all HUSD families from December 17, 2021, through January 7, 2022, with 2802 responses. The responses collected self-identified as 1850 (66%) low-income, 144 (5%) EL, and 15 (1%) foster youth. 82% of the LEA's educational partners strongly agree or agree with the priorities of LCAP Goal 1. 75% of the LEA's educational partners strongly agree or agree with the priorities of LCAP Goal 2. 73% of the LEA's educational partners strongly agree or agree with the priorities of LCAP Goal 3. Educational partners specifically expressed interest in additional resources to increase academic acceleration, student social-emotional wellbeing, student engagement, and family engagement.

The input for the Expanded Learning Opportunities Program and A-G Completion Improvement fund is just beginning, and the district will continue to use district social media, text communication, and website to reach out and inform educational partners of feedback opportunities. Future virtual meetings will be scheduled for March and April 2022 to gather input.

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

Based on the educational partners' feedback, including parents of students with disabilities and parents of English learners, and needs shown through the data collected, the LEA plans on utilizing the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent of the population. During the 2021-2022 LCAP engagement process, educational partners expressed a need for a focus on academic acceleration, student social-emotional wellbeing, and student engagement at school sites with the highest unduplicated student population (Socio-economic Disadvantaged, English Learners, and Foster Youth). During the 2021-2022 school year, the LEA began work in the area of integrated Multi-Tiered Systems of Support (iMTSS) in response to the academic acceleration, student social-emotional wellbeing, and student engagement needs of HUSD's students. During this school year, the iMTSS team has been working directly with school sites to further support the site's system of supports in place and held numerous professional learning and training opportunities. As school sites begin to build out their layered tiers of support specific to the site needs, the LEA will also continue to build the support to work directly with school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Academic Acceleration:

Based on the most recent input from the LEA's educational partners and district data, the LEA is in need of building content expertise to better support the student's academic acceleration, for example in mathematics and English language arts. The curriculum experts will work in school sites with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent. The instructional coaches, school site interventionists, bilingual staff for the Dual Language Immersion Program, and additional staff (i.e., bilingual paraeducators) will work with the students and teacher to accelerate the academic success of students based on the iReady and CAASPP assessments.

Emotional Wellbeing:
Based on the most recent input from the LEA's educational partners and district data, the LEA is in need of building an understanding of the responses from the universal screener to better support the student's emotional well-being. The iMTSS structure begins with utilizing a universal screener to understand the social-emotional health of students due to the response from the COVID 19 pandemic. The information from the universal screener will be utilized by the school counselors on-site to focus on the greatest needs of the site as a whole as well as the needs of the individual students. Based on the data from the universal screener, the Tier 1 response will be to focus on the common needs across the school site. School counselors and school psychologists will build understanding and capacity across the campus.

Student Engagement:
Based on the most recent input from the LEA's educational partners and district data, the LEA is in need of increasing attendance rates and decreasing suspension/expulsion rates. Create or partner with student mentors who are trained on the SEL framework to engage students in organized activities during unstructured times of the school day. Increasing awareness of and participation in extracurricular activities, clubs, CTE programs. During the school day, building character development programs such as PBIS, Leader in Me, Character Counts, Safe School Ambassadors, Rachel's Challenge, 6C's (Character, Citizenship, Creativity, Critical Thinking, Collaboration, Communication), etc.

Family Engagement:
Based on the most recent input from the LEA's education partners and district data, the LEA is in need of increasing engagement and communication with families in their native language. The pandemic has heightened the need to support the social-emotional, mental health, and well-being needs of students and families in order to prepare them for learning. The LEA will focus on this support by building capacity with parent partnership workshops, increasing communication between home and school, and providing interpretation services for families who speak languages other than English. Additionally, increase information of and availability of food and other resources for families experiencing specific needs.

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

ESSER III (pgs. 2-4)

The input from the community members and the public at large was considered in the development of the LEA's plan for the use of its ESSER III funds. The resulting plan was influenced by the input from all educational partners. Feedback from our educational partner groups is crucial for continued success at HUSD. The community engagement opportunities resulted in clear and often correlating suggestions for meaningful improvement for the upcoming academic year. The biggest concerns of all educational partners are the social-emotional help students need to adjust to being back in school, tutoring support for academics, a positive environment to include activities, small group learning support, adequate staffing, and professional learning opportunities for staff.

Respondents identified increased classroom support and professional development as being key areas to focus on in reducing the impact of the lost instructional time experienced by students. Also identified was the need for supporting student mental health and wellness. Research supports individualized learning, which can be attained through increased classroom support. Research also supports teacher efficacy as having a high effect size in relation to student learning, which can be achieved through increased professional development. Furthermore, family and community partnerships, along with mental health support, provide for the needed whole child approach to reducing the impact of lost instructional time. The research and the feedback have resulted in a plan which includes increasing the number and hours of paraprofessionals, professional development for all staff in SEL and effective instruction, the development of a community hub to serve as a resource center for students and families, additional counselors and school psychologists, training and workshops for parents, and a district-wide focus on MTSS.

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

The ESSER III plan was approved by the HUSD Board on December 13, 2021. As of January 4, 2022, $148,817 has been expended from the plan. The LEA anticipates both successes and challenges as we begin implementing the ESSER III plan.

Safely Open and Operate School/Continuous and Safe In-Person Learning

1. Districtwide replacement and repair of HVAC systems: The district has partnered with a contractor to begin this work. The work has been scheduled to begin. A challenge the district is facing is the increased cost of the resources and difficulty and delays in receiving the materials.
2. Computer and Media Equipment: Educational technology has aided in regular and substantive academic interactions between students and their classroom teachers, including low-income students and children with disabilities. To increase the opportunities for students to gain connectivity to school, which includes in-class, after-school, and summer programs.
3. WIFI Hotspots or Connectivity: WIFI hotspots address the unique needs of low-income children or students, students experiencing homelessness, foster care youth, and other at-risk subgroups through improved connectivity and interaction with teachers and curriculum at home, which may not otherwise be available to students.

Addressing the Impact of Lost Instructional Time
1. Expanded instructional support for students through paraprofessional support: Additional hours have been provided for existing employees to work with students. There is a challenge in hiring paraprofessionals due to the workforce shortage.
2. Professional Development for Instructional Support: Over contract time for staff to engage in professional development is being offered and utilized. Professional development during the school day is not feasible due to the substitute teacher shortage and a large number of teachers absent due to COVID-related absences. Offering professional development outside of the school day is being utilized but also difficult due to staff exhaustion.
3. Intervention/Acceleration: The expansion and modifications of summer learning programs have begun for TK-12th grades to meet the unique needs of our students' post-pandemic.
4. Expanded Independent Study Learning Opportunities: The LEA has expanded the independent study program to include online learning opportunities, credit recovery, and tutoring to accelerate learning, making it available to all families and students needing it due to the pandemic. Staffing the expanded program has been difficult due to the staff shortages.
5. MTSS: Academic and Emotional Health Support: To assist students in reacclimating to the learning environment and readying them for learning, the LEA has provided individual and group counseling for students by increasing the number of counselors at each school site, hiring nine additional counselors. The LEA also provided professional development for counselors and psychologists to improve expertise in providing mental health supports, including becoming trainers of trainers for Youth Mental Health First Aid.
6. MTSS: Tiered Supports: Students need increased intentional learning support due to the impact of lost instructional time. LEA has continued to provide an iMTSS Coordinator to support school sites in developing a multi-tiered system of support that meets the academic, behavioral, and social-emotional needs of all students.

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

Hesperia Unified School district's state, local and federal funds reached nearly $155 million for the 2021-2022 school year. The total included almost $60 million in federal relief funds from the federal Elementary and Secondary Emergency Relief (ESSER III) expenditure plan. Through January 2022, a small portion of the funds of been spent on specific actions related to the district LCAP goals 1) academic achievement, 2) safe and secure schools, and 3) parent engagement.

ESSER III Expenditure Plan
The ESSER III expenditure plan adopted October 4, 2021, has aligned and enhanced actions in the LCAP allowing Hesperia Unified School District to expand instructional support through staffing (LCAP Goal #1, Action #4), use multiple means to provide parents with communication in their preferred language (LCAP Goal #3, Action #2), and education and resources for families (LCAP Goal #3, Action #1).
2021-2022 Local Control and Accountability Plan
ESSER III Expenditure Plan

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

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

Introduction

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

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

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

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

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

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

Instructions

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

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

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021


HESPERIA
UNIFIED SCHOOL DISTRICT

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hesperia Unified School District	David Olney Superintendent	david.olney@hesperiausd.org 760-244-4411

Plan Summary [2022-23]

General Information

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

Established in 1987, Hesperia Unified School District (HUSD) serves transitional kindergarten through 12th-grade students in the Hesperia, Oak Hills, and Victorville communities. Prior to 1987, the Victor Valley was composed of Hesperia Elementary School District and Victor Valley Union High School District. Currently, HUSD is the largest District in the Victor Valley in terms of both student population and staff employed. HUSD currently consists of 3 comprehensive high schools serving 9th to 12th grade, three middle schools serving 7th and 8th grade, 15 elementary schools serving TK to 6th grade, three alternative schools, and one adult education school. Three elementary schools are parent choice schools, and one alternative education campus is a TK-12th grade Independent Study school.

HUSD serves and educates over 21,926 brilliant students and employs approximately 2200 staff members. HUSD's unduplicated percentage is 68.74%. 66.4% are low-income, 19% are English learners, and 1.3% are foster youth. Students educated by HUSD represent the diverse communities served by the school district, including African American (6.9%), American Indian (0.3%), Asian (1%), Filipino (0.4%), Hispanic (70.8%), two or more races (1.4%), Pacific Islander (0.3%), and White (19%).
HUSD will be "Preparing Today's Students for Tomorrow's World, focusing on Deep Literacy Through the 6C's and Innovation." Each student will leave HUSD exuding collaboration, communication, critical thinking, creativity, citizenship, and character skills. The mission is being implemented through the following key priorities:
1. Rigorous and engaging instruction for all students through integrated multi-tiered systems of support
2. Additional supports for intervention and enrichment
3. Additional support for student wellbeing
4. Increased support for family and community engagement

Hesperia Unified School District offers a variety of programs to address these priorities. This includes a well-rounded curriculum that extends beyond traditional academic subject areas, such as PE for all grade levels, a music program for all levels, and a wide range of middle school and high school electives. HUSD has expanded its independent study program to include transitional kindergarten through 12th grade to

meet the program's increased demand. As another notable achievement, the District has completed year one of building a coherent, integrated Multi-Tiered System of Support. This has been done with the help of the Coordinator of iMTSS and a school psychologist assigned to the district office. Additionally, school counselors have been added to all school sites to meet the critical need in addressing student wellbeing. All school sites offer both enrichment and intervention opportunities for all students.

Technology is an integral part of the instructional program in HUSD. To this end, the District has invested in a 1:1 Chromebook initiative for five years now. Schools also utilize numerous digital platforms to deliver instruction, engage students and assess student learning. In addition, the District is committed to ensuring internet access to all students by providing hot spots to students in need. The families of HUSD are engaged through our site-level community liaisons and family resource specialists.

Through the Family Resource Center, the Parent/Community Liaisons (PCL) and Family Resource Specialists (FRS) work in concert to increase and strengthen equitable family engagement to achieve success for every student. The site parent and community liaisons and family resource specialists empower families with knowledge and resources in order to prepare every student for overall success. Thirteen of HUSD's twenty-five school sites employ a PCL or FRS to coordinate parent participation in site and district activities, educate and inform families about district programs and resources, and maintain communication with families of our foster youth, English learners, and students from low-income backgrounds.

The District is governed by a 5-member Board of Trustees, which generally meets monthly at the Hesperia Unified School District Conference and Training Center, 15576 Main Street, Hesperia.

Reflections: Successes

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

The Hesperia Unified School District is pleased to report gains even through the disruption from distance and into in-person learning this year. HUSD has monitored state and local assessment, suspension, and attendance data to support a continuous improvement approach toward improving learning at every district level. HUSD is especially proud that even with the disruption to the learning environments, and while there is still work to do, we have seen our percentage of students prepared on the College and Career Indicator (CCI) increase. In 2019, our percent of students prepared on the CCI was 33% and in 2020 was 56% showing a 23% increase. More specifically, the percentage of students qualifying as A-G completers has increased. The percentage of students qualifying as A-G completes increased from 29.6% in 2019 to 32.6% in 2020.

Shadow Ridge School (SRS) focused on increasing its graduation rate over the last couple of years. SRS received added support through being identified as needing Comprehensive Support and Improvement (CSI) for their graduation rate. The graduation rate for SRS increased from 72.7% in 2019-2020 to 96.7% in 2020-2021 overall. Students identified as low-income increased the graduation rate from 70.4% in 2020 to 93.3% in 2021. We are proud to share SRS exited CSI for the 2021-2022 school year from their focus and intentional work towards increasing their graduation rate.

Although our dashboard data reports low percentages for our suspension and expulsion data, we would like to note the number is due to being in distance learning for a majority of the year for the 2020-2021 school year. In planning to maintain the graduation rates and focus on student health and wellbeing, the district will continue its work in an integrated multi-tiered system of support (iMTSS) as a layered approach to the whole student that allows us to screen early in the areas of academic, behavioral, and social-emotional needs, to give equitable support quickly with continuous monitoring and reevaluation to ensure high levels of learning for every student every day. HUSD would like to note that the system approach to improving wellness and learning across our district through deepening our iMTSS and SEL programs also has other positive outcomes.

SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22, respectively, having LEA's complete their reflections on Successes and areas of Identified Needs on the most recently available state and local data.

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.

While the CA School Dashboard has been inactive in posting student achievement data due to the pandemic, other state and local data have shown a growing "identified need" in graduation rate, which is also an indicator on the Dashboard described above. Recent data has shown declining graduation rates, especially for the foster youth and English learner populations. Another "identified need" is in the area of declining ELA and Math proficiency percentages. This data is shown in the declining ELA and Math CAASPP proficiency scores in 11th-grade scores and local indicators.

In reference to the CA School Dashboard, the Hesperia Unified School District previously showed that there are areas for improvement. The graduation rate for all student populations decreased by 3.4%, from 91% in 2019-2020 to 87.6% in 2020-2021 for all students. More specifically, students identified as low income decreased by 3.7%, from 90.9% in 2019-2020 to 87.2% in 2020-2021. Additionally, English learners decreased by 8% from 87.3% in 2019-2020 to 79.3% in 2020-2021. Our foster youth population showed the greatest need, with a 9.5% decrease from 91.3% in 2019-2020 to 81.8% in 2020-2021.

In reference to the state testing scores in ELA and Math, HUSD students in 11th grade continued to complete the test during the 2020-2021 school year. Although we do not have ELA and Math CAASPP scores for the 2019-2020 school year due to students ending the school year on distance learning due to the pandemic, we were able to look at scores of 11th graders from 2018-2019 and 2020-2021 school years. The ELA CAASPP scores for all student populations decreased by 5.7%, from 45.64% in 2018-2019 to 39.94% in 2020-2021. The Math CAASPP scores for all student populations decreased by 4.48%, from 25.97% in 2018-2019 to 20.45% in 2020-2021.

To attend to this current data and the decline in graduation rates, ELA proficiency, and math proficiency for low-income, English learners, and foster youth, additions to our Goal 1, specifically actions 4, 10, 19, and 20, will support the district in hiring additional paraprofessionals. The district will hire and train additional paraprofessionals and counselors at our schools, with an unduplicated student population of over 55%.

This personnel will provide direct student support in grades Transitional Kindergarten through 12 to support the focus on academic, behavior, and English language development. Additionally, the district will hire nine bilingual instructional assistants focusing on our long-term ELs and six bilingual instructional assistants to provide direct services to ELs. To support the bilingual instructional assistants, the district will focus on providing ongoing professional development focused on sharing best practices to meet the needs of English learners, implementing effective ways to monitor EL student progress, conferencing, and setting goals with students. The LTEL bilingual instructional assistants will also provide families with information regarding the reclassification criteria and procedure to engage them as partners in their students' education. Instructional staff and administrators will engage in site-based discussions around EL students and their needs to determine the professional development and supplemental materials needed. The district will partner with school sites to support their efforts in providing professional development around designated and integrated ELD. In order to continue to support our English learners after they reclassify, the district will hire two counselors that will focus on addressing the needs of our Reclassified Fluent English Proficient (RFEP) students. We anticipate that the additional support for our English learners will result in increased percentages of students improving their performance on the i-Ready and CAASPP assessments, which should also result in increased reclassification rates and performance on the Summative ELPAC.

LCAP Highlights

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

The 2022-2023 LCAP reflects the mission of "Preparing today's students for tomorrow's world" and focuses on "Deep literacy through the 6 C's and innovation" by maintaining three goals. These goals were established through a comprehensive strategic planning process in collaboration with the HUSD's educational partners over the past few years.

Goal 1: Academic Achievement
Provide high-quality classroom curriculum, instruction, and assessment to prepare our students for college and career.

- Rigorous, standards-aligned instructional materials
- Increase instructional support with an increase of staff for a lower staff to student ratio
- Supports specific to our students identified as English learners

Goal 2: Physically and Emotionally Safe Climate
Provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students.

- Comprehensive Socio-Emotional support, including social workers, behavior therapists, and additional counselors
- Focused professional development on social-emotional learning for staff and students
- Robust programs to engage students both during school and before/after school opportunities

Goal 3: Community Engagement
Involve our parents, families, and community educational partners as direct partners in the education of all students.

- Community partnerships for all school sites
- Family training, learning opportunities, and workshops

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.

Mojave High School

Support for Identified Schools

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

A comprehensive assessment is continuing to be conducted in consultation with various educational partners. Parent and student voice surveys are utilized and inform the development of the CSI plan. In addition, site administrators will continue to utilize educational partners input throughout the implementation of the plan to ensure meaningful participation and positive outcomes for students. This work began when the school was first identified for CSI support. The school identified a leadership team that helped to guide the work of CSI, with support from a district team composed of the Director of Secondary Education, Director of Pk-12 Programs and Monitoring, and the Coordinator of Professional Development. The team analyzed state and local data, including the CA Dashboard data and local lead measures. Michael Fullan's work on Coherence guided the data analysis and development of the CSI plan.

In the first year of CSI identification, Mojave High School worked with Innovate Ed, and a third party was hired to lead the work of Coherence. Since then, this work has continued, with both site and district administrators collaborating on leading the coherence work. Meetings with site administration and their school leadership team are planned at least three times during the year to ensure the school is provided with sufficient support in the implementation, monitoring, and evaluation of evidence-based interventions and the identification of resource inequities.

As part of this process, the school engages educational partners in an evaluation of their evidence-based strategies through a common process. Evidence-based interventions are identified from various online resources, such as EvidenceForESSA.org and the What Works Clearinghouse (http://www.ies.ed.gov/ncee/wwc/). The school also relies on John Hattie's Visible Learning research to identify the most impactful instructional strategies.

A key component of the improvement process at Mojave High School relies heavily on capacity building focused on professional learning communities and Michael Fullan's work on the Coherence Model. The district partners with the Mojave High School to provide guidance in this process throughout the school year. This process includes reviewing qualitative and quantitative data, conducting a root-cause analysis, identifying evidence-based interventions, evaluating their effectiveness, and identifying resource inequities. In addition, it includes a focus on the following elements:

Clarity of School-wide Goals and Student Learning Priorities
- Identifying lag outcomes (annual measures), lead metrics (how to monitor progress), and student success indicators (student skills/behaviors that inform impact)

Developing Shared Leadership and Systemic Collaboration
- Defining team purpose and roles
- Establishing collaboration structures and processes
- Defining the common/connected work of teams

Creating Collective Expertise with a Coherent Instructional Framework
- Identifying high yield student support/instructional strategies, evidence of learning that informs practices and engaging in cycles of inquiry/instruction that guide teaching and learning

Establishing Evidence-based Cycles that Guide Continuous Improvement
- Setting growth targets for improved student academic achievement, behavior, and graduation rates
- Connecting evidence of impact to improvement of practices
- Defining cycles of inquiry at a teacher, school, and district levels to monitor progress

Identification of Resource Inequities
A central focus of resource inequities identified by the LEA and Mojave High School continues to include the lack of opportunities for students to complete CTE courses and pathways. These were identified through data discussions and meetings with educational partners. These inequities are being addressed through the CSI plan in multiple ways, including increased funding for materials and supplies for current CTE courses, increased funding for the creation and training of staff in new CTE courses, the use of funds to support the purchase of equipment and materials to support this endeavor, and funding for CTE-based professional development and conferences. With respect to this last point, the staff at Mojave High School was not able to attend most of the professional development opportunities that they had planned for last year due to the pandemic. Therefore, the school will focus on providing professional development opportunities for the entire staff aligned to the school's focus on expanding CTE programs, socio-emotional support for students, and ensuring that students complete the necessary credits for graduation through an engaging learning environment.

Monitoring and Evaluating Effectiveness

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

District and site leadership team meetings will continue to be scheduled throughout the school year. These meetings will focus on continuing the work of implementing and monitoring effective evidence-based interventions. Mojave High School has been refining its school improvement plan, including its focus, expected outcomes, success indicators, staff practices, school supports, evidence of learning, and an implementation timeline. Since this is a living document, this plan will be reviewed and revised as needed based on educational partner

feedback and progress monitoring of evidence-based interventions.

Currently, the school's leadership team meets bi-weekly throughout the school year. The focus of these meetings is to ensure that the team makes data-driven decisions as they monitor the implementation of the CSI plan and evaluate the effectiveness of their evidence-based interventions. This will be integrated into their regular cycles of inquiry, which are grounded on qualitative and quantitative measures as part of the work of Fullan's Coherence Model. In this model, teacher teams engage in a 3-6-9 cycle of inquiry that includes the following components:

- analyzing data,
- setting goals,
- deepening learning both individually and collectively,
- implementing the new learning and monitoring, assessing, and adjusting practice

The key data that will be included in these cycles of inquiry include teacher-created assessments and third-party diagnostics that directly support the schools' area of focus. More specifically, data that leadership teams will review include students' depth of knowledge level as demonstrated in students' writing, suspension rates, student attendance, credit completion rates, the number of students participating in CTE programs, and college attendance rates.

Use of Educational Partner Feedback in Monitoring Process
The LEA meets regularly with Mojave High School, its leadership team, and other educational partners. As part of this process, the LEA builds capacity within the team and educational partners. By facilitating data protocols, mapping out cycles of inquiry, and reviewing Fullan's Coherence Model the site is able to continue the work regularly in times without district support. In several meetings, the use of data has been addressed to ensure the school is working with data that most directly serve two purposes: first, data that is purposeful and meaningful to the staff and aligned to the school's focus; second, how that data supports the effectiveness of the CSI plan. Modifications are made as needed to the CSI plan. Data will be collected to better address the school's areas of concern and shared with various other educational partners through leadership team meetings, staff meetings, and parent/community meetings.

Engaging Educational Partners

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

Hesperia Unified School District reached out to our community of educational partners to share student successes and challenges and gather input to assist with developing the 2022-2023 LCAP. The district reached out to our educational partners to advise of the LCAP development opportunities via email, district website, social media, and districtwide communication system. The District Advisory Committee (DAC) is included for our parents/guardians representing English learners, low-income, Foster Youth, and students with disabilities to participate in virtual and in-person meetings. Additional LCAP meetings were held with Parents (and parents of SED/Low-Income, Foster Youth representatives or advocates); Principals; Administrators; Teachers; Classified personnel; Other traditionally underserved student groups; also include “Bargaining Units, the SELPA Administrator, and community partners.
The District Advisory Meetings were held virtually on October 6, 2021, December 8, 2021, February 9, 2022, April 13, 2022, and May 11, 2022. The current LCAP was reviewed throughout these meetings, parent engagement policies were reviewed, and data was shared. Our District Leadership Team held in-person meetings, including certificated, classified, and administrative representatives. The meetings were held on August 17, 2021, October 10, 2021, October 28, 2021, November 4, 2021, December 9, 2021, February 10, 2022, and April 8, 2022. A draft of the LCAP District Advisory Committee (DAC) on May 18, 2022. DELAC met in April 2022. During the meetings, notes were taken, and suggestions were taken into consideration with all the input gathered in developing the LCAP. There were no questions or input gathered at this time. The LCAP draft was posted for public view on the District website on May 31, 2022. The public was notified that they are able to submit comments regarding specific actions and expenditures proposed to be included in the LCAP. A public hearing of the LCAP took place on June 6, 2022, and the Governing Board adopted the LCAP on June 13, 2022.

A summary of the feedback provided by specific educational partners.

Hesperia Unified School District requested and collected feedback regarding LCAP Actions from multiple educational partners during the LCAP development meetings to determine whether high needs of concern and interest were included in the LCAP. Ideas and trends were analyzed from feedback received at meetings and surveys by specific educational partners as follows:
District Advisory Committee (DAC):
1. Increase the number of students proficient at a 3rd-grade reading level
2. Provide transportation, materials, and clothing options for unhoused and foster youth
3. Increase communication between school and families

Parents of English learners and District English Learner Advisory Committee (DELAC):
1. Intervention programs

Parents of Foster Youth:
1. Intervention programs
2. Social-emotional support for students
3. Provide transportation, materials, and clothing options for unhoused and foster youth

Parents of Students with Disabilities:
1. Opportunities for parents to be involved

Teachers:
1. Provide professional learning opportunities to strengthen teaching and learning practices

Credentialed/Classified Staff Association Representatives:
1. HTA- Add culturally responsive language into goal 2
2. CSEA- No input added

Site and District Administrators:
1. Provide transportation to maintain and increase attendance
2. Hire additional counselors at each middle, high, and alternative education school to address the increased number of students' social-emotional needs.
3. Are in support and agreement to continue the preschool program to prepare our future kindergarten students.

Community Input:
1. Opportunities to volunteer at school sites
3. Parents strongly agree to continue the preschool program to support early childhood education.

Based on the analysis of the feedback provided above, the following trends emerged:
1. Provide professional learning opportunities to address the social-emotional, behavioral, and well-being of students
2. Increase staffing to address student social-emotional needs by adding counselors to each school site
3. Reduce the staff to student ratio at school sites
4. Improve and grow programs for families to support their children

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

The goals and actions in the LCAP were guided by feedback from educational partners. The feedback included the need for increased professional learning opportunities to strengthen teaching and learning practices and social-emotional learning, increases in staffing to address academic and social-emotional needs, transportation, and additional parent training and learning.

Based on educational partner feedback, the established three goals will remain the same in the 2022–23 LCAP.
Goal 1: Provide a high-quality classroom curriculum, instruction, and assessment to prepare our students for success in college and careers.
Goal 2: Provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students.

Goal 3: Involve our parents, families, and community members as direct partners in the education of all students.

LCAP Goal 1 pertains to academic rigor and instruction. Educational partner feedback influenced the actions in this goal as follows:

- Reduce class size and decrease the number of combination classes at elementary school sites for the purpose of increasing small group learning and 1:1 teaching/learning. (Goal 1, Action 3)
- To increase student proficiency in ELA and mathematics, professional learning will be provided to teachers in Goal 1, Action 8. Additionally, addressing student engagement and the social and emotional needs of students and staff influenced the implementation of the actions to contribute to the effectiveness of Goal 2. The increase of professional learning opportunities for staff to recognize and respond appropriately to student trauma and well-being is the focus of Goal 1, Action 9.

LCAP Goal 2 pertains to student physical and emotional safety.

- Student transportation is addressed in Goal 2, Action 4. Increased transportation and bus passes will be provided to students to increase attendance.
- A resounding need to hire additional counselors to address students' social and emotional needs districtwide was heard throughout each LCAP meeting. Goal 2, Action 10 addresses hiring additional counselors for elementary, middle, and high schools.

Goal 3 has a focus on parent participation and provides training for parents to support students in their learning. As a result of the input received from educational partners during LCAP development meetings and an analysis of the outcomes of the educational partner survey, two additional actions will be added to Goal 3.

- Additional training and support for families were addressed in Goal 3, Action 6.
- Increased interpretation and translation services provided to our EL community Goal 3, Action 4.

Goals and Actions

Goal

Goal #	Description
1	To provide high-quality classroom curriculum, instruction, and assessment to prepare our students for success in college and career.

An explanation of why the LEA has developed this goal.

Analysis of student data in Hesperia Unified School District has shown our areas of need. HUSD's graduation rate decreased by 3.4% to 87.6% through the California Dashboard. iReady, a local assessment, has demonstrated 26% proficiency in ELA, down 4% from the 2020-2021 school year. In math iReady, 21% of students are proficient, equal to the percent in the 2020-2021 school year. Both sets of assessment results have shown more students below proficiency. Based on local and state data and educational partners, feedback has demonstrated the need to provide students with academic support to succeed in college and career. The actions listed below are designed to increase and improve services based on the qualitative and quantitative data for our students qualifying as low-income, English learners, and foster youth. Together, these metrics and actions have been determined to be the most effective approach to achieving the goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of properly credentialed teacher (State Indicator; Priority 1; Basic Services)	100% of teachers properly credentialed	100% of teachers properly credentialed			100% of teachers properly credentialed
Student access to standards-aligned instructional materials (State Indicator; Priority 1; Basic Services)	100% Williams Compliant	100% Williams Compliant			100% Williams Compliant
Implementation of the academic content and performance	100% Implementation	100% Implementation			100% Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards adopted by the State Board; including English Learners will receive designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walkthroughs (State Indicator; Priority 2; Implementation of State Standards)					
Percentage of pupils who have successfully completed A-G or CTE course requirements (State Indicator; Priority 4; Pupil Achievement)	56% prepared	Not reported on the California Dashboard due to COVID-19 Pandemic. While we don't have the percent prepared number we do have the number of CTE completers for the 2020-21 school year. 2020-21: 317 completers			74% of students are prepared for college and career as shown on the California Dashboard
Statewide Assessments: CAASPP ELA (State Indicator; Priority 4; Pupil Achievement)	2019-20: Not available due to COVID-19 suspension 2018-19: ELA: 35.02% proficient	During the 2020-21 school year only 7th, 8th, and 11th grade students took the assessment 39.94%			ELA:53.02% proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2017-2018: ELA 33.21%				
Statewide Assessments: CAASPP Math (State Indicator; Priority 4; Pupil Achievement)	2019-20: Not available due to COVID-19 suspension 2018-19: 23.85% proficient 2017-2018: 21.76%	During the 2020-21 school year only 7th, 8th, and 11th grade students took the assessment 20.45%			Math: 41.85% proficient
Statewide Assessments: Science (California Science Test CAST) in grades 5, 8, and high school (State Indicator; Priority 4; Pupil Achievement)	18.19: 29.93% proficient	Assessment waived during the 2020-21 school year due to COVID-19 Pandemic			47.93% of students in grades 5, 8, and high school will be proficient
Percentage of English learners making progress toward English proficiency as measured by state language proficiency test; ELPAC (State Indicator; Priority 4; Pupil Achievement)	18.19: 47.2% of students making progress toward English proficiency as measured by state language proficiency test; ELPAC.	This metric has been suspended for the 2020-21 school year, as there needs to be a 3-year average to compile this metric.			65.2% of students making progress toward English proficiency as measured by state language proficiency test; ELPAC.
English learner reclassification rate	19.20: 3.7% reclassification rate	2021-22: 4% reclassification rate			21.4% reclassification rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(State Indicator; Priority 4; Pupil Achievement)	20.21: 6.4% reclassification rate				
Percentage who pass AP exam with score of 3 or higher (State Indicator; Priority 4; Pupil Achievement)	1,406 students took AP test with 679 or 48% passing	870 students took the AP tests, 274 passed, 31.5% pass rate			66% pass rate
High school graduation rates (State Indicator; Priority 5; Pupil Engagement)	18.19 94.4%	2020-21: 87.6%			98% students will graduate
Middle school dropout rates (State Indicator; Priority 5; Pupil Engagement)	2016-17 Middle School: 10	2020-21 Middle School: 22			7
High school dropout rates (State Indicator; Priority 5; Pupil Engagement)	2016-17 High School: 52	2020-21 High School: 68			43
Broad course of study that includes all the subject areas described in 51210 and 51220 (a)(i) as applicable; including	100% of students have access to and are enrolled in required core subject areas and a broad courses of study.	100% of students have access to and are enrolled in required core subject areas and a broad courses of study.			100% of students have access to and are enrolled in required core subject areas and a broad courses of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs and services developed and provided to unduplicated pupils and students with exceptional needs(State Indicator; Priority 7; Course Access)					
iReady Reading Diagnostic (State Indicator; Priority 8; Other Pupil Outcomes)	19.20: iReady Reading Diagnostic: 27% of students are at grade level 20.21: iReady Reading Diagnostic: 30% of students are at grade level	2021-22: iReady Reading Diagnostic: 26%			iReady Reading Diagnostic: 48% of students are at grade level
iReady Math Diagnostic (State Indicator; Priority 8; Other Pupil Outcomes)	19.20: iReady Math Diagnostic: 19% of students are at grade level 20.21: iReady Math Diagnostic: 21% of students are at grade level	2021-22: iReady Math Diagnostic: 21%			iReady Math Diagnostic: 39% of students are at grade level
Participation and demonstration of college preparedness, EAP	18.19: ELA 45.64% Math 25.97%	2020-21 ELA 39.94% Math 20.45%			ELA 63.64 Math 43.97%
ESGI Metric (State Indicator; Priority 8; Other Pupil Outcomes)	New metric for the 2022-23 school year	Base line will be determined in the 2022-23 school year			Base line will be determined in the 2022-23 school year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Base line will be determined in the 2022-23 school year				

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Access to Instructional Materials	The Educational Services Division will provide standards-based instructional resources, textbooks, and supplemental resources to ensure that all students have access to the core curriculum, provide additional learning opportunities, and address students' learning gaps. This action will be measured by the Math and ELA CAASPP scores.	$2,500,000.00	No
1.2	1.2 Student Progress Monitoring	The Educational Services Division will continue to provide an academic universal screener to regularly monitor and support standards-based proficiency principally directed to our English learners, low-income, and foster youth students in ELA and Math. During weekly grade level and department collaboration meetings, staff will review student data, share best practices, and plan instructional strategies to address student needs based on the results from the screener and other assessments.	$147,000.00	Yes
1.3	1.3 Instructional Support: Certificate	The Personnel Services Division will maintain adequate staffing to reduce class sizes and provide academic coaching to support student learning. Academic coaching will be utilized to promote innovative teaching practices, ensure equity, and increase student achievement, principally directed to English learners and low-income students. The reduction of class sizes will increase opportunities for unduplicated students to engage in the curriculum and expand access to an understanding of essential learning. This action will be measured by CASSPP math and ELA scores and iReady math & ELA scores.	$26,142,356.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	1.4 Instructional Support: Classified	The Personnel Services Division will provide paraprofessionals principally directed to students qualifying as low-income, English learners, and foster youth in core academic achievement. Paraprofessionals will provide academic support in coordination with classroom teachers and tier-one instruction. This action will be measured by CASSPP math and ELA scores.	$3,600,386.00	Yes
1.5	1.5 English Learner Academic Support: Supplemental Materials	The Educational Services Division will provide language acquisition support and access to the core curriculum through the use of supplemental materials as needed to support our English learners' academic proficiency. This action is limited to English learner students and will be measured by ELPAC scores.	$1,000,000.00	Yes
1.6	1.6 English Learner Academic Support: Personnel	The Personnel Services Division will provide 15 paraprofessionals to support our English learner students. Paraprofessionals will provide supplemental language support to English learner students in the classroom, hold goal setting meetings with students and families, and direct families to resources as needed. This action is limited to English learner students and will be measured by ELPAC scores.	$2,039,316.00	Yes
1.7	1.7 English Learner Academic Support: Professional Development	The Educational Services Division will provide high-quality professional development and coaching to support the implementation of integrated and designated ELD to support our English learners. Sites will provide daily targeted ELD instruction for the English learner subgroup to attain proficiency in grade-level academic standards. This action will be measured by ELPAC scores and reclassification rates.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	1.8 English Learner Academic Support: College and Career Preparation	The Educational Services Division will provide supplemental counselors (2) for high schools principally directed to support EL and RFEP students in being college and career ready by holding financial aid workshops, ensuring enrollment in coursework that is UC/CSU-approved, mentoring students, monitoring student progress, and increasing participation in college and career preparation programs.	$518,619.00	Yes
1.9	1.9 Professional Development	The Educational Services Division will provide all teachers, support staff, and administrators with professional development as an important component of preparing staff to support student learning and achievement. Some areas of focus for professional development include early literacy, early numeracy, Dual Language Immersion (DLI), Integrated Multi-Tiered System of Support (iMTSS), Advancement Via Individual Determination (AVID), Student Health and Wellness, etc. This action is principally directed to unduplicated students and will be measured by the Math and ELA CAASPP scores.	$1,609,185.00	Yes
1.10	1.10 Intervention/Enrichment/Acceleration	The Educational Services Division will provide summer school programs, tutoring, and intervention to address graduation and UC/CSU a-g credit and learning recovery opportunities for schools and students. The opportunities are principally directed to our English learners, foster youth, and low-income subgroups to receive academic support. This action will be measured by graduation rates and CAASPP scores.	$1,700,000.00	Yes
1.11	1.11 Universal Access	The Educational Services Division will continue to provide preschool available for students that qualify for low-income, English learners, and foster youth . The preschool program is designed to support the learners' early childhood development in collaboration with preparation for kindergarten skills. This action will be measured by the local data from iReady.	$2,200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	1.12 Academic Supports	The Educational Services Division will provide academic support, tests (PSAT 8/9, AP), remediation; transportation; athletics, and extracurricular programs principally directed for our English learners, foster youth, and low-income student groups. The supplemental academic supports will increase student proficiency in academic standards, athletics, extracurricular programs as well as school engagement and connectedness.	$60,000.00	Yes
1.13	1.13 College & Career Preparation	The Educational Services Division will continue to provide 3 College and Career Readiness Counselors principally directed for our English learners, low-income, and foster youth to oversee the College and Career Resource Center, support Dual Enrollment, help create new Career Technical Education (CTE) pathways, and develop internships, work with unduplicated student groups on transition plans for careers/college, work as a liaison with colleges and employers, etc.	$572,438.00	Yes
1.14	1.14 College and Career Preparation: Foster Youth Supports	The District Social Worker will work with counselors and Foster Youth to apply for scholarships and college admission.	$1,197,054.00	Yes
1.15	1.15 College and Career Preparation: Students with Special Needs	The Educational Services Division will continue to provide students with disabilities additional support in the preparation to transition to college or career. Additional supplementary aids and supports to meet course standards. Differentiated instruction training for teachers to ensure students with disabilities meet proficiency in the grade-level standards and have access to career technical education pathways.	$0.00	No
1.16	1.16 College and Career Preparation: Course Access	The Educational Services Division will continue to provide Career and Technical Education (CTE) Pathways and Programs and expand articulation and dual enrollment with Victor Valley College, Barstow Community College, and CSUSB. These programs are funded through a combination of grant resources and supplemental dollars. CTE programs are principally directed for our English learners, foster youth,	$3,900,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and low-income student groups allowing students to be career-ready as they graduate. An increase in college and career readiness will be measured by the College and Career Readiness Indicators.		
1.17	1.17 Access to Technology	The Information Technology and Communication Division will provide devices and hot spots to our English learners, foster youth, and low-income student groups, as needed. Access to technology will contribute to academic proficiency by providing equity of access for our unduplicated populations.	$6,457,000.00	Yes
1.18	1.18 AVID	The Educational Services Division will continue implementing and supporting the AVID and AVID Excel program at sites to increase college and career preparedness. This action is principally directed to our students qualifying as English learners, low-income, and foster youth and will be measured by the College and Career Readiness Indicators.	$520,000.00	Yes
1.19	1.19 Dual Language Immersion	The Educational Services Division will support the implementation of effective Dual Language Immersion programs principally directed for low-income students, foster youth, and English learners, by providing standards-based instructional materials and resources, ensuring adequate professional development for staff, and purchasing necessary supplemental materials.	$500,000.00	Yes
1.20	1.20 Access to Academics	The Educational Services Division will continue to provide school site funding to implement approved supplemental programs, services, and related supplies principally targeted for our unduplicated students' academic success as well as promote school connectedness through additional staff supports, fine arts/music, tutoring, intervention, enrichment, engagement activities such as assemblies, WIOA, etc. These funds can support cross-curricular activities and supports.	$4,183,130.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

While students within the district were able to return to in-person instruction for the 2021-22 school year after attending school through distance learning for most of the 2020-21 school year, consistent learning was difficult to achieve due to the ongoing COVID pandemic. Students and teachers who tested positive had significant exposure or showed symptoms of COVID were required to observe a 10-day quarantine at home. This created gaps in attendance and learning. Students were placed on a short-term independent study to continue their learning, but many students continued to struggle. With these developments and interruptions to teaching and learning, it was difficult to implement many of the actions for 2021-22. Two substantive differences between planned actions and actual implementation were noted.

Successes: For the purpose of continued academic monitoring for students an academic universal screener continues to be utilized to provide real-time data on students allowing teachers to adjust the teaching to meet their academic needs (Action 2). The district continued to provide devices and hot spots to students. Access to technology contributes to academic proficiency by providing equity of access for our unduplicated populations (Action 12/17). The continued implementation of AVID and AVID Excel programs at sites to increase college and career preparedness continues to contribute to the success at the school sites (Action 16/18).

Challenges: Due to the extenuating circumstances above, hiring personnel was a continued challenge (Action 4). Professional development (Action 5/9) opportunities were not fully implemented due to students and teachers frequently being in quarantine or teachers not being available due to other constraints like the inability to get guest teachers.

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.

Action 3 Instructional Support originally had $17,660,387.00 budgeted but due to effects of the COVID pandemic, only approximately $12,549,856.00 was able to be spent.
Action 15 Access to Academics was only able to expend $1,024,031.00 of the $1,485,369.00 budgeted due to the inability to get resources and fewer teachers able to participate in over-contracted activities.

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

The 2021-22 school year was difficult for Hesperia Unified School District, with students returning to in-person learning after spending the 2020-21 school year in distance learning for most of the year. It was difficult to have consistent teaching and learning across all grade levels

due to the continued quarantining of students, teachers, and staff. With this interruption in the educational process, implementing the actions in Goal 1 was inconsistent. While the supplemental instructional programs were available, it was difficult to get students to want to complete online supplemental programs. Teachers were diligent in creating a rigorous learning environment, when possible, to address the significant learning gaps in student learning. Teachers were also finding the need to address a variety of social-emotional needs with students, which hindered the instructional process. With these constraints, many teachers were unable to volunteer for any additional learning opportunities, including professional development and student tutoring.

Hesperia Unified School District continues to encourage TK-3 class-size average and small group instruction/support when possible. The addition of teachers continues to be a priority for the District. Baseline scores were established in the 2018-2019 school year using CAASPP ELA and math scores. The District did not administer CAASPP during Spring 2021 but did administer local assessments. These assessments included the ELA and Math iReady assessments, which strongly correlated to CAASPP results. These results, which compared Fall of 2020 to Fall of 2021, did show a decline in student growth which was expected due to difficulties encountered during distance learning. Additional support in supplemental personnel (Action 3) and professional development (Action 8) has an increased budget for 2022-23 to provide additional opportunities to address the learning gaps and accelerate learning across the District.

English Learner Academic Support
Actions 3 and 5 focused on supporting English learners within the district. Students qualifying as English learners have demonstrated lower proficiency on CAASPP ELA and math scores as well as the local iReady data. The focus on English language proficiency through Action 3 and professional development focused on English language strategies supported the improved outcomes for English learners based on iReady ELA and math and increased reclassification rates for the year.

College and Career Preparation
Actions 9, 10, 11, 13, 14, 16, and 18 focused on students being prepared for college and careers as they graduate from Hesperia Unified School District. Providing additional counselors in the areas of college and career and RFEP focus allowed counselors, AVID and AVID Excel strategies, and increased CTE pathway options led to improved outcomes in the areas of CTE completers and graduation rate.

Student Monitoring and Support
Actions 1, 2, 4, 6, 8, 12, and 15 focused on monitoring students' academic progress and providing supplemental support to meet the needs of students. The academic universal screener allows school sites to meet the immediate academic needs of students through interventions, supplemental programs and resources, technology, additional teachers and instructional coaches, and standards-based instructional materials. By providing these actions, the local data from iReady showed growth throughout the year.

Universal Access
Action 7 focuses on providing universal access to our students at preschool age. The Educational Services Division will continue to provide preschool available for students that qualify for low-income, English learners and foster youth. The early learner program is designed to support the learners' early childhood development in collaboration with preparation for kindergarten skills. This action will be measured by the local data from iReady and ESGI assessments. The enrollment process identifies, through reasonable assumption, the preschool students

are from low-income and English learner subgroups. In 2018-19 132 and in 2019-20, 136 of our district preschool students continued on to attend kindergarten in the Hesperia Unified School District the following year.

Access to Technology
Action 17 provides devices and hotspots for students' access to technology, contributing to academic proficiency by providing equity of access for our unduplicated populations. This action will continue to be measured by local data from the iReady assessment as well as CAASPP scores in the future.

Dual Language Immersion
Action 19 will support the implementation of effective Dual Language Immersion programs and provide standards-based instructional materials and resources, ensuring adequate professional development for staff and necessary supplemental materials. This action will lead to improved outcomes in the areas of ELA and Math iReady assessment and ELA and Math CAASPP assessment.

Access to Academics
Action 20 will continue to support school site funding to implement approved supplemental programs, services, and related supplies. Academic success and school connectedness will be gained through additional staff support, fine arts/music, tutoring, intervention, enrichment, engagement activities such as assemblies, and WIOA to name a few. This action will lead to improved outcomes in the areas of ELA and Math iReady assessment and ELA and Math CAASPP assessment.

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

As shared in the educational partner engagement section, providing a high-quality classroom curriculum, instruction, and assessment to prepare our students for success in college and career is a priority. With this feedback in place, the below changes were integrated into Goal 1.

Revisions:
1. Throughout Goal 1, in an effort to be more transparent to our educational partners, each action was modified from a general statement of "The District" to specify which division will be responsible for the action.

2. Throughout Goal 1, in an effort to be more transparent to our educational partners' many actions were modified to specify the metric that will be utilized to determine the success of the action.

3. Throughout Goal 1, in an effort to be more transparent to our educational partners' the order of the actions has been modified to reflect similar actions together. For example, all actions related to English learners have been grouped. (Action 1.5, 1.6, 1.7, and 1.8)

4. In Goal 1, Action 4 was separated into two actions. Action 3 and 4 (2022-2023) to show the utilization of both certificated and classified personnel.

5. Our educational partners' interest in Dual Language Immersion is being analyzed. One or two elementary schools are beginning research and professional learning in this area while planning to implement. This new action is reflected in Goal 1, Action 19.

6. In the metric "Participation and demonstration of college preparedness, EAP " the baseline showed "18.19: ELA 45.64% Math 35.97%." There was an error in the math metric, changing it from 35.97% to 25.97%.

7. In Goal 1, Action 10, in an effort to increase the learning recovering opportunities, the expenditure amount attached to this action was increased.

8. In Goal 1 Measuring and Reporting Results section, the local assessment ESGI was added as it is utilized to monitor the effectiveness of Action 11.

Deletion:
Goal 1 Action 3 is being deleted and moved to Goal 3 Action 4 as the purpose of the action is to provide translation services to parents and guardians.

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	Provide a physically and emotionally safe climate and learning environment that is culturally responsive to all students.

An explanation of why the LEA has developed this goal.

Student connectedness to the school community, access to extracurricular activities, and healthy school culture and climate demonstrated higher achievement. Research in California and across the nation has shown that particular aspects of school climate and culture are strongly associated with students' academic, social, and emotional wellbeing. This was extremely evident during the pandemic. The District recognizes the need to support the whole child, especially following school closures. Social and emotional support will be provided. Social and emotional support will be provided first and foremost within the classroom, with teachers being provided professional development in social and emotional learning (SEL) practices. Students in need of additional support will have access to school counselors, school psychologists, administrators, social workers, and outside agencies. Due to an increase in chronic absenteeism and an anticipated rise in suspension and expulsion rates, the LEA will provide support for underperforming students using a multitiered system model. SEL strategies will help our teachers support students with prevention strategies rather than reacting to discipline concerns. The District has begun collecting data providing professional development in SEL to provide tools, resources, and guidance to measure and develop student resilience and a strengths-based culture in the schools. This focus will help with suspensions and expulsion, truancy, violence, bullying, and students dropping out of school. The actions listed below are designed to increase and improve services based on qualitative and quantitative data for our students qualifying as low-income, English learners, and foster youth. These metrics and actions together have been determined to be the most effective approach to achieving the goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in good repair measured by Facility Inspection Tool (FIT)(State Indicator; Priority 1; Basic Services)	100% of school sites are compliant	100% of school sites are compliant			100% of school sites are compliant
Student Attendance Rate(State Indicator;	94.68% ADA	2020-21: 88.84%			97% ADA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5; Pupil Engagement)					
Site and District student/parent surveys safety and connectedness (State Indicator; Priority 6; School Climate)	0	100% of schools engaged in a survey with their community.			100% of students and parents report feeling safe
Chronic Absenteeism Rate (State Indicator; Priority 5; Pupil Engagement)	2018-19: 12.4%	2020-21: 34.5%			Less than 5%
Physical Fitness Test (State Indicator; Priority 8; Other Pupil Outcomes)	2019-20 suspended due to COVID-19 2018-19: 5th grade: 69.8% 7th grade: 82.4% 9th grade: 81.2%	Assessment waived during the 2020-21 school year due to COVID-19 Pandemic			5th grade: 72% 7th grade: 85% 9th grade: 90%
Pupil Suspension Rate (State Indicator; Priority 6; School Climate) Sub Groups: Special Education, African American, FY, LI, EL	2019-20: 6.5% Subgroups: English learners 5.2%; foster youth 10.4%; socioeconomically disadvantaged 7%; students with disabilities 11.3%; African American 14.1%	2020-21: 0.1% Subgroups: English learners 0.1%; foster youth 0.4%; socioeconomically disadvantaged 0.1%; students with disabilities 0.1%; African American 0.1%			5% Subgroups: English learners 3.7%; foster youth 7.4%; socioeconomically disadvantaged 5.5%; students with disabilities 8.3%; African American 11.1%
Pupil Expulsion Rate (State Indicator; Priority 6; School Climate) Sub Groups:	2019-20: 0.31% 2020-2021: 0.02%	2020-21: 0.02%			0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Special Education, African American, FY, LI, EL					

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student/Staff/Families Emotional Health	The Information Technology and Communication Division will partner with Care Solace to provide students, staff, and families with mental health services. The Care Solace online resource provides a live, multilingual Care Concierge. This service is meant to assist individuals in finding local mental health-related programs and counseling services. This action will be measured by the attendance and suspension metric.	$241,320.00	No
2.2	Foster Youth Supports	The Student Services Department will continue to employ 4 Social Workers and 1 foster youth liaison to assist foster youth and their families with social issues and challenges impacting education. The LEA foster youth liaison and Social Workers will provide information and resources and hold foster youth family meetings to provide information and support to foster youth families. This action is principally directed for students qualifying as foster youth and will be measured by the attendance and suspension metric.	$838,115.00	Yes
2.3	Student Support and Access	The Educational Services Division and Student Services Department will continue to provide safe campuses and access to culturally responsive libraries during and beyond the school day, principally directed to our students identified as low-income, English learner, and foster youth, beyond what is provided in the classroom. A culturally responsive library available during and beyond the school day will enable our student groups to access library and technology resources, mainly where services are limited. 12 Campus assistants, 24 library	$4,467,459.00	Yes

Action #	Title	Description	Total Funds	Contributing
		media specialists, and 24 technology support technicians will provide these support services.		
2.4	Transportation	The Fiscal Services Division will provide transportation principally directed for our students identified as English learners, foster youth, and low-income populations to increase overall attendance rates and student engagement.	$4,888,688.00	Yes
2.5	2.5 Alternative Setting	The Educational Services division will provide alternative settings principally directed to meet the needs of our English learners, foster youth, and low-income students. These settings include low student-to-staff ratios to support unduplicated students struggling in traditional school settings. The intensive supports are intended to accelerate learning and assist the students in successfully transitioning back to the traditional school settings.	$833,231.00	Yes
2.6	2.6 Tiered Supports	The Educational Services Division will continue to employ a coordinator and psychologist to work with sites in implementing Tier 1, Tier 2, and Tier 3 academic and behavioral systems of supports principally directed for our English learners, foster youth, and low-income student groups. The coordinator and psychologist will increase staff capacity to provide additional district and school-level support for the unduplicated student groups' social-emotional, behavioral, and mental health needs. This will be measured by monitoring students' academic performance, universal screener results, behavior, and attendance.	$407,440.00	Yes
2.7	2.7 Student Engagement	The Educational Services Division will continue to provide a well-rounded educational program before, during, and after school that promotes the emotional, physical, and social well-being of students, including, but not limited to, peer counseling, Schoolwide Positive Behavior Intervention Support (PBIS), and robotics, Festival of the	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Arts, and student clubs. This action is principally directed for our English Learners, low-income, and foster youth and is measured by behavior and attendance.		
2.8	2.8 Outreach	The District will work with the HUSD Police Department in creating and implementing protocols to support the school sites to support safety within the District. School Police will continue to conduct outreach opportunities, especially building relationships with unduplicated students that may not have previously had a positive experience with law enforcement throughout the school year to build and maintain relationships with students and staff at all 25 school sites. These relationships will continue to decrease behaviors that interfere with student success and build positive relationships with the students and the officers through positive intervention supports and attendance recognitions.	$2,634,269.00	No
2.9	2.9 Psychologist	The Educational Services Department will continue to employ additional 9 psychologists to provide layered academic and social-emotional support principally directed for our English learners, low-income, and foster youth students to increase achievement, social and emotional support, and progress toward graduation/college/career.	$2,612,359.00	Yes
2.10	2.10 Counselors	The Educational Services Department will continue to employ additional 16 counselors to provide layered academic and social-emotional supports principally directed for English learners, low-income, and foster youth students to increase achievement, social, emotional supports, and progress toward graduation/college/career.	$5,634,269.00	Yes
2.11	2.11 Behavior Interventions	The Educational Services Department will continue to employ two Board Certified Behavior Analysts to help teachers provide behavior supports, principally directed for our English Learners, low-income and foster youth, that have been identified as key levers in improving	$529,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
		outcomes for unduplicated students with the highest needs to help prevent disruptions to learning and reduce suspensions and chronic absenteeism.		

Goal Analysis [2021-22]

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

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

While students within the district were able to return to in-person instruction for the 2021-22 school year after attending school through distance learning for most of the 2020-21 school year, consistent learning was difficult to achieve due to the ongoing COVID pandemic. Students and teachers who tested positive had significant exposure or showed symptoms of COVID were required to observe a 10-day quarantine at home. This created gaps in attendance and learning. Students were placed on a short-term independent study to continue their learning, but many students continued to struggle. With these developments and interruptions to teaching and learning, it was difficult to implement many of the actions for 2021-22. Two substantive differences between planned actions and actual implementation were noted.

Successes: Through the 2021-22 school year, HUSD continued to partner with Care Solace, an online resource providing a live multilingual Care Concierge. This service assisted individuals in finding local mental health programs and counseling services. Additionally, a workshop for our foster youth population was offered support through student connectedness, information, and resources. Lastly, additional staffing on campuses, such as librarians, campus assistants, and technology support technicians, when staffed, provided additional support to students' access to academic support and a safe school environment.

Challenges: Due to the extenuating circumstances above, hiring personnel was a continued challenge (Action 2 & 3), and special events for student engagement (Action 7) opportunities were not fully implemented due to the difficulty in hiring personnel for the open positions as well as the inability to plan events due to the restrictions in place due to COVID.

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.

Action 2 Foster Youth Supports was only able to expend $176,095.00 of the $583,297.00 budgeted due to the inability to get resources and difficulty hiring personnel.
Action 3 Student Support and Access originally had $3,905,415.00 budgeted, but due to the effects of the COVID pandemic, only approximately $2,407,176.00 was able to be spent.
Action 7 Student Engagement and Activities originally had $15,000.00 budgeted, but due to the effects of the COVID pandemic, only approximately $3,247.00 was able to be spent.

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

The 2021-22 school year was a challenging year for Hesperia Unified School District, with students returning to in-person learning after spending the 2020-21 school year in distance learning for most of the year. It was difficult to have consistent teaching and learning across all grade levels due to the continued quarantining of students, teachers, and staff. With this interruption in the educational process, implementing the actions in Goal 2 was inconsistent. While the additional social-emotional programs were available, it was difficult to get students to attend school consistently throughout the school year. Teachers were diligent in creating a rigorous learning environment, when possible, to address the significant needs of students. Teachers were also finding the need to address a variety of social-emotional needs with students, which hindered the instructional process. With these constraints, many teachers were unable to volunteer for any additional learning opportunities, including professional development and student tutoring.

Hesperia Unified School District continues to encourage connectedness to the school community, access to extracurricular activities, and healthy school culture and climate to result in higher academic achievement. The addition of student support continues to be a priority for the district. While the addition of site personnel was implemented throughout the district, student attendance and behaviors decreased. This measurement is not an accurate tell of the school climate because the students were on distance learning during this time. Baseline scores were established in the 2018-2019 school year using Dashboard data. These results, which compared Fall of 2020 to Fall of 2021, did show a decline in student suspension and expulsion and a decrease om attendance which was expected due to difficulties encountered during distance learning. Additional support in supplemental personnel (Action 3 and 10) has an increased budget for 2022-23 to provide additional opportunities to address student wellbeing and ability to access their academic achievement.

Student Health and Wellness
Actions 1, 3, 6, 8, 9,10, and 11 utilize the health and wellness universal screener to support student needs in a timely manner. Through the results of the universal screener, specific supports will be available to students through an integrated Multi-Tiered System of Supports (iMTSS) structure. The support and resources were provided by technology resources, library services, campus assistance, psychologists, counselors, behavior intervention specialists, and school police. This action showed improved outcomes on suspension, expulsion, and attendance.

Foster Youth Supports
Action 2 focuses on the work of the social worker and interns in meeting the needs of the students qualifying as foster youth in the district. The social worker and interns provided information and resources and collaborated with foster youth families. This action demonstrated improved services for the foster youth students. During the 2020-21 school year, data showed an increase in chronic absenteeism and a decrease in suspension and expulsion. This data is unique to the year due to the pandemic as mentioned above.

Alternative Settings and Activities

Action 5 and 7 support alternative settings to support students struggling in traditional school settings and activities on school sites to promote connectedness and engagement. Students were able to complete their intensive support to accelerate learning and return to traditional school settings. This action improved outcomes for students' attendance and chronic absenteeism rates.

Transportation
Action 4 provided transportation for students to school and home from school. During the 2020-21 school year the transportation was provided to small groups of students attending school during the times when cohorts of students were invited to in-person learning. Transportation decreased chronic absenteeism and increases attendance rates.

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

As shared in the educational partner engagement section, providing a physically and emotionally safe climate and learning environment that is culturally responsive to all students. With this feedback in place, the below changes were integrated into Goal 2.

Revisions:
1. Throughout Goal 2, in an effort to be more transparent to our educational partners, each action was modified from a general statement of "The District" to specify which division will be responsible for the action.

2. Throughout Goal 2, in an effort to be more transparent to our educational partners' many actions were modified to specify the metric that will be utilized to determine the success of the action.

3. Throughout Goal 1, in an effort to be more transparent to our educational partners' the order of the actions has been modified to reflect similar actions together. For example, all student health and wellness actions have been grouped together. (Action 2.9, 2.10, and 2.11)

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	Involve our parents, families, and community members as direct partners in the education of all students

An explanation of why the LEA has developed this goal.

Throughout the pandemic and distance learning, the importance of having parents and guardians as partners in their child's education. Parent, guardian, and community engagement have a positive influence on student achievement, behavior, and wellness. Research links the roles the family plays in a child's education, including supporters of learning and advocates of programs and services for their child. Indicators of success as a result of parent engagement include student grades, academic assessment results, lower dropout rates, and the students' beliefs about the importance of education.

Educational partners indicate a need to increase parent and guardian education and engagement opportunities, access to community resources, services, and programs for families, and increased communication. The actions listed below are designed to increase and improve services based on qualitative and quantitative data for our students qualifying as low-income, English learners, and foster youth. These metrics and actions together have been determined to be the most effective approach to achieving the goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in classes offered through the HUSD and site Family Resource Centers Local Indicator: Parent Involvement Priority #3	No data	2021-22: 76 Classes offered			75%
Efforts the school district makes to seek parent input in making	Site: SSC (4), ELAC (4), Title 1 Mtg (1), BTSN (1) District:	Site: SSC (4), ELAC (4), Title 1 Mtg (1), BTSN (1) District:			School site and district offer the following

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
decisions for the school district and each school site, including unduplicated pupils and individuals with exceptional needs. Local Indicator: Parent Involvement Priority #3	DAC(4), DELAC (4), Foster Youth Mtg	DAC(4), DELAC (4), Foster Youth Mtg			meetings to all parent groups 4 times a year

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Parent Education and Resources	The Educational Services Division will provide parent training, learning opportunities, and workshops, including the use of technology through the district Family Resource Center and site parent centers principally directed for our parents of English learners, low-income, and foster youth student groups. This will provide and expand opportunities for parents to learn how they can be more involved in student learning and in providing input into school decision-making.	$125,000.00	Yes
3.2	3.2 Parent Communication	The Educational Services Division will provide resources dedicated to the improvement of translation services for parents and guardians for our students qualifying as low-income, English learners, and foster youth. Translation services are to be used to ensure equitable language access and to support student learning and improved outcomes for our unduplicated students and families. A professional learning plan for full-time and on-call interpreter-translator continues to support areas of growth for our unduplicated student groups. Through a collaborative process, District Directors and site administration will analyze student academic, college/career, and social-emotional data.	$28,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	3.3 Family Resource Centers	The Educational Services Division will increase collaboration opportunities between the district parent liaison and site parent liaisons. The purpose is to develop site and district-wide parent engagement plans which will lead to improved student outcomes and increased parent involvement.	$0.00	Yes
3.4	3.4 English Learner Support: Language Support	The Educational Services Division will provide language support principally directed to support our English learners. Additional translation services will be provided to families and guardians to increase communation with families.	$394,473.00	Yes
3.5	3.5 Resource Center Computer Learning Specialist	The Educational Services Division will employ a Computer Learning Specialist at the Family Resource Center to provide workshops and classes on technology platforms, principally directed for parents of English learners, low income, and foster youth, to support and monitor their students' progress. This will be measured by participation in classes offered through the Family Resource Center and parent surveys.	$31,895.00	Yes
3.6	3.6 Community Outreach	The Educational Services Division will host outreach events including but not limited to fairs, summits, and conferences for the purpose of building community connections and raising awareness of educational programs, supports, and opportunities. The purpose of these events will be to increase parent involvement and increase student academic outcomes. This action is principally directed for our low-income, foster youth, and English learners and will be measured by the number of such events held each year.	$10,000.00	Yes

Goal Analysis [2021-22]

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

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

While students within the district were able to return to in-person instruction for the 2021-22 school year after attending school through distance learning for most of the 2020-21 school year, consistent learning was difficult to achieve due to the ongoing COVID pandemic. Students and teachers who tested positive had significant exposure or showed symptoms of COVID were required to observe a 10-day quarantine at home. This created gaps in attendance and learning. Students were placed on a short-term independent study to continue their learning, but many students continued to struggle. With these developments and interruptions to teaching and learning, it was difficult to implement many of the actions for 2021-22.

Successes: Resources dedicated to improving translation services for parents and guardians continued this year. Translation services were utilized to ensure equitable language access and to support student learners by improving outcomes for our students and families. Additionally, parent training, learning opportunities, and workshops continued with opportunities for parents to learn how they can be more involved in student learning and in providing input into school decision-making.

Challenge: Due to the extenuating circumstances above, providing training and community connection opportunities were not fully implemented due to the difficulty in planning events due to the restrictions in place due to COVID.

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.

Action 1 Parent Education and Resources originally had $85,000.00 budgeted but due to effects of the COVID pandemic, only approximately $7,969.00 was able to be spent.

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

The 2021-22 school year was a challenging year for Hesperia Unified School District, with students returning to in-person learning after spending the 2020-21 school year in distance learning for most of the year. It was difficult to have consistent teaching and learning across all grade levels due to the continued quarantining of students, teachers, and staff. With this interruption in the educational process, implementing the actions in Goal 3 was inconsistent.

Hesperia Unified School District continues to encourage a strong connection between school and home. The focus of community engagement continues to be a priority for the district. During the pandemic, family events and volunteering were changed to virtual due to COVID restrictions. Meetings and events were transitioned to virtual meetings that, in some cases, allowed for more parents and guardians to participate.

Family Engagement and Resources

Actions 1, 3, 5, and 6 support our parents at both the Family Resource Center and site level to provide support and resources. The Family Resource Center and school sites provide workshops, parent training, and learning opportunities for the community. The restriction of people on campuses has limited the number of opportunities to come to the school site.

Parent Communication
Action 2 and 4 provide resources dedicated to translation services for parents and guardians. This action contributes to parent engagement survey results allowing for parents and guardians who speak other languages to have translation services.

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

As shared in the educational partner engagement section, involving our parents, families, and community members as direct partners in the education of all students. With this feedback in place, the below changes were integrated into Goal 3.

Revisions:
1. Throughout Goal 3, in an effort to be more transparent to our educational partners, each action was modified from a general statement of "The District" to specify which division would be responsible for the action.

Added:
1. Goal 1 Action 3 is being deleted and moved to Goal 3 Action 4 as the purpose of the action is to provide translation services to parents and guardians.
2. To increase services to families through the Family Resource Center, a computer learning specialist was employed to provide workshops and classes on technology platforms for our families (Action 5).
3. To increase engagement opportunities for families in HUSD, outreach events, including but not limited to fairs, summits, and conferences for the purpose of building community connections will be added (Action 6).

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 [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$53,148,988	$5,315,840

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
25.31%	11.46%	$21,804,471.00	36.77%

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

Required Descriptions

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

Goal 1, Action 2: Student Progress Monitoring
Goal 1, Action 12: Academic Supports

Goal 1, Action 17: Access to Technology

Needs, Conditions, Circumstances:

After assessing our unduplicated student groups' needs, conditions, and circumstances, it was determined that there was a need to increase support for our unduplicated students with additional access to academics. The district data identified that ELA achievement scores indicate that all students are scoring 35.02% on CAASPP. Additionally, on our most recent local data and 26% of students are scoring on or above grade level based on current iReady data. In comparison, the data showed that our Low-Income (31.18%CAASPP/ 22% iReady) English learners (14.8% CAASPP/ 10% iReady) were achieving far below the achievement of "all" students for this indicator. The district data identified that Math achievement scores indicate that all students are scoring 23.85% on CAASPP. Additionally, on our most recent local data and 21% of students are scoring on or above grade level based on current iReady data. In comparison, the data showed that our Low-Income (20.43%CAASPP/ 17% iReady) English learners (10.63% CAASPP/ 9% iReady) were achieving far below the achievement of "all"

students for this indicator. Students qualifying as foster youth are achieving below the EL and LI student groups based on the California Dashboard based on FY scoring yellow in ELA and Orange in math.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the Educational Services Division will continue to provide an academic universal screener to regularly monitor and support the standards-based proficiency principally directed to our English learners, low-income, and foster youth students in ELA and Math. During weekly grade level and department collaboration meetings, staff will review student data, share best practices, and plan instructional strategies to address student needs based on the results from the screener and other assessments (Goal 1, Action 2). The Educational Services Division will provide academic support, tests (PSAT 8/9, AP), remediation; transportation; athletics, and extracurricular programs principally directed for our English learners, foster youth, and low-income student groups. The supplemental academic supports will increase student proficiency in academic standards as well as school engagement and connectedness (Goal 1, Action 12). The Information Technology and Communication Division will provide devices and hot spots to our English learners, foster youth, and low-income student groups as needed. Access to technology will contribute to academic proficiency by providing equity of access for our unduplicated populations. (Goal 1, Action 17).

Research: There is cause for renewed optimism about technology use in education. Compounding evidence suggests that large gains in student achievement are possible when digital tools are leveraged to enhance highly reliable instructional and learning strategies. The author's investigation efforts aim to develop a more precise language and set of ideas to discuss, enact, and evaluate high-impact uses of digital tools in education. In order to meaningfully consider effective pedagogical methods, one must take into consideration the larger context in which learning environments exist. The digital age has arguably given rise to drastic changes in the way we live, learn, and work. A learner entering K-12 education systems in the digital age will arguably need to gain more knowledge and master more skills than any previous generation in order to navigate the growing complexities of life and work in the digital age (Magana, 2019).

Continuance: LEA has determined to continue with the actions listed above in supporting improved academic achievement outcomes for our unduplicated student groups. Due to shifts in returning to in-person learning, our unduplicated student population have not shown the expected growth in academic achievement based on local iReady assessment data. The LEA will continue with the implementation of the strategies that have shown growth in previous years to allow for them to show positive results as full implementation occurs over the next school year. As we are fully back to in-person learning, we will see the full effectiveness of these actions.

Expected Outcome(s): The district will monitor the effectiveness of these actions. The district expects this to result in increased outcomes on the ELA and Math CAASPP assessment as well as the local data gathered from the iReady assessment gathered for our unduplicated populations. The district will monitor the progress towards ELA and math proficiency as measured by iReady, CAASPP, and ELPAC.

College and Career Preparation

Goal 1, Action 13: College and Career Preparation

Goal 1, Action 16: College and Career Preparation: Course Access

Goal 1, Action 18: AVID

Needs, Conditions, Circumstances:

After assessing our unduplicated student groups' needs, conditions, and circumstances, it was determined that there was a need to increase support for our unduplicated students with additional access to college and career preparation. The district data identified by the College and Career Indicator (CCI) shows that all students are 56% prepared. In comparison, the CCI data showed that our Low-Income (53.9% prepared), English learners (41.3% prepared), and foster youth (39.1% prepared) were achieving far below the achievement of "all" students for this indicator.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, The Educational Services Division will continue to provide College and Career Readiness Counselors principally directed for our English learners, low-income, and foster youth to oversee the college and career resource center, support Dual Enrollment, help create new Career Technical Education (CTE) pathways, and develop internships, work with unduplicated student groups on transition plans for careers/college, work as a liaison with colleges and employers, etc.(Goal 1, Action 13). The District Social Worker will work with counselors and Foster Youth to apply for scholarships and college admission (Goal 1, Action 14). The District will continue to provide Career and Technical Education (CTE) Pathways and Programs and expand articulation and dual enrollment with Victor Valley College, Barstow Community College, and CSUSB. These programs are funded through a combination of grant resources and supplemental dollars. CTE programs are principally directed for our English learners, foster youth, and low-income student groups. An increase in college and career readiness will be measured by the College and Career Readiness Indicators (Goal 1, Action 16). The Educational Services Division will continue to implement and support the AVID and AVID Excel program at sites to increase college and career preparedness. This action is principally directed to our students qualifying as English learners, low-income, and foster youth and will be measured by the College and Career Readiness Indicators (Goal 1, Action 18).

Research: According to a case study by Advance CTE reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college

preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied

depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only.

Continuance: LEA has determined to continue with the actions listed above in supporting improved academic achievement outcomes for our unduplicated student groups. Due to shifts in returning to in-person learning, our unduplicated student population has not shown the expected growth based on the CCI indicator for percent prepared. The LEA will continue with the strategies that have shown growth in previous years to allow for them to show growth again as students return in person during the 22.23 school year. An additional data point the LEA utilized was the CTE Completers data noting an increase in the overall CTE completers from 289 to 317 students. More specifically, our English Learner population increased from 31 to 53 students.

Expected Outcome(s): The District will monitor the effectiveness of these actions. The District expects this to result in increased outcomes on the College and Career Indicator percentage prepared. The District will monitor the progress for the effectiveness of these actions towards increasing the unduplicated student groups showing CCI percent prepared.

Student Academic Support

Goal 1, Action 3: Instructional Support: Certificated

Goal 1, Action 4:Instructional Support: Classified

Goal 1, Action 9: Professional Development

Goal 1, Action 10: Intervention/ Enrichment/ Acceleration

Goal 1, Action 20: Access to Academics

Needs, Conditions, Circumstances:

After assessing our unduplicated student groups' needs, conditions, and circumstances, it was determined that there was a need to increase support for our unduplicated students with additional access to academics. The district data identified that ELA achievement scores indicate that all students are scoring 35.02% on CAASPP. Additionally, on our most recent local data and 26% of students are scoring on or above grade level based on current iReady data. In comparison, the data showed that our Low-Income (31.18%CAASPP/ 22% iReady) English learners (14.8% CAASPP/ 10% iReady) were achieving far below the achievement of "all" students for this indicator. The district data identified that Math achievement scores indicate that all students are scoring 23.85% on CAASPP. Additionally, on our most recent local data

and 21% of students are scoring on or above grade level based on current iReady data. In comparison, the data showed that our Low-Income (20.43%CAASPP/ 17% iReady) English learners (10.63% CAASPP/ 9% iReady) were achieving far below the achievement of "all" students for this indicator. Students qualifying as foster youth are achieving below the EL and LI student groups based on the California Dashboard based on FY scoring yellow in ELA and Orange in math.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the Personnel Services Division will maintain adequate staffing to reduce class sizes and provide academic coaches in support of student learning. The reduction of class sizes will increase opportunities for unduplicated students to engage in the curriculum and expand access to the understanding of essential learning. Academic coaching will be utilized to promote innovative teaching practices, ensure equity, and increase student achievement, principally directed to English learners, foster youth, and low-income students (Goal 1, Action 3). The Personnel Services Division will provide paraprofessionals principally directed to support unduplicated students in core academic achievement. Paraprofessionals will provide academic support in coordination with classroom teachers and tier-one instruction (Goal 1, Action 4). The Educational Services Division will provide all teachers, support staff, and administrators with professional development as an important component of preparing staff to support student learning and achievement. Some areas of focus for professional development include early literacy, early numeracy, Dual Language Immersion (DLI), Integrated Multi-Tiered System of Support (iMTSS), Advancement Via Individual Determination (AVID), Student Health and Wellness, etc. (Goal 1, Action 9). The Educational Services Division will provide summer school programs, tutoring, and intervention to address graduation and UC/CSU a-g credit and learning recovery opportunities for schools and students. The opportunities are principally directed to our English learners, foster youth, and low-income subgroups to receive academic support (Goal 1, Action 10). The District will continue to provide school site funding to implement approved supplemental programs, services, and related supplies principally targeted for our unduplicated students' academic success as well as promote school connectedness through additional staff supports, fine arts/music, tutoring, intervention, enrichment, engagement activities such as assemblies, etc. These funds can support cross-curricular activities and supports (Goal 1, Action 20).

Research: In order to generate meaningful impacts, early learning experiences need to be rich and engaging. Implementing a high-quality preschool program well—offering compensation and support that attract and retain a highly qualified workforce; a program day that provides adequate, productive learning time and activities; and child assessments used to individualize learning—is complex and often expensive (Meloy, Gardner, Darling-Hammond, 2019). The research in this paper overwhelmingly showed that early intervention is an important component in special education. The research supported the idea that there are, in fact, multiple benefits associated with early

intervention education that is vital for the success of students (Fortunato, 2008). Paraprofessionals provide small-group instruction to students, assist teachers in meeting the needs of special education students, and offer behavioral support and supervision.

Continuance: LEA has determined to continue with the actions listed above in supporting improved academic achievement outcomes for our unduplicated student groups. Due to shifts in returning to in-person learning, our unduplicated student population has not shown the expected growth in academic achievement based on local iReady assessment data. The LEA will continue with the strategies that have shown growth in previous years to allow for them to show growth again as students return in person during the 22.23 school year. An

additional data point collected was from our educational partner surveys. The survey collected 2802 responses and 553 written responses. 455 of the responses replied with the response that everything is good or not applicable. 8% or 43 responses connected to the category of academic support. Our educational partners communicated a strong interest in continuing and increasing academic support.

Expected Outcome(s): The District will monitor the effectiveness of these actions. The District expects this to result in increased outcomes on the ELA and Math CAASPP assessment as well as the local data gathered from the iReady assessment gathered for our unduplicated populations. The District will monitor the progress towards ELA and math proficiency as measured by iReady, CAASPP, and ELPAC.

Goal 1, Action 11: Universal Access

Needs, Conditions, Circumstances:

After assessing our unduplicated student groups' needs, conditions, and circumstances, it was determined that there was a need to increase support for our unduplicated students with additional access to early literacy. The district data identified that ELA achievement scores based on the iReady scores indicate that all students in ELA are scoring 26%, and in math, 19% of students are scoring on or above grade level based on current iReady data. In comparison, the data showed that our Low-Income (22% ELA/ 16% math iReady) English learners (10% ELA/ 8% math iReady) were achieving far below the achievement of "all" students for this indicator. The district data identified that Math achievement scores indicate that all students are scoring 21% of students are scoring on or above grade level based on current iReady data. In comparison, the data showed that our Low-Income (17% iReady) English learners (9% iReady) were achieving far below the achievement of "all" students for this indicator. Additionally, all students in first grade, 25% in ELA, and 20% in Math of students are scoring on or above grade level based and Math's current iReady data. In comparison, the data showed that our Low-Income (21% ELA iReady/16% Math iReady) and English learners (12% ELA iReady/11% Math iReady) were achieving below the achievement of "all" first-grade students for this indicator. Additionally, Kindergarten students.

The early learner program is designed to support the learners' early childhood development in collaboration with preparation for kindergarten skills. This action will be measured by the local data from iReady and ESGI assessments. The enrollment process identifies, through reasonable assumption, the preschool students are from low-income and English learner subgroups. In 2018-19 132 and in 2019-20, 136 of our district preschool students continued on to attend kindergarten in the Hesperia Unified School District the following year.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the Educational Services Division will continue to provide early learning opportunities available for students that qualify for low-income, English learners, and foster youth. The early learning program is designed to support the learners' early childhood development in collaboration with preparation for kindergarten skills. This action will be measured by the local data from iReady and ESGI

.

Research: Rober Carr from Standford School of Public Policy (2021) found the benefits of ECE may be more likely to persist in a policy context in which educational systems promote the alignment of content standards, curriculum, and classroom quality across preschool and elementary school. Such alignment will require cooperation and collaboration between ECE programs (Head Start, state-funded pre-K, Title I preschool, and other community-based providers) and local education agencies, as well as state and federal policies to incentivize this work.

Continuance: The continuation of this action was determined to be effective by the District due to will monitor the expected outcomes below to determine the effectiveness of this action moving forward in supporting improved achievement outcomes for our unduplicated student groups. In 2018-19 132 and in 2019-20, 136 of our district preschool students continued on to attend kindergarten in the Hesperia Unified School District the following year. Through vertical alignment on site with the teachers of PK, TK, K, and 1st, the success, challenges, and next steps for implementation are outlined for implementation. Common assessment language in PK (DRDP), K (ESGI), and 1st grade with iReady allow for data monitoring. The early learner program is designed to support the learners' early childhood development in collaboration with preparation for kindergarten skills. This action will be measured by the local data from iReady and ESGI assessments. The enrollment process identifies, through reasonable assumption, the preschool students are from low-income and English learner subgroups.

Expected Outcome(s): The District will monitor the effectiveness of these actions. The District expects this to result in increased outcomes on the ELA and Math iReady assessment gathered for our unduplicated populations. The District will monitor the progress towards ELA and math proficiency as measured by iReady for our first-grade population specifically.

Goal 1, Action 19: Dual Language Immersion

Needs, Conditions, Circumstances:

After assessing the needs, conditions, and circumstances of our unduplicated student groups, it was determined that there was a need to increase support for our unduplicated students with additional access to academics. The district data identified that ELA achievement scores indicate that all students are scoring 35.02% on CAASPP additionally on our most recent local data and 26% of students are scoring on or above grade level based on current iReady data. In comparison, the data showed that our Low-Income (31.18%CAASPP/ 22% iReady), English learners (14.8% CAASPP/ 10% iReady) were achieving far below the achievement of “all” students for this indicator. The district data identified that Math achievement scores indicate that all students are scoring 23.85% on CAASPP additionally on our most recent local data and 21% of students are scoring on or above grade level based on current iReady data. In comparison, the data showed that our Low-Income (20.43%CAASPP/ 17% iReady), English learners (10.63% CAASPP/ 9% iReady) were achieving far below the achievement of “all” students for this indicator. Students qualifying as foster youth are achieving below the EL and LI student groups based on the California Dashboard based on FY scoring yellow in ELA and Orange in math.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the Educational Services Division will support the implementation of effective Dual Language Immersion programs principally directed for low-income students, foster youth, and English learners, by providing standards-based instructional materials and resources, ensure adequate professional development for staff and purchase necessary supplemental materials. (Goal 1, Action 19).

Research: Well-implemented two-way immersion programs are among the most impressive forms of education available in the United States. Students who participate in these programs gain grade-level academic ability, well-developed language and literacy skills in two languages, and cross-cultural competence. Dual-language immersion schools, which provide native English speakers and English learners (ELs) with general academic instruction in two languages from kindergarten onward, have shown recent and rapid proliferation in the United States (Steele et al., 2017).

Continuance: The Dual Language Immersion action is a new action to the 22.23 LCAP

Expected Outcome(s): The district will monitor the effectiveness of these actions. The district expects this to result in increased outcomes on the ELA and Math CAASPP assessment as well as the local data gathered from the iReady assessment gathered for our unduplicated populations. The district will monitor the progress towards ELA and math proficiency as measured by iReady, CAASPP, and ELPAC.

Educational Supports and Access

Goal 2, Action 3: Student Support and Access

Goal 2, Action 4: Transportation

Goal 2, Action 7: Student Engagement

Needs, Conditions, Circumstances:

After assessing the needs, conditions, and circumstances of our unduplicated student groups, it was determined that there was a need to increase support for our unduplicated students with additional student engagement in academics. The district data identified that chronic absenteeism data indicates that all students are 34.2% chronically absent. In comparison, the data showed that our low-income (38.4%), English learners (36.8%), and foster youth (42.7%) were chronically absent more than “all” students for this indicator.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the Educational Services Division and Student Services Department will continue to provide safe campuses and access to media-rich libraries during and beyond the school day, principally directed to our students identified as low-income, English learner, and foster youth, beyond what is provided in the

classroom. A media-rich library available during and beyond the school day will enable our student groups to access library and technology resources, in particular where services are limited. Campus assistants, library media specialists, and technology support technicians will provide these support services (Goal 1, Action 3). The Personnel Services Division will provide paraprofessionals principally directed to support unduplicated students in core academic achievement. Paraprofessionals will provide academic support in coordination with classroom teachers and tier-one instruction (Goal 2, Action 3). The Fiscal Services Division will provide transportation principally directed for our English learners, foster youth, and low-income populations to increase overall attendance rates and student engagement (Goal 2, Action 4). The Educational Services Division will continue to provide a well-rounded educational program before, during, and after school that promotes the emotional, physical, and social well-being of students, including, but not limited to, peer counseling, Schoolwide Positive Behavior Intervention Support (PBIS), and robotics, Festival of the Arts, and student clubs. This action is principally directed for our English Learners, low-income, and foster youth and is measured by behavior and attendance (Goal 2, Action 7).

Research: Effective school library programs close student performance gaps and increase post-secondary readiness, including increasing graduation rates and providing comprehensive instructional support across all grade levels and content areas with a focus on sustained improvement in student achievement. Besides allowing students a safe space to get to know each other and build stronger bonds, a school bus is one of the safest ways for a student to travel. They reduce traffic, save gas, time, and money, and they provide jobs. Knowing that there is safe and reliable transportation to bring their kids to school is a great load off their backs. Having access to a school bus allows parents to save time and money. Learning involves far more than merely acquiring inert knowledge in algebra or chemistry. Such a narrow focus gives short shrift to the ways that children need to grow and learn in their relationships, identity, emotional understanding, and overall well-being.

Continuance:LEA has determined to continue with the actions listed above in supporting improved chronic absenteeism outcomes for our unduplicated student groups. Due to shifts in returning to in-person learning, frequent mandatory 10-day quarantines, and uncertainty due to the pandemic, our unduplicated student population have not shown the expected decrease in chronic absenteeism as would be expected. The LEA will continue implementing the strategies that have led to a decline in chronic absenteeism in previous years to allow them to show positive results as full implementation occurs over the next school year. As we are fully back to in-person learning, we will see the full effectiveness of these actions.

Expected Outcome(s): The district will monitor the effectiveness of these actions. The district expects this to result in decreased chronic absenteeism rates, which are gathered for our unduplicated populations. The district will monitor the progress towards reducing chronic absenteeism rates as reported on the California dashboard.

Goal 2, Action 5: Alternative Setting

Needs, Conditions, Circumstances:

After assessing the needs, conditions, and circumstances of our unduplicated student groups, it was determined that there was a need to increase support for our unduplicated students with additional student health and wellness support to allow opportunities to access academic achievement successfully.The district data identified that suspension and expulsion data indicate that all students are 0.1% suspension rate and 0% expulsion rate. In comparison, the data showed that our low-income (0.1% and 0%), English learners (0.1% and 0%), and foster youth (0.4% and 0%) were suspended and expelled at about the same rate as “all” students for this indicator. This data represents a time students were on distance learning, which caused the low suspension and expulsion rates. In previous years, 2019-20, suspension and expulsion rates showed all students at 6.5% and 0.2%. In comparison, the data showed that our low-income (7% and 0.3%), English learners (5.2% and 0.2%), and foster youth (10.4% and 0.4%) were suspended and expelled at about the same rate as “all” students for this indicator, with exception to students qualifying as foster youth which have a slightly higher rate of suspension and expulsion.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the Educational Services division will provide alternative settings principally directed to meet the needs of our English learners, foster youth, and low-income students. These settings include low student-to-staff ratios to support unduplicated students struggling in traditional school settings. The intensive support is intended to accelerate learning and assist the student in successfully transitioning back to the traditional school settings (Goal 2, Action 5).

Research: Every student is unique in terms of educational background, learning ability, and interest in school. Two students from the same class, when given the same test, can achieve very different scores because academic achievement is determined by more than just the curriculum. A child’s performance in school is affected by in-school factors such as the teacher’s education level, availability of resources, and curriculum. But it is also affected by other factors such as the student’s socioeconomic status, home life, and personal or learning challenges. An alternative school is a school that doesn’t provide the typical educational experience. Another way to think of an alternative school is that it is designed to educate students who haven’t been successful in regular schools, often due to behavioral issues (Barrington, 2022).

Continuance: LEA has determined to continue with the actions listed above in supporting improved academic outcomes for our unduplicated student groups. Due to the data reported above were collected during a time students were in distance learning, it is not valid results to analyze. Now returning to in-person learning, suspension and expulsion data are being collected. The LEA will continue with the implementation of the strategies that have shown a decline in suspensions and expulsion data in previous years to allow for them to show improved results as full implementation occurs over the next school year. As we are fully back to in-person learning, we will see the full effectiveness of these actions.

Expected Outcome(s): The district will monitor the effectiveness of these actions. The district expects this to result in decreased suspension and expulsion rates which are gathered for our unduplicated populations. The district will monitor the progress towards decreasing suspension and expulsion rates as reported on the California dashboard.

Goal 2, Action 6: Tiered Supports

Needs, Conditions, Circumstances:

After assessing our unduplicated student groups' needs, conditions, and circumstances, it was determined that there was a need to increase support for our unduplicated students with additional access to academics. The district data identified that ELA achievement scores indicate that all students are scoring 35.02% on CAASPP. Additionally, on our most recent local data and 26% of students are scoring on or above grade level based on current iReady data. In comparison, the data showed that our Low-Income (31.18%CAASPP/ 22% iReady) English learners (14.8% CAASPP/ 10% iReady) were achieving far below the achievement of "all" students for this indicator. The district data identified that Math achievement scores indicate that all students are scoring 23.85% on CAASPP. Additionally, on our most recent local data and 21% of students are scoring on or above grade level based on current iReady data. In comparison, the data showed that our Low-Income (20.43%CAASPP/ 17% iReady) English learners (10.63% CAASPP/ 9% iReady) were achieving far below the achievement of "all" students for this indicator. Students qualifying as foster youth are achieving below the EL and LI student groups based on the California Dashboard based on FY scoring yellow in ELA and Orange in math.

It was also determined that there was a need to increase support for our unduplicated students with additional student health and wellness support. The district data identified that suspension and expulsion data indicate that all students are a 0.1% suspension rate and 0% expulsion rate. In comparison, the data showed that our low-income (0.1% and 0%), English learners (0.1% and 0%), and foster youth (0.4% and 0%) were suspended and expelled at about the same rate as "all" students for this indicator. This data represents a time students were on distance learning, which caused the low suspension and expulsion rates. In previous years, 2019-20, suspension and expulsion rates showed all students at 6.5% and 0.2%. In comparison, the data showed that our low-income (7% and 0.3%), English learners (5.2% and 0.2%), and foster youth (10.4% and 0.4%) were suspended and expelled at about the same rate as "all" students for this indicator, with exception to students qualifying as foster youth which have a slightly higher rate of suspension and expulsion.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the Educational Services department will continue to employ a coordinator and psychologist to work with sites in implementing Tier 1, Tier 2, and Tier 3 academic and behavioral systems of supports principally directed for our English learners, foster youth, and low-income student groups. Staff capacity will be increased to provide additional district and school-level support for the unduplicated student groups' social-emotional, behavioral, and mental health needs. This will be measured by monitoring students' academic performance, universal screener results, behavior, and attendance (Goal 2, Action 6).

Research: Schools that use the MTSS framework have shown ongoing improvements in students' academic performance. Studies also show expulsions, behavior referrals, and suspensions have decreased. MTSS is designed to help every student succeed and for every teacher to know how to help their students.

Continuance: LEA has determined to continue with the actions listed above in supporting improved academic outcomes for our unduplicated student groups. Due to shifts in returning to in-person learning, our unduplicated student population has not shown the expected growth in academic achievement based on local iReady assessment data. The LEA will continue with the implementation of the strategies that have shown growth in previous years to allow for them to show positive results as full implementation occurs over the next school year. As we are fully back to in-person learning, we will see the full effectiveness of these actions.

Expected Outcome(s): The district will monitor the effectiveness of these actions. The district expects this to result in increased outcomes on the ELA and Math CAASPP assessment as well as the local data gathered from the iReady assessment gathered for our unduplicated populations. The district will monitor the progress towards ELA and math proficiency as measured by iReady, CAASPP, and ELPAC. The district also expects this to result in decreased suspension and expulsion rates gathered for our unduplicated populations. The district will monitor the progress towards decreasing suspension and expulsion rates as reported on the California dashboard.

Student Health and Wellness

Goal 2, Action 9: Psychologist

Goal 2, Action 10: Counselors

Goal 2, Action 11: Behavior Interventions

Needs, Conditions, Circumstances:

After assessing our unduplicated student groups' needs, conditions, and circumstances, it was determined that there was a need to increase support for our unduplicated students with additional student health and wellness support. The district data identified that suspension and expulsion data indicate that all students are a 0.1% suspension rate and 0% expulsion rate. In comparison, the data showed that our low-income (0.1% and 0%), English learners (0.1% and 0%), and foster youth (0.4% and 0%) were suspended and expelled at about the same rate as "all" students for this indicator. This data represents a time students were on distance learning, which caused the low suspension and expulsion rates. In previous years, 2019-20, suspension and expulsion rates showed all students at 6.5% and 0.2%. In comparison, the data showed that our low-income (7% and 0.3%), English learners (5.2% and 0.2%), and foster youth (10.4% and 0.4%) were suspended and expelled at about the same rate as "all" students for this indicator, with exception to students qualifying as foster youth which have a slightly higher rate of suspension and expulsion.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the Educational Services Department will continue to employ additional psychologists to provide layered academic and social-emotional supports principally directed for our English learners, low-income, and foster youth students to increase achievement, social, emotional supports, and progress toward graduation/college/career (Goal 2, Action 9). The Educational Services Department will continue to employ additional counselors to provide

layered academic and social-emotional supports principally directed for English learners, low-income, and foster youth students to increase achievement, social, emotional support, and progress toward graduation/college/career. (Goal 2, Action 10). The Educational Services Department will continue to employ two Board Certified Behavior Analysts to help teachers provide behavior supports, principally directed for our English Learners, low-income and foster youth, that have been identified as key levers in improving outcomes for unduplicated students with the highest needs to help prevent disruptions to learning and reduce suspensions and chronic absenteeism (Goal 2, Action 11).

Research: According to Layola Marymount University, school psychologists are critical members of school teams, providing support for students, teachers, and parents. They have expertise in mental health, behavior, and education. School psychologists help children succeed academically, emotionally, and socially. They are leaders who strive to create safe, responsive, and supportive learning environments. According to The Education Trust (2019), school counselors provide critical social-emotional and academic support as part of a school support team. BCBA and Public Education: Rationale and Guidelines state that through a comprehensive school counseling program that promotes success and achievement for all students, school counselors can help set students on a path to postsecondary success. Schools are faced with significant needs related to managing issues related to students who present with complex behavioral needs. BCBAs are specialists who are able to guide programs for managing challenging behaviors and complex instructional issues. Working within a team structure to promote socially positive and adaptive behaviors for students, BCBAs can augment the work done by school psychologists, guidance counselors, teachers, and other school professionals.

Continuance: LEA has determined to continue with the actions listed above in supporting improved suspension and expulsion outcomes for our unduplicated student groups. California State Dashboard data shows in a sharp decline in suspension and expulsion data The LEA will continue with the implementation of the strategies that have shown growth in previous years to allow for them to show positive results as full implementation occurs over the next school year. As we are fully back to in-person learning, we will see the full effectiveness of these actions.

Expected Outcome(s): The district will monitor the effectiveness of these actions. The district expects this to result in decreased suspension and expulsion rates which are gathered for our unduplicated populations. The district will monitor the progress towards decreasing suspension and expulsion rates as reported on the California dashboard.

Educational Partner Engagement

Goal 3, Action 1: Parent Education and Resources

Goal 3, Action 2: Parent Communication

Goal 3, Action 5: Resource Center Computer Learning Specialist

Needs, Conditions, Circumstances:

Efforts the school district makes to seek parent and guardian input in making decisions for the school district, and each site is continued. The District continues to grow its family outreach through scheduled meetings to gain educational partner engagement. The pandemic has shown the increasing need for continued communication, resources, and support for our students identifying as low-income, English learners, and foster youth, as shown in educational partner input and data collected in the survey.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the Educational Services Division will provide parent training, learning opportunities, and workshops, including the use of technology through the district Family Resource Center and site parent centers principally directed for our parents of English learners, low-income, and foster youth student groups. This will provide and expand opportunities for parents to learn how they can be more involved in student learning and in providing input into school decision-making (Goal 3, Action 1). The Educational Services Division will provide resources dedicated to the improvement of translation services for parents and guardians for our students qualifying as low-income, English learners, and foster youth. Translation services are to be used to ensure equitable language access for our unduplicated students and families. A professional learning plan for full-time and on-call interpreter-translator continues to support areas of growth for our unduplicated student groups. Through a collaborative process, District Directors and site administration will analyze student academic, college/career, and social-emotional data (Goal 3, Action 2). The Educational Services Division will employ a Computer Learning Specialist at the Family Resource Center to provide workshops and classes on technology platforms, principally directed for parents of English learners, low-income, and foster youth, to support and monitor their students' progress. This will be measured by participation in classes offered through the Family Resource Center and parent surveys (Goal 3, Action 5).

Research: Education translation services and interpreting services to help students with limited English proficiency to progress academically, feel comfortable within the academic environment, and to communicate effectively while learning English. Studies suggest that parental involvement can lead to academic gains for students: higher grades and test scores improved social skills and time on task, better attendance and participation, and decreased behavioral problems in the classroom.

Continuance: LEA has determined to continue with the actions listed above in supporting efforts the school district makes to see parent and guardian input in making decisions for the school district. The district continues to grow its family outreach through scheduled meetings and workshops. The educational partner survey continues to show a need for increased parent engagement and communication, with 12% of the comments related to the topic.

Expected Outcome(s): The District will monitor the effectiveness of these actions. The District expects this to result in a continued increase in seeking parent and guardian input in making decisions for the school district and individual sites.

Educational Partner Outreach

Goal 3, Action 3: Family Resource Center

Goal 3, Action 6: Community Outreach

Needs, Conditions, Circumstances:

Efforts the school district makes to seek parent and guardian input in making decisions for the school district and each individual site is continued. The District continues to grow its family outreach through scheduled meetings to gain educational partner engagement. The pandemic has shown the increasing need for continued communication, resources, and support for our students identifying as low-income, English learners, and foster youth as shown in educational partner input and data collected in the survey.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the District will increase collaboration among the district parent liaison and site parent liaisons to develop the site and district-wide parent engagement plans (Goal 3, Action 3). The Educational Services Division will host outreach events including but not limited to fairs, summits, and conferences for the purpose of building community connections and raising awareness of educational programs, supports, and opportunities. This action is principally directed for our low-income, foster youth, and English learners and will be measured by the number of such events held each year (Goal 3, Action 6).

Research: Studies suggest that parental involvement can lead to academic gains for students: higher grades and test scores, improved social skills and time on task, better attendance and participation, and decreased behavioral problems in the classroom. National educational policies continued to emphasize the

importance of establishing programs to involve families and practices to empower and engage families in the educational process (U.S. Department of Education [ED], 2010).

Continuance: The LEA has determined to continue with the actions listed above based on the data gathered. In the 21.22 school year, 76 parent classes were offered for our community. Full implementation was not able to be met due to more restricted guidelines during the COVID-19 pandemic.

Expected Outcome(s): The District will monitor the effectiveness of these actions. The District expects this to result in a continued increase in seeking parents' and guardians' input in making decisions for the school district and individual sites.

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

The LEA-wide and schoolwide actions described in the section above, coupled with the limited actions described in this section, allow the district to effectively meet and exceed its percentage to increase or improve services of 36.77% qualitatively. The key actions listed in the previous section supported the unduplicated students through LEA-wide services that were determined to be both effective and principally directed to support improved outcomes for our unduplicated student groups. The actions listed below are targeted and specifically designed to increase and improve English Learners, Low-Income, and Foster Youth services.

As described in the "Identified Need" section of the Plan Summary, our foster youth student group has significantly lower Career Technical Education completion numbers of students (foster youth – 1) compared to the (All students – 317), which is less than 1% of the students enrolled in Career Technical Education pathways. Feedback from foster youth students and their families has provided data that has determined foster youth students (and their families) are having feelings of disconnection from school. This aligns with specific educational partners' feedback that has requested intervention programs, emotional support, and Career Technical Education pathway offerings.
To address this need, the district will continue services of one additional college and career counselor for each of our three high schools specifically dedicated to supporting our Foster Youth, students with a "College and Career" plan to monitor as part of their duties, will monitor Career Technical Education pathways completion for foster youth (Goal 1; Actions 14). This action is limited to foster youth students at the high school level.

We anticipate that the counselor support will increase enrollment and completion of CTE Pathways and overall engagement in school. The effectiveness of this action will be monitored by the Career Technical Education Pathways enrollment and completion rates.

Foster Youth Support
Goal 1, Action 14: College and Career Preparation: Foster Youth Supports
Goal 2, Action 2: Foster Youth Supports

Needs, Conditions, Circumstances:
After assessing our unduplicated student groups' needs, conditions, and circumstances, it was determined that there was a need to increase support for our unduplicated students with additional access to college and career preparation. The district data identified by the College and Career Indicator (CCI) shows that all students are 56% prepared. In comparison, the CCI data showed that our Low-Income (53.9% prepared), English learners (41.3% prepared), and foster youth (39.1% prepared) were achieving far below the achievement of "all" students for this indicator.

Action(s): To address this achievement outcome disparity between our unduplicated and all student groups, the District Social Worker will work with counselors and Foster Youth to apply for scholarships and college admission (Goal 1, Action 14). The Student Services

Department will continue to employ 4 social workers and 1 foster youth liaison to assist foster youth and other families with social issues and challenges impaction education. The LEA foster youth liaison and Social Workers will provide information dn resources and hold foster youth family meetings to provide information and support to foster youth families (Goal 2, Action 2).

Research: According to a case study by Advance CTE reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied
depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only.

Continuance: LEA has determined to continue with the actions listed above in supporting improved academic achievement outcomes for our unduplicated student groups. Due to shifts in returning to in-person learning, our unduplicated student population has not shown the expected growth based on the CCI indicator for percent prepared. The LEA will continue with the strategies that have shown growth in previous years to allow for them to show growth again as students return in person during the 22.23 school year. An additional data point the LEA utilized was the CTE Completers data noting an increase in the overall CTE completers from 289 to 317 students. More specifically, our English Learner population increased from 31 to 53 students.

Expected Outcome(s): The District will monitor the effectiveness of these actions. The District expects this to result in increased outcomes on the College and Career Indicator percentage prepared. The District will monitor the progress for the effectiveness of these actions towards increasing the unduplicated student groups showing CCI percent prepared.

English Learner Support
Goal 1, Action 5: English Learner Academic Support: Supplemental Materials
Goal 1, Action 6: English Learner Academic Support: Personnel
Goal 1, Action 7: English Learner Academic Support: Professional Development
Goal 1, Action 8: English Learner Academic Support: College and Career Preparation
Goal 3, Action 4: English Learner Support: Language Support

Needs, Conditions, Circumstances:
As described in the "Identified Need" section above, our English learner group has historically lagged behind in state and district-wide measures like CAASPP and i-Ready diagnostics. ELA achievement scores indicate that all students are scoring 35.02% on CAASPP. Additionally, on our most recent local data and 26% of students are scoring on or above grade level based on current iReady ELA data. In comparison, the data showed that English learners (14.8% CAASPP/ 10% iReady) were achieving far below the achievement of "all"

students for this indicator. Furthermore, the district data identified that Math achievement scores indicate that all students are scoring 23.85% on CAASPP for mathematics. Additionally, on our most recent local data, 21% of students are scoring on or above grade level based on current iReady mathematics data. In comparison, the data showed that English learners (10.63% CAASPP/ 9% iReady) were achieving far below the achievement of "all" students for this indicator. Discussions with our educational partners have pointed to the need to provide additional targeted language instruction and interventions for all English learners. In addition, our expectation is that every English learner improves at least one English language proficiency level each year as measured by the Summative ELPAC. Although the English Learner Progress Indicator (ELPI) has been temporarily suspended by the state, our internal data through i-Ready reading and math assessments indicate that our English learner subgroup performs at a lower level compared to the general student population.

Action(s):
To address this need, the district will hire nine bilingual instructional assistants focusing on our long-term ELs and six bilingual instructional assistants to provide direct services to ELs. To support the bilingual instructional assistants, the district will focus on providing ongoing professional development focused on sharing best practices to meet the needs of English learners, implementing effective ways to monitor EL student progress, conferencing, and setting goals with students. The LTEL bilingual instructional assistants will also provide families with information regarding the reclassification criteria and procedure to engage them as partners in their student's education.
Instructional staff and administrators will engage in site-based discussions around EL students and their needs to determine the professional development and supplemental materials needed. The district will partner with school sites to support their efforts in providing professional development around designated and integrated ELD.

Research: In 2013, 4.4 million U.S. public school students were classified as English learners (ELs). These students come to school with the benefit of speaking a language other than English. All the while, they face the challenge of acquiring content knowledge in English at the same time as they acquire English as an additional language. They are held to the same graduation requirements and accountability standards as their English-proficient peers. English learners can be supported by conducting rigorous research and evaluation to improve instruction and learning, evaluating policy to inform decision-making, and enhancing EL practice at the district, school, and classroom level (American Institute for Research, n.d.) According to a case study by Advance CTE reports (2021), fostering strong relationships that break silos between learning and work and align skill-building opportunities across secondary, postsecondary, adult, and professional levels is critical to building high-quality career pathways and learner-centered career preparation ecosystems. In this work, trust, common purpose, and resources for sustainability are all necessary for effective state and local partnerships. Offering a robust CTE Pathways program is a well-researched practice that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA), as both an effective and principally directed action to support improved outcomes for our unduplicated student groups. Additionally, according to Xing, Huerta, and Garza (2019), college preparation activities, in general, had a significant impact on students' education and work attainment within one year after high school. Specifically, significant predictors varied depending on which outcomes (i.e., education and work) were considered. Taking college classes while in high school had a significant influence on three outcomes after high school: post-high school education and work, education only, and work only.

Continuance: In order to continue to support our English learners after they reclassify, the district will hire two counselors that will focus on addressing the needs of our Reclassified Fluent English Proficient (RFEP) students. Due to shifts in returning to in-person learning, our unduplicated student population has not shown the expected growth in academic achievement based on local iReady assessment data. The

LEA will continue with the implementation of the strategies that have shown growth in previous years to allow for them to show positive results as full implementation occurs over the next school year. As we are fully back to in-person learning, we will see the full effectiveness of these actions. An additional data point the LEA utilized was the CTE Completers data noting an increase in the overall CTE completers from 289 to 317 students. More specifically, our English Learner population increased from 31 to 53 students.

Expected Outcome(s): We anticipate that the additional support for our English learners will result in increased percentages of students improving their performance on the i-Ready and CAASPP assessments, which should also result in increased reclassification rates and performance on the Summative ELPAC.

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.

During the 2021-22 LCAP engagement process, educational partners expressed a need for additional academic (literacy, numeracy), behavior, and English Language development support at school sites with the highest unduplicated student population (Socio-economic Disadvantaged, English Learners, and Foster Youth). The Hesperia Unified School District received additional concentration grant funding to provide supplemental targeted direct service support to students within the district. HUSD will utilize these additional funds to hire and train additional paraprofessionals and counselors at our schools, which have an unduplicated student population of over 55%. This personnel will provide direct student support in grades Transitional Kindergarten through 12 to support the focus on academic, behavior, and English language development.

The following goals and actions are connected to the additional concentration grant add-on funding.
Goal 1, Action 4:Instructional Support: Classified
Goal 1, Action 6: English Learner Academic Support: Personnel
Goal 1, Action 8: English Learner Academic Support: College and Career Preparation

This brought the overall TK-12 student-to-staff support ratio down from 355:1 to 230:1. This will allow for more personalized literacy, numeracy, behavior, and English language development support for our students qualifying as low-income, English learners, and foster youth at each of these schools, towards supporting accelerated learning and improved outcomes.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1: 28.06	1: 25.60
Staff-to-student ratio of certificated staff providing direct services to students	1: 20.87	1: 19.42

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$77,212,073.00	$2,634,269.00	$2,500,000.00	$241,320.00	$82,587,662.00	$58,917,497.00	$23,670,165.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Access to Instructional Materials	All			$2,500,000.00		$2,500,000.00
1	1.2	1.2 Student Progress Monitoring	English Learners Foster Youth Low Income	$147,000.00				$147,000.00
1	1.3	1.3 Instructional Support: Certificate	English Learners Low Income	$26,142,356.00				$26,142,356.00
1	1.4	1.4 Instructional Support: Classified	English Learners Foster Youth Low Income	$3,600,386.00				$3,600,386.00
1	1.5	1.5 English Learner Academic Support: Supplemental Materials	English Learners	$1,000,000.00				$1,000,000.00
1	1.6	1.6 English Learner Academic Support: Personnel	English Learners	$2,039,316.00				$2,039,316.00
1	1.7	1.7 English Learner Academic Support: Professional Development	English Learners	$50,000.00				$50,000.00
1	1.8	1.8 English Learner Academic Support: College and Career Preparation	English Learners	$518,619.00				$518,619.00
1	1.9	1.9 Professional Development	English Learners Foster Youth Low Income	$1,609,185.00				$1,609,185.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	1.10 Intervention/Enrichment/Acceleration	English Learners Foster Youth Low Income	$1,700,000.00				$1,700,000.00
1	1.11	1.11 Universal Access	English Learners Foster Youth Low Income	$2,200,000.00				$2,200,000.00
1	1.12	1.12 Academic Supports	English Learners Foster Youth Low Income	$60,000.00				$60,000.00
1	1.13	1.13 College & Career Preparation	English Learners Foster Youth Low Income	$572,438.00				$572,438.00
1	1.14	1.14 College and Career Preparation: Foster Youth Supports	Foster Youth	$1,197,054.00				$1,197,054.00
1	1.15	1.15 College and Career Preparation: Students with Special Needs	Students with Disabilities	$0.00				$0.00
1	1.16	1.16 College and Career Preparation: Course Access	English Learners Foster Youth Low Income	$3,900,000.00				$3,900,000.00
1	1.17	1.17 Access to Technology	English Learners Foster Youth Low Income	$6,457,000.00				$6,457,000.00
1	1.18	1.18 AVID	English Learners Foster Youth Low Income	$520,000.00				$520,000.00
1	1.19	1.19 Dual Language Immersion	English Learners Foster Youth Low Income	$500,000.00				$500,000.00
1	1.20	1.20 Access to Academics	English Learners Foster Youth	$4,183,130.00				$4,183,130.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	**2.1**	Student/Staff/Families Emotional Health	All				$241,320.00	$241,320.00
2	**2.2**	Foster Youth Supports	Foster Youth	$838,115.00				$838,115.00
2	**2.3**	Student Support and Access	English Learners Foster Youth Low Income	$4,467,459.00				$4,467,459.00
2	**2.4**	Transportation	English Learners Foster Youth Low Income	$4,888,688.00				$4,888,688.00
2	**2.5**	2.5 Alternative Setting	English Learners Foster Youth Low Income	$833,231.00				$833,231.00
2	**2.6**	2.6 Tiered Supports	English Learners Foster Youth Low Income	$407,440.00				$407,440.00
2	**2.7**	2.7 Student Engagement	English Learners Foster Youth Low Income	$15,000.00				$15,000.00
2	**2.8**	2.8 Outreach	All		$2,634,269.00			$2,634,269.00
2	**2.9**	2.9 Psychologist	English Learners Foster Youth Low Income	$2,612,359.00				$2,612,359.00
2	**2.10**	2.10 Counselors	English Learners Foster Youth Low Income	$5,634,269.00				$5,634,269.00
2	**2.11**	2.11 Behavior Interventions	English Learners Foster Youth Low Income	$529,660.00				$529,660.00
3	**3.1**	3.1 Parent Education and Resources	English Learners Foster Youth Low Income	$125,000.00				$125,000.00
3	**3.2**	3.2 Parent Communication	English Learners Foster Youth Low Income	$28,000.00				$28,000.00
3	**3.3**	3.3 Family Resource Centers	English Learners Foster Youth Low Income	$0.00				$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	3.4 English Learner Support: Language Support	English Learners	$394,473.00				$394,473.00
3	3.5	3.5 Resource Center Computer Learning Specialist	English Learners Foster Youth Low Income	$31,895.00				$31,895.00
3	3.6	3.6 Community Outreach	English Learners Foster Youth Low Income	$10,000.00				$10,000.00

2022-23 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
$209,986,600	$53,148,988	25.31%	11.46%	36.77%	$77,212,073.00	0.00%	36.77 %	**Total:**	$77,212,073.00
								LEA-wide Total:	$60,139,256.00
								Limited Total:	$6,037,577.00
								Schoolwide Total:	$11,035,240.00

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 (%)
1	1.2	1.2 Student Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income		$147,000.00	
1	1.3	1.3 Instructional Support: Certificate	Yes	LEA-wide	English Learners Low Income	All Schools	$26,142,356.00	
1	1.4	1.4 Instructional Support: Classified	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Not at Krystal, Mesquite Trails, and Oak Hills High School TK-12	$3,600,386.00	
1	1.5	1.5 English Learner Academic Support: Supplemental Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,000,000.00	
1	1.6	1.6 English Learner Academic Support: Personnel	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,039,316.00	

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 (%)
1	1.7	1.7 English Learner Academic Support: Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	
1	1.8	1.8 English Learner Academic Support: College and Career Preparation	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hesperia High School and Sultana High School 9th - 12th grades	$518,619.00	
1	1.9	1.9 Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,609,185.00	
1	1.10	1.10 Intervention/Enrichment/Acceleration	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,700,000.00	
1	1.11	1.11 Universal Access	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Cottonwood, Hollyvale, Joshua Circle, Juniper, Mesa Grande, Oak Hills High School Preschool	$2,200,000.00	
1	1.12	1.12 Academic Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
1	1.13	1.13 College & Career Preparation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hesperia High School, Oak Hills High School, and Sultana High School	$572,438.00	
1	1.14	1.14 College and Career Preparation: Foster Youth Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$1,197,054.00	
1	1.16	1.16 College and Career Preparation: Course Access	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All High Schools and Alternate Education High	$3,900,000.00	

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 (%)
						Schools		
1	1.17	1.17 Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,457,000.00	
1	1.18	1.18 AVID	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools and High Schools	$520,000.00	
1	1.19	1.19 Dual Language Immersion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,000.00	
1	1.20	1.20 Access to Academics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,183,130.00	
2	2.2	Foster Youth Supports	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$838,115.00	
2	2.3	Student Support and Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,467,459.00	
2	2.4	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,888,688.00	
2	2.5	2.5 Alternative Setting	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community Day School	$833,231.00	
2	2.6	2.6 Tiered Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$407,440.00	
2	2.7	2.7 Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
2	2.9	2.9 Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,612,359.00	
2	2.10	2.10 Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,634,269.00	

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 (%)
2	2.11	2.11 Behavior Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$529,660.00	
3	3.1	3.1 Parent Education and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,000.00	
3	3.2	3.2 Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,000.00	
3	3.3	3.3 Family Resource Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.4	3.4 English Learner Support: Language Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$394,473.00	
3	3.5	3.5 Resource Center Computer Learning Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,895.00	
3	3.6	3.6 Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$54,706,129.00	$29,552,038.00

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	**1.1**	Access to Instructional Materials	No	$3,715,000.00	
1	**1.2**	Student Progress Monitoring	Yes	$294,000.00	$0.00
1	**1.3**	English Learner Academic Support: Language Acquisition	Yes	$810,085.00	$582,677.00
1	**1.4**	Instructional Support	Yes	$17,660,387.00	$1,2549,856.00
1	**1.5**	English Learner Academic Support: Professional Development	Yes	$513,050.00	$326,557.00
1	**1.6**	Interventions/Acceleration	Yes	$200,000.00	$0.00
1	**1.7**	Universal Access	Yes	$1,900,000.00	$831,845.00
1	**1.8**	Academic Supports	Yes	$80,000.00	$44,481.00
1	**1.9**	College and Career Preparation	Yes	$534,211.00	$454,639.00
1	**1.10**	College and Career Preparation: English Learner	Yes	$147,815.00	$162,149.00

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	College and Career Preparation: Foster Youth Supports	Yes	$0.00	$0.00
1	1.12	Access to Technology	Yes	$6,457,000.00	$3,437,704.00
1	1.13	College and Career Preparation: Students with Special Needs	No	0	$0.00
1	1.14	College and Career Preparation: Course Access	Yes	$2,375,801.00	$1,662,371.00
1	1.15	Access to Academics	Yes	$1,485,369.00	$1,124,905.00
1	1.16	AVID	Yes	$20,000.00	$198,54.00
2	2.1	Student/Staff/Families Emotional Health	No	$0.00	$0.00
2	2.2	Foster Youth Supports	Yes	$583,297.00	$176,095.00
2	2.3	Student Support and Access	Yes	$4,968,337.00	$2,407,176.00
2	2.4	Transportation	Yes	$6,591,365.00	$3,735,266.00
2	2.5	Alternative Setting	Yes	$711,800.00	$729,080.00
2	2.6	Tiered Supports	Yes	$394,000.00	$0.00
2	2.7	Activities	Yes	$15,000.00	$3,247.00

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)
2	**2.8**	Outreach	No	$1,692,884.00	$.00
2	**2.9**	Social-Emotional Support: Psychologist	Yes	$1,322,000.00	$974,120.00
2	**2.10**	Behavior Interventions	Yes	$321,328.00	$299,232.00
2	**2.11**	Social-Emotional Support: Counselors	Yes	$1,800,000.00	$0.00
3	**3.1**	Parent Education and Resources	Yes	$85,000.00	$7,969.00
3	**3.2**	Parent Communication	Yes	$28,400.00	$22,815.00
3	**3.3**	Family Resource Centers	No	$0.00	$0.00

2021-22 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)
$51,356,509	$48,891,245.00	$29,552,038.00	$19,339,207.00	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	1.2	Student Progress Monitoring	Yes	$147,000.00	$0.00		
1	1.3	English Learner Academic Support: Language Acquisition	Yes	$550,085.00	$582,677.00		
1	1.4	Instructional Support	Yes	$17,660,387.00	$12,549,856.00		
1	1.5	English Learner Academic Support: Professional Development	Yes	$513,050.00	$326,557.00		
1	1.6	Interventions/Acceleration	Yes	$200,000.00	$0.00		
1	1.7	Universal Access	Yes	$1,900,000.00	$831,845.00		
1	1.8	Academic Supports	Yes	$80,000.00	$44,481.00		
1	1.9	College and Career Preparation	Yes	$534,211.00	$454,639.00		
1	1.10	College and Career Preparation: English Learner	Yes	$147,815.00	$162,149.00		
1	1.11	College and Career Preparation: Foster Youth Supports	Yes	$0.00	$0.00	0	0
1	1.12	Access to Technology	Yes	$6,457,000.00	$3,437,704.00		

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	1.14	College and Career Preparation: Course Access	Yes	$2,375,801.00	$1,662,371.00		
1	1.15	Access to Academics	Yes	$1,485,369.00	$1,124,905.00		
1	1.16	AVID	Yes	$20,000.00	$19,854.00		
2	2.2	Foster Youth Supports	Yes	$583,297.00	$176095.00		
2	2.3	Student Support and Access	Yes	$4,968,337.00	$2,407,176.00		
2	2.4	Transportation	Yes	$6,591,365.00	$3,735266.00		
2	2.5	Alternative Setting	Yes	$711,800.00	$729,080.00		
2	2.6	Tiered Supports	Yes	$394,000.00	$0.00		
2	2.7	Activities	Yes	$15,000.00	$3,247.00		
2	2.9	Social-Emotional Support: Psychologist	Yes	$1,322,000.00	$974,120.00		
2	2.10	Behavior Interventions	Yes	$321,328.00	$299,232.00		
2	2.11	Social-Emotional Support: Counselors	Yes	$1,800,000.00	$0.00		
3	3.1	Parent Education and Resources	Yes	$85,000.00	$7,969.00		
3	3.2	Parent Communication	Yes	$28,400.00	$22,815.00		

2021-22 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)
$190,290,344	$51,356,509	0	26.99%	$29,552,038.00	0.00%	15.53%	$21,804,471.00	11.46%

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.

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 **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** 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).

California Department of Education
January 2022