# LCFF Budget Overview for Parents

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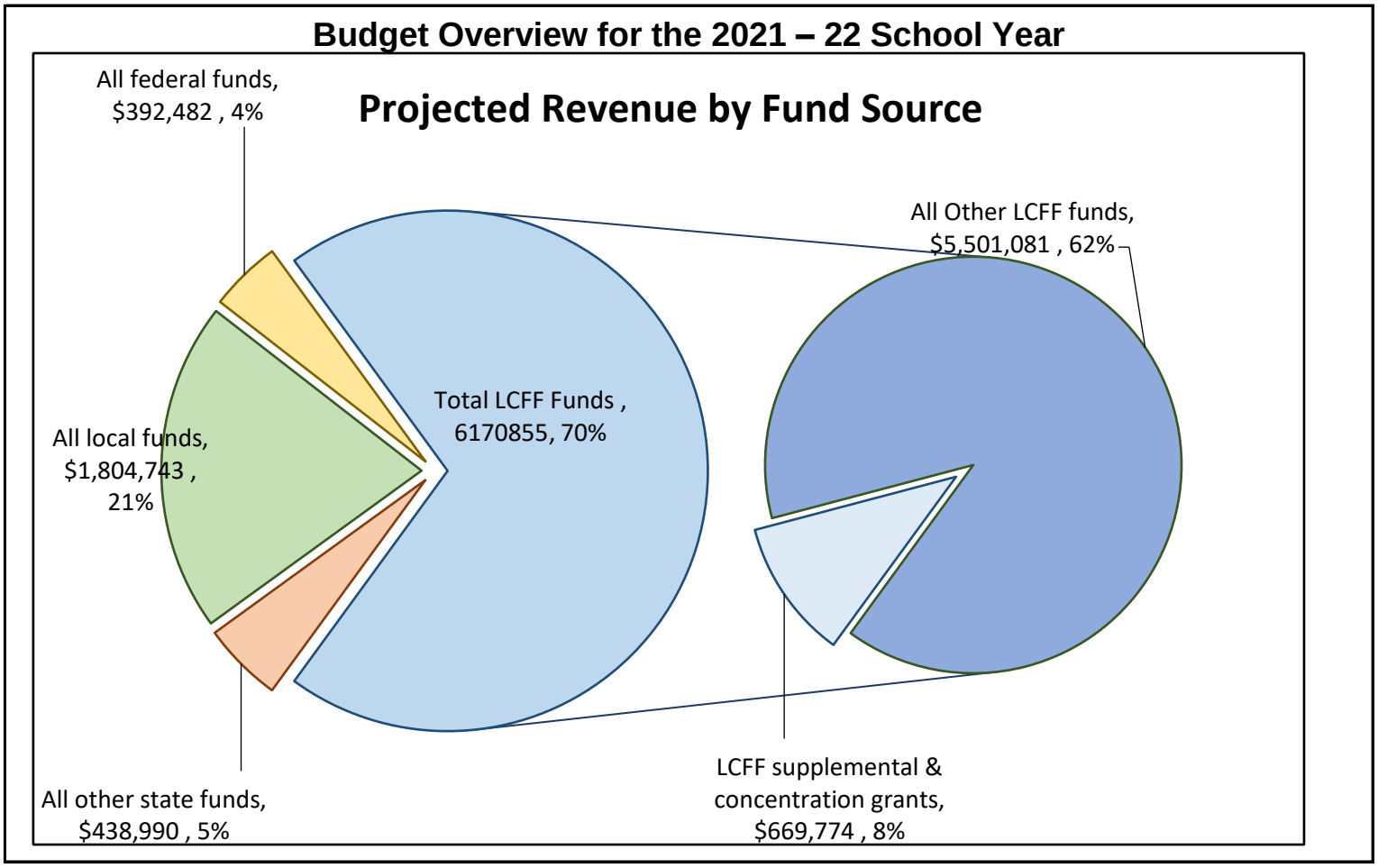
| Local Educational Agency (LEA) Name: Helendale Elementary School District |
| CDS Code: 36677360000000 |
| School Year: 2021 – 22 |
| LEA contact information: Josh Behnke, (760) 952-1180, jbehnke@helendalesd.com |

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).

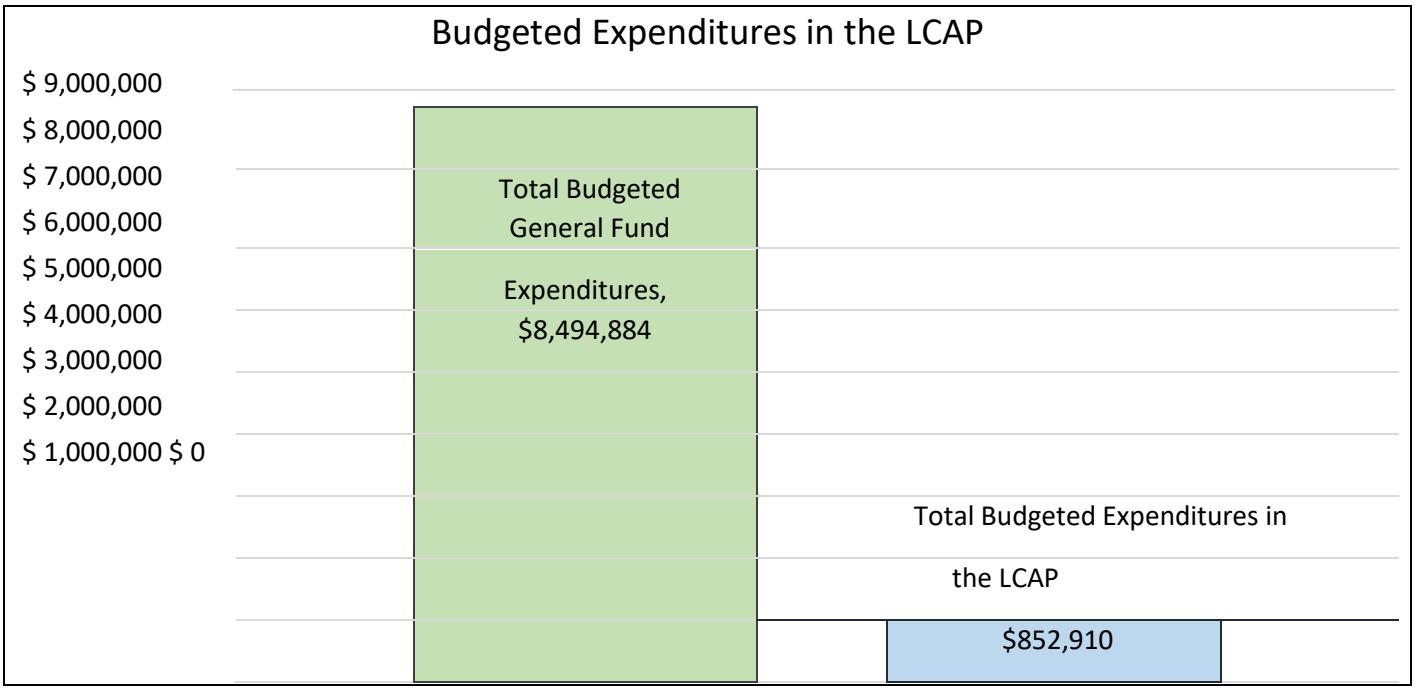



This chart shows the total general purpose revenue Helendale Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Helendale Elementary School District is $8,807,070.00, of which

$6,170,855.00 is Local Control Funding Formula (LCFF), $438,990.00 is other state funds, $1,804,743.00 is local funds, and $392,482.00 is federal funds. Of the $6,170,855.00 in LCFF Funds, $669,774.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Helendale Elementary School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Helendale Elementary School District plans to spend $8,494,884.00 for the 2021 – 22 school year. Of that amount, $852,910.00 is tied to actions/services in the LCAP and $7,641,974.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

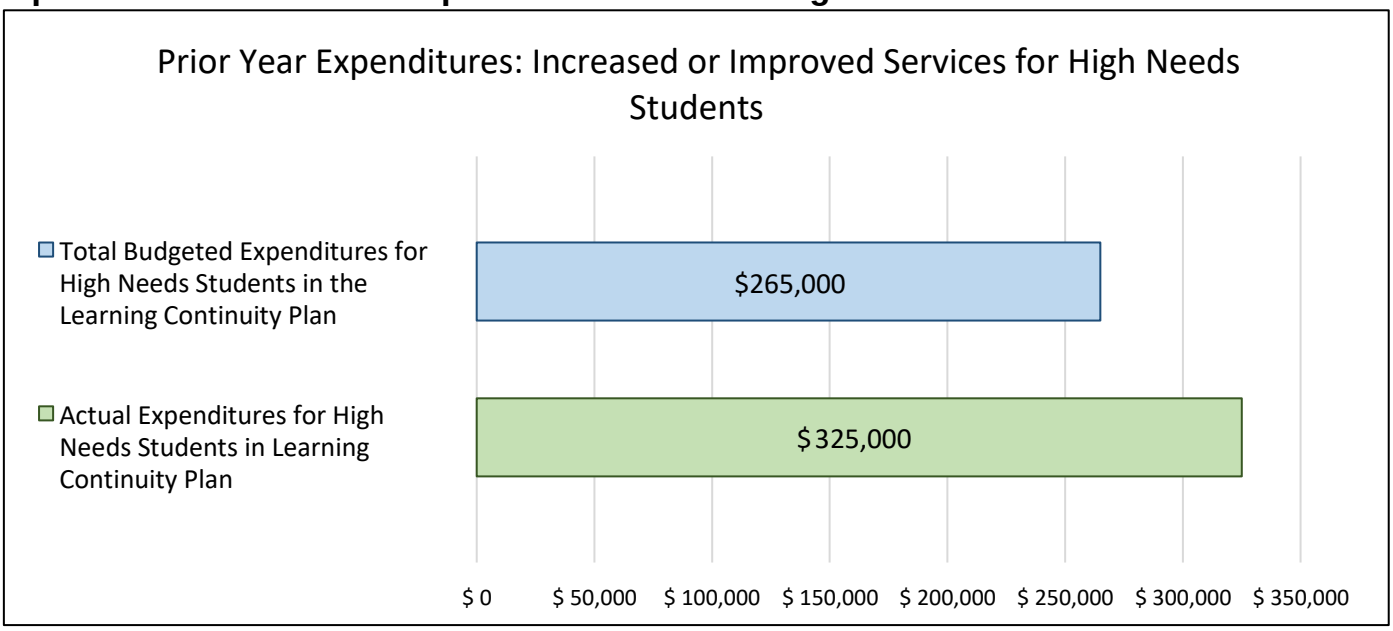
The General Fund pays for services, supplies, and staffing outside of the Learning Continuity Plan. This includes standard expenditures in:

- Custodial supplies and equipment

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

In 2021 – 22, Helendale Elementary School District is projecting it will receive $669,774.00 based on the enrollment of foster youth, English learner, and low-income students. Helendale Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Helendale Elementary School District plans to spend $845,430.00 towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2020 – 21




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

In 2020 – 21, Helendale Elementary School District's Learning Continuity Plan budgeted $265,000.00 for planned actions to increase or improve services for high needs students. Helendale Elementary School District actually spent $325,000.00 for actions to increase or improve services for high needs students in 2020 – 21.

California Department of Education
January 2021

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Helendale Elementary | Ross Swearingen<br>Superintendent | rswearingen@helendalesd.com<br>(760 )559-5459 |

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

## Goal 1

Parents and Community will see Helendale School District as the only choice to send their children for an education through positive communications and interactions with the district.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5

Local Priorities:

### Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| Parent Survey Recommending District<br>(Parent Input)<br>Baseline: 93% 2019-20 Expected 94.5% | Parent Outcome 95.54% |
| Staff Survey Recommending District<br>(Staff Input)<br>Baseline: 100% 2019-20 Expected 98% | Staff Outcome 100%<br>Recommend District to Others |
| Secondary Student Response to "I Like Going to School" Survey<br>(School Climate)<br>Baseline: 79% 2019-20 Expected 82% | 74.44% |

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|---|---|
| Elementary Student Response to “I Like Going to School” Survey<br>(School Climate)<br>Baseline: 89% 2019-20 Expected 92% | 85.19% |
| Parent Participation in Common Core Curriculum Nights<br>Baseline: 50<br>2019-20 Expected: 80 | 94 |

## Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 1.1 Regularly Updated Website with teacher links and District Facebook Page<br>Monitor and increase data based baseline for website traffic. | $1,921.00<br>LCFF<br>Administrative Assistant Salary and Benefits | $1,855 |
| 1.2 Community Newsletter participation Monthly<br>Monthly Articles written for “The Ledger” | $0.00 | $0.00 |
| 1.3 Full implementation of Aeries Web Based Student<br>Information System and Data and Assessment Program including Text Message Alerts and E-mailing Event<br>Reminders, attendance, grading reporting, progress reporting, assessment implementation, discipline tracking. | $4,836.00<br>LCFF<br>Contracted Expenditures | $13,642.95 |
| 1.4 MPR is no longer a goal of the Board or community. Funds are being used for replacement of areas of district that are in need of safety repairs | $0 | $0.00 |

## Goal Analysis

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

A change from Illuminate to Aeries was the major cause for increase in this area as members of the District staff felt that the use of Aeries would be more effective over the use of Illuminate. The cost and usage was heavier than anticipated in order to let people know what decisions were being made about school and individuals attending school.

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

The district implemented all actions for the 2019-20 school year.

Successes:

Action 1.1 During the 2019-20 school year the number of Facebook Likes increased from 924 to 1,008. This was an increase of 84 likes from the end of the previous year which meant that 84 more households were accessing information set forth by the school district to increase communication. This is one of the many reasons that the Helendale School District has more than doubled the communication perception that stakeholders have about it since the inception of LCAP and LCFF.

1.2 The District was successful in following through with the desired outcome for Action 1.2. An assigned person contributed to articles written each month and were included in the community's newsletter "The Ledger" This provided the opportunity to share information pertaining to school activities with the community and increase a sense of awareness of school and student achievements.

1.3 During the 2019-20 school year the District utilized a new Student Information System (SIS) that was user friendly and provided opportunities for our principals to identify students who needed additional support both academically and for social emotional concerns in a timely manner. Additionally, the SIS provided access to data to support the district's program to ensure students received recognition for their academic achievement.

# Goal 2

The District will make financial decisions to ensure the long-term financial stability of the district.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities: Financial Stability

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| 2.1 Healthy Year End Reserve<br>Baseline: 12%<br>Expected 2019-20: 18% | 2019-20 Budget Ending Reserve 29% |
| 2.2 Annual Audit Approval<br>Baseline: No Findings<br>Expected 2019-20: No Findings | No Annual Audit Findings |
| 2.3 Positive Budget Certification<br>Baseline: County Approved<br>Expected 2019-20: County Approved | 2019-20 County Approved Positive Budget Certification |

## Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 2.1 Implementation of alternative energy generators/savers | $69,422<br>LCFF<br>All Other Financing Uses | $233,073 |
| 2.2 Increase Community Business Partnerships to improve student opportunities for all students with a focus on unduplicated pupils. Chamber attendance, Foundation support, Internships, Classes, Victor Valley Rotary support and/or services will be offered to all students. Unduplicated pupils will remain the focus and still be offered assistance to participate. | $1,500<br>LCFF<br>Travel and Substitutes | $1,500 |

## Goal Analysis

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

All funds were expended for the actions. The expenses for Action 2.1 were greater than expected as the costs and services that were requested by the district included a shade structure for parking lots at both the elementary and middle school sites.

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

This goal involved projects to increase our capacity for energy saving products to be installed at both of our school sites. A success of this project led to the increase in reserves that sustained financial solvency throughout the pandemic. A challenge occurred with the installation of solar as much of the work was completed internally which led to a longer period of time for completion as the Maintenance Department had to be called off the project in order to attend to regularly scheduled work orders. An additional challenge was the wait time for the electrical company to hook up the power. Once we were past the time delays, the outcome was successful as it was an ecologically and economically sound decision for the district.

# Goal 3

District will offer its students opportunities beyond the core curriculum to provide more well-rounded learning and extra-curricular opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: 5 , 7
Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| 3.1 Number of Enrichment Classes in District<br>Baseline: 50<br>Expected 2019-20: 56 | Number of Enrichment Classes in District 56 |
| 3.2 School Attendance Rate<br>Baseline: 95.29%<br>Expected 2019-20: 95.7% | School Attendance Rate = 94% |
| 3.3 Chronic Absentee Rate<br>Baseline: 11.2%<br>Expected 2019-20: 7.0% | Chronic Absentee Rate = 5.91% |

## Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 3.1 Additional Electives and Courses Full time PE teacher at HES will provide focused instruction in PE, Health/Nutrition and Social/Emotional needs.<br><br>Unduplicated students will receive focused support to include learning how to monitor health/nutritional and social/emotional needs. Elective courses offered will be consistent from year to year. Unduplicated pupils will be offered a selection of elective classes and provided the support required to succeed. | $88,486<br>LCFF<br>Teacher Salary and Benefits | $85,822 |
| 3.2 Additional Career and Intern Opportunities Career Days featuring community, state, and national speakers provided annually at Riverview Middle School.<br><br>Unduplicated pupils will receive guidance on career goals and future opportunities. Speakers will address socio economic successes in support of all students. | $40.00<br>LCFF<br>Contracted Services | $40.00 |
| 3.3 Increase Extracurricular Opportunities at the Elementary/Middle Schools.<br><br>Solicit support of Community Resources to provide elementary extracurricular sports program. Provide the opportunity for unduplicated pupils to participate and stay physically active. | $0.00 | $0.00 |

## Goal Analysis

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

All budgeted funds were expended and actions were implemented to support students in elective and PE courses as well as extracurricular activities to support college/career readiness.

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

The challenge for the 2019-20 school year for P.E. was to ensure that the elementary school Physical Education teacher fulfilled the coursework necessary to successfully complete the Physical Education credential through coursework and testing. The teacher was able to complete all necessary requirements and has completed the credential work. Additionally a challenge was offering electives that were of interest to the students at the elementary school and scheduling students to the coursework based upon priority of their selections. We were able to align all students to one of their three choices while also ensuring that the teachers were able to match their interests, with their credentials and stay compliant with CTC regulations.

# Goal 4

The District will provide students with multiple opportunities for learning through technology while also providing staff the ability to enhance their work and their teaching through technology.

State and/or Local Priorities addressed by this goal:

State Priorities: 7, 8

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| 4.1 K-8 access to core curriculum in Math and ELA in K-8<br>Baseline: 100% of students in grades K-8 will have access to 1:1 devices for learning core curriculum.<br>2019-20: 100% of students in grades K-8 will have access to 1:1 devices for learning core curriculum | 100% of students in grades K-8 had access to 1:1 devices for learning core curriculum. |
| 4.2 Illuminate Benchmark Tests Analysis of student proficiency in ELA and Math Baseline: 50% of Illuminate benchmark tests will show increase in student proficiency in ELA and Math | Illuminate was not given as an assessment as the District moved its SIS and DNA to Aeries. |

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| 2019-20 - 65% of Edmentum Benchmark tests will show increase in students proficiency in ELA and Math | |
| 4.3 Increase of students who feel that Chromebooks help their learning<br>Baseline: 93%<br>Expected 2019-20: 90% of students feel that Chromebooks help their learning | Decrease of students who feel that Chromebooks help their learning - 88.3% |

## Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 4.1 Expanded technology opportunities for all staff and students Employ Director of Technology and Tech Support Position to oversee, infrastructural and educational aspects of technology including pursuit toward 1:1 student:device ratio districtwide, additional access to distance and electronic learning opportunities with increased speed to all students with a focus on applying the support to unduplicated pupils. Enhance communications with community and improve technology services districtwide through faster support service and professional development | $86,207<br>LCFF<br>Salary, Benefits, and Supplies | $87,351<br>LCFF<br>Salary, Benefits, and Supplies |
| 4.2 Enhance communication and efficiency to the community with Phone Calling, text messaging, and e-mailing system. | $3,628<br>LCFF<br>Contracted Services | $3,678<br>LCFF<br>Contracted Services |
| 4.3 Provide Technology Staff Development • Provide monthly staff development for all staff after school to provide tech training. The additional training will assist staff with supporting unduplicated pupils through programs such as Edmentum's Exact Path to enhance learning opportunities. | $1,500 LCFF Certificated Salaries, Benefits, and Meeting Refreshments | $0 |

## Goal Analysis

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

The cost of technology opportunities included in Action 4.1 was greater than anticipated and therefore additional funding was used through the district's ending balance. The additional cost was due to the need for 1:1 devices at all schools where Chromebooks were needed. The $1,500 that was set aside to accomplish Action 4.3 was used toward funding the Director of Technology position to support technology district wide.

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

Prior to the pandemic, the District was able to provide all students with Chromebooks and technology required to respond to the needs of students. This proved to be successful as it created an environment for all students equitable access to the curriculum, for both in-person and once distance learning became a reality. The district ensured that certified staff were provided with professional development through the Google Certification process to effectively utilize G Suite Tools to improve instruction for core curriculum (Google Classroom, Docs, etc.) which was needed in response to the pandemic to deliver engaging lessons to students.

# Goal 5

Students in the district will achieve at the highest levels possible through effective teaching strategies and environments in all core subject areas.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8
Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| 5.1 CAASPP Math<br>Baseline 26% All Student Proficient<br>Expected 2019-20: 41%- All Student Proficient | Due to the Pandemic CAASPP was not administered. |
| 5.2 CAASPP ELA<br>Baseline 41% All Student Proficient<br>Expected 2019-20: 51% of all students Proficient | Due to the Pandemic CAASPP was not administered. |
| 5.3 CAASPP (Math) Students with Disabilities<br>Baseline: 10% Special Ed Proficient<br>Expected: 2019-20 12% Special Ed Proficient | Due to the Pandemic CAASPP was not administered. |
| 5.4 CAASPP (ELA) Students with Disabilities<br>Baseline: 16% Special Ed Proficient<br>Expected 2019-20: 24% Special Ed Proficient | Due to the Pandemic CAASPP was not administered. |
| 5.5 Percent of students in grade 3-8 completing benchmark assessments: Baseline 100%<br>Expected 2019-20: 100% | Benchmark assessments were not administered during the 2019-20 school year. |
| 5.6 District will continue to show improved scores in State administered assessments in P.E. in grades 5, 7, and 9.<br>Baseline:% of students in 6 of 6 HFZ's in grade 5 34.2 % of students in 6 of 6 HFZ's in grade 7 38.6%. | Due to the Pandemic there was no PFT completed. |

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| Expected 2019-20:% of students in 6 of 6 HFZ's in grade 5 49.2 % of students in 6 of 6 HFZ's in grade 7 53.6% | |
| 5.7 Percent of students scoring proficient in Science in grade 5 and in grade 8.<br>Baseline: Grade 5 - 42% Grade 8 - 43% Expected 2019-20: Grade 5 57% Grade 8 58% | Due to the Pandemic CAASPP was not administered. |
| 5.8 Percent of Students with Disabilities scoring proficient in Science in grade 5 and in grade 8.<br>Baseline TBD<br>Expected 2019-20: TBD | Due to the Pandemic CAASPP was not administered. |
| 5.9 Administrative classroom walkthroughs with teacher feedback about the implementation of state standards will increase by 10%.<br>Baseline: HES 276 HSS 238<br>Expected 2019-20: HES 330 HSS 340 | Helendale ES 328<br>Helendale Secondary School 340 |
| 5.10 Class size ratio will meet gap goals of LCFF in grades K-3 and shall not increase more than a half student difference of district 2014-15 student:teacher ratio. Baseline 24:1 student:teacher ratio.<br>Expected 2019-20 24:1 Student:teacher ratio | Gap goals K-3 = 23.8:1 |
| 5.11 Students will have access to CCSS aligned math and ELA instructional materials<br>Baseline: 100 % of students will have access<br>Expected 2019-20: 100% of students will have access | 100% of students had 100% access to CCSS aligned Math and ELA instructional materials |
| 5.12 EL students in HSD will be reclassified to R-FEP<br>Baseline: 20% of all ELL students<br>Expected 2019-20: 30% | Due to the Pandemic there was only a partial year to assess and re-classify students to R-FEP. |
| 5.13 EL students will demonstrate English Proficiency on the ELPAC. Current data for CELDT is 58%<br>Baseline: TBD<br>Expected 2019-20: ----- | Due to the Pandemic there was no outcome in this area. |
| 5.14 District will maintain 0% teacher misassignment record<br>Baseline: 0%<br>Expected 2019-20: 0% | 0% of teachers were misassigned throughout the 2019-20 school year. |

## Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 5.1 Implement Common Core State Standards that improve student achievement by providing high quality professional development for classroom teachers, administrators, and other school and community based personnel.<br>Substitute costs and Staff Development Days for teachers and staff to attend trainings | $47,069<br>LCFF<br>Teacher Salaries, Classified Salaries, Substitute Salaries, | $45,259<br>LCFF<br>Teacher Salaries, Classified Salaries, Substitute Salaries, |

| | | |
|---|---|---|
| Training for Parents in ELA and Math Common Core Curriculum to address needs of all students. Specifically reaching out to parents of unduplicated pupils. | Benefits and Contracted Services | Benefits and Contracted Services |
| 5.2 Implement Common core State Standards including STEM Program in grades 5-8 that improve student achievement by ensuring for effective instruction, evaluation, and progress reporting. Provide an optimum learning and working environment by employing highly qualified certificated and classified employees, providing an instructional program to support 21st Century Learning Skills.<br>Attain annual LCFF goal of class sizes in K-3 and maintain current district class size average in other grades.<br>Provide District Induction Training and CTI support and training to all new certificated employees with a focus on differentiated instruction. | $1,383,429<br>LCFF<br>Teacher Salaries and Benefits | $1,345,590<br>LCFF<br>Teacher Salaries and Benefits |
| 5.3 RTI Learning Opportunities for students at risk<br>Push In Program for Learning Support at HES<br>Additional support through SAI programs at HES and HSS | $331,847<br>Title I and SpEd<br>Teacher and Classified Salaries and Benefits | $370,202<br>Title I and SpEd<br>Teacher and Classified Salaries and Benefits |
| 5.4 Small group and individualized support for students<br>Instructional aide assistance for core instruction using effective grouping and instructional strategies based upon student needs | $197,926<br>SpEd<br>Instructional Aide Salaries and Benefits | $137,926<br>SpEd<br>Instructional Aide Salaries and Benefits |
| 5.5 Support and counseling services<br>Counseling and academic support systems for students with academic and social needs provided through District and SELPA support systems with greater concentration for at risk students. | $1,000<br>LCFF<br>Contracted Services | $3,242<br>LCFF<br>Contracted Services |

## Goal Analysis

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

All actions were implemented for Goal 5. Action 5.4 required less funding than budgeted for as a result of utilizing some of the funds budgeted to support Action 5.3 to provide our TK classes with an Instructional Aide which provided additional learning support for students in the classroom.

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

The 2019 – 20 school year was a challenge in a variety of ways yet we were able to implement the planned actions that proved to result with successful outcomes for our students. Professional development was provided to teachers to

increase skills and knowledge of Common Core State Standards. Additionally, parents attended training sessions that were offered to provide an understanding of the ELA and Math standards being taught. As a result, parents were more equipped to help their children with homework assignments as well as discuss needs or concerns with teachers when students struggled with the curriculum. The district was successful in implementing reduced class size for K-3 students which provided teachers the opportunity to implement small learning groups, differentiate lessons, and address learning concerns in a timely manner. Another area of success in implementing actions was the addition of teacher aides in the classroom. A push in model was utilized which provided a higher level of support to students to work toward mastery of standards and closing achievement gaps. A challenge that had to be overcome was scheduling teacher aides into classrooms to achieve optimum time and effectiveness based on the lessons and activities scheduled around learning.

# Goal 6

The District will maintain a safe and healthy learning and working environment for all students and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| 6.1 Safety drills shall occur during each month of the school year.<br>Baseline: 1 per month<br>Expected 2019-20: 1 per month | 2019-20 - Due to Pandemic and school closing on March 13th, drills were not held in March, April or May. 14 drills were held from August through February. |
| 6.2 Williams Complaints reported to the Board<br>Baseline: 0 Quarterly Reported 2019-20<br>2019-20 Expected: 0 Quarterly Reported | Williams Complaints reported to the Board<br>2019-20:0 |
| 6.3 A survey shall be given to determine student's satisfaction with lunches. Baseline: 60% Approval at HES 35.4% Approval at RMS<br>Expected 2019-20: 90% approval @ HES 65.4% Approval @ RMS | 76.3% Approval at HES 49.0% Approval at RMS |

## Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| **6.1** Continuation of Safety Committee with expanded measures for safe school environment Four meetings of District Safety Committee for review of District safety procedures | $0.00 LCFF<br>Meeting<br>Refreshments | $0.00 |

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| **6.2** Improve Student Lunches • Provide Students with multiple choices for food choices in each food group provided • Explore Preparing District Meals at HSS | $134,507 Total<br>$104,507 Cafeteria $30,000 LCFF | $242,710 Total<br>$185,557 Cafeteria $57,153 LCFF |
| 6.3 Safe passage of students to Helendale Elementary School; Provide crossing guard and increased supervision at beginning and end of HES school day | $21,978 LCFF Crossing Guard Salaries and Benefits | $22,758 LCFF Crossing Guard Salaries and Benefits |

## Goal Analysis

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

Action 6.2 resulted in a higher expenditure than originally planned as upon the onset of the pandemic, the district ensured that breakfast and lunch nutritional services for all students throughout the school year were provided. All other actions were implemented as expected.

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

During the 2019-20 schooly year we implemented all actions to achieve Goal 6. The Safety Committee was successful in meeting on a monthly basis to evaluate the needs of the district in order to provide a higher level of safety for students and teachers. Data and stakeholder input that was taken into consideration included the number of student referrals, input on students' perspective of feeling safe while at school and school connectedness, traffic situations that exist before and after school while students are arriving and exiting the sites. We were successful in establishing plans and/or implementing solutions to address the concerns during the school year as well as in the subsequent school year. One of the areas that was a challenge was the traffic safety during the time of day when our students arrive and exit the school sites, hence we did implement Action 6.2 which provided a crossing guard at Helendale Elementary School to increase safe passage for our students at an uncontrolled intersection.

Entering into and throughout most of the school year, lunches for students were provided successfully in a regular manner. Upon the onset of the pandemic the logistics of organizing and distributing meals became a challenge as the need for nutritional services increased substantially. The district works with a neighboring district in which it receives delivery of nutritional food services and had to determine the best process in order to distribute breakfasts and lunches to students and families. In order to meet the need, the management team took over the daily delivery of meals. A Grab and Go method was established where parents/students could access both breakfast and lunch from 7am to 10am daily during the school week and the district served 61,000 meals during the school year.

# Goal 7

There will always be high expectations for student behaviors which will be taught, expected, rewarded and held accountable for.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| 7.1 A decrease in number of office referrals from the previous school year<br>Baseline: 134 | Number of Office Referrals from August 2019 through February 2020 was 43.<br>Due to Pandemic an actual outcome based on a full year was not able to be calculated. Most office referrals have happened in the spring in past years and since school was in Distance Learning mode at that time, we were unable to calculate the difference. |
| 7.2 Student Suspension shall be decreased District wide<br>Baseline: 22<br>Expected 2019-20: 15 | Number of Student Suspensions from August 2019-through February 2020 was 36.<br>Due to Pandemic an actual outcome based on a District wide full year was not able to be calculated. Most suspensions have happened in the spring in past years and since school was in Distance Learning mode at that time, we were unable to calculate the difference. |
| 7.3 Suspensions: Students with Disabilities<br>Baseline: 7<br>Expected 2019-20: 5 | Number of Students with Disabilities Suspensions from August 2019 through February 2020 was 15.<br>Due to Pandemic an actual outcome based on a District wide full year was not able to be calculated. Most suspensions have happened in the spring in past years and since school was in Distance Learning mode at that time, we were unable to calculate the difference. |
| 7.4 Suspensions: African American<br>Baseline: 3<br>Expected 2019-20: 1 | Number of African American Student Suspensions from August 2019 through February 2020 was 4.<br>Due to Pandemic an actual outcome based on a District wide full year was not able to be calculated. Most suspensions have happened in the spring in past years and since school was in Distance Learning mode at that time, we were unable to calculate the difference. |
| 7.5 Suspensions: Foster Youth<br>Baseline: 0<br>Expected 2019-20: 0 | Number of Foster Youth Student Suspensions from August 2019 through February 2020 was 0.<br>Due to Pandemic an actual outcome based on a District wide full year was not able to be calculated. Most suspensions have happened in the spring in past years and since school was in Distance Learning mode at that time, we were unable to calculate the difference. |

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|---|---|
| 7.6 Suspensions: Homeless<br>Baseline:<br>Expected 2019-20: | Number of Homeless Student Suspensions from August 2019 through February 2020 was 0.<br>Due to Pandemic an actual outcome based on a District wide full year was not able to be calculated. Most suspensions have happened in the spring in past years and since school was in Distance Learning mode at that time, we were unable to calculate the difference |
| 7.7 Monthly Recognition of students at Board Meetings<br>Baseline: 10 Board Meetings Per Year<br>Expected 2019-20: 10 Board Meetings Per Year | Number of Monthly Recognition of students at Board Meetings from August 2019 through March 2020 was 7.<br>Due to the Pandemic, the Board of Trustees turned its attention to responding to issues around the pandemic. For the months of April and May there were no student recognitions. |
| 7.8 Maintain 0% Dropout Rate High School<br>Baseline: N/A<br>Expected 2019-20: N/A | Being an Elementary School District that provides service to students up to the 8th grade, there were no dropouts in the District. |
| 7.9 Dropout Rate Middle School<br>Baseline: 0%<br>Expected 2019-20: 0% | 0% dropouts at the middle school |
| 7.10 Student Expulsion Rate<br>Baseline: 0%<br>Expected 2019-20: 0% | 0% expulsions in the Helendale School District |

## Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 7.1 Implementation of SWPBIS Train staff on continued expansion of SWPBIS during staff development days and sub release time | $4,000<br>Title II<br>Teacher Salaries, Benefits, and Registration | $14,324<br>Title II<br>MTSS |
| 7.2 Increase Safe School Environment for Facilities and Behavior<br>One School Administrative Manager assigned to HES for full year - Improve school safety through lower referral rate | $100,020<br>LCFF<br>School Administrative Manager (SAM) Salary and Benefits Supplies | $100,020<br>LCFF<br>School Administrative Manager (SAM) Salary and Benefits Supplies |
| 7.3 Hold students accountable for not meeting standards including legal infractions | $1,000<br>LCFF | $1,000<br>LCFF |

| | | |
|---|---|---|
| Use of Aeries to track infractions<br><br>Implementation of PBIS strategies | Salary and Benefits | Certificated and Classified Staff Salary and Benefits |
| 7.4 Appropriate professional interaction of all employees with students and colleagues.<br><br>Provide systematic staff development including induction for all new employees and subs and ongoing training for all employees. | $5,000<br>LCFF<br>Certificated and Classified Staff Salary and Benefits | $5,000<br>LCFF<br>Certificated and Classified Staff Salary and Benefits |
| 7.5 Community Service Plan in grades K-8<br><br>All students will be required to provide community service based upon grade level expectations | $500<br><br>LCFF<br><br>Office Staff Salaries and Benefits | $500<br><br>LCFF<br><br>Office Staff Salaries and Benefits |

## Goal Analysis

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

The district implemented and funded all actions. A substantive difference from budgeted to actual expenditure for schoolwide PBIS occurred as members of the Safety Committee attended a four day PBIS Conference in Sacramento. Teachers, classified staff, and administration from both school sites participated.

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

7.1 The implementation of the SWPBIS met both challenges and successes. Helendale Elementary School moved from platinum to gold as a result of an increased number of office referrals. Helendale Secondary School moved from bronze to silver as the site decreased the number of office referrals and suspensions during the school year. The challenges and successes by both sites were and continue to be evaluated by the Safety Committee to determine where and how improvements can be made so that both school sites implement PBIS strategies in a consistent and effective manner to provide a positive and safe learning environment for our students. 7.2 and 7.3 Adding a School Administrative Manager was successfully implemented and has proved to be a positive reinforcement to working with students and staff to create a safe environment for learning to take place. The number of referrals that students received at the end of February 2020 was a reduction from the previous year. We do not know what the impact would have been over an entire year due to the pandemic where students had to transition to distance learning. This is an area of improvement that teachers, administrators, and the community are all interested in continuing to improve upon as we move forward to the new school year. Implementing Action 7.4 did meet some challenges due to the pandemic as some of the community service that students would have participated in during the spring did not come to fruition due to social distancing and people/students not being allowed into multiple organizations and facilities.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Learning Center Support for school work on an every other day basis | $ 210,000 | $ 155,000 | Y |
| Classroom supplies | $15,000 | $ 75,000 | N |
| Cleaning Supplies and PPE | $ 20,000 | $ 65,000 | N |
| Physical Barriers | $2,500 | $ 6,000 | N |
| Chromebooks | $ 50,000 | $ 155,000 | Y |
| COVID-19 Custodian | $ 24,000 | $ 35,000 | N |
| Campus Monitors | $21,000 | $ 32,000 | N |

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

**Learning Center Support** - A reduction in teaching support was determined to be just as effective as maintaining it. One less teacher was provided in the DIstrict since the groups of students were

**Classroom Supplies** were purchased in order to ensure that a clean environment was provided for students and staff. The amount of cleaning supplies was more than 5 times greater than had been purchased in the past.

**Cleaning Supplies**- A higher number of cleaning supplies and manpower was put into place to ensure that environments were germ free to the best of our ability. Additional PPE were also provided to staff and students to protect against the spread of COVID-19.

**Physical Barriers** - Additional physical barriers such as screens were purchased in an effort to main social distancing and a safe environment for students and staff.

**Chromebooks** - The District decided that based on the monetary resources available as well as the need for one to one computers throughout the district that over three times the number planned were purchased to give every student Chromebooks that were less than two years old.

**COVID Custodian** - Additional funds were used in order to have a custodian work at each school site who would be responsible for cleaning classrooms and locations students and staff had occupied in order to maintain a school environment as sterile as possible.

**Campus Monitors** - To ensure the prevention of viral spreading, additional campus monitors were used to ensure that safety between passing periods and when students were not in class was maximized.

## Analysis of In-Person Instructional Offerings

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

Students returned in September 2020 to in-person learning where a hybrid model was utilized in order to implement proper COVID-19 safety procedures as it pertained to social distancing, cleaning, and disinfecting. Students had a schedule where they attended school in hybrids of no more than 15 students either on Mondays/Wednesdays or on Tuesdays/Thursday. In order to accommodate families, siblings attending different school sites were assigned to the same “at school days”. On students' day off from in-person learning they could attend the Learning Center where they were provided with support on assignments that they could complete using their ChromeBooks. Additionally, on days off, teachers conducted check-in with students from 7:15am - 8:00am to help with assignments, provide clarity, and to maintain connections with students and families.

The health and safety of students was an important consideration, hence safety precautions were in place that included social distancing in classrooms as well as during lunch and recesses, utilization of signs, tape marks and other visual cues to indicate the space needed to maintain physical distance, and the use of PPE. Structured time was allowed for lunches and recess activities that required social distancing so students could still engage in safe interactions with each other. Upon full implementation of in-person learning in April 2021, teachers rotated into 7th and 8th grade classrooms, rather than the students moving from classroom to classroom. This helped with maintaining social distancing and adhering to cleaning and disinfecting procedures being carried out properly. As class sizes were small, this gave teachers the opportunity for increased one to one learning, small group sessions, and improved differentiated learning for students in the classroom. The in-person learning also provided teachers and students to have a higher level of connectedness to school than was experienced during distance learning. Formative assessments that were administered to students during in-person learning provided teachers with an authentic outcome of data representing mastery of standards as well as pupil learning loss, hence guiding next steps for instruction to meet their learning needs.

One of the challenges the district experienced was working with an outsource organization, Champions, to provide tutoring for students after school and on their off days. It was January 2021 when we were able to fully implement services from Champions. By this time some families had established alternative means to educate their children. Once the program was established and functional, it was able to provide the support as planned. Students who participated in the Champions program demonstrated a greater success rate than those who opted to stay home during off days.

# Distance Learning Program

## Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Edmentum Software | $ 22,800.00 | $ 24,000 | N |
| Computerized Software and Curriculum | $15,000.00 | $ 11,000 | N |
| Computer Hardware | $11,000.00 | $153,000 | N |
| Microphones and Cameras | $5,000.00 | $ 162,000 | N |
| Teacher Laptops | 50,0000.00 | $ 30,000 | N |
| Hot Spots for Distance Learning | $5,000.00 | $ 15,000 | Y |

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All plans were adhered to throughout the school year. **Computer hardware** - At the mid-year point 85 inch big screen televisions and 75 inch touch screens were purchased in order to ensure that all students were engaged in the learning and all teachers had a means to reach their students in the most effective ways possible. Chromebooks were purchased for all students. The numbers needed were beyond the original estimates to ensure all students had access to devices. This change occurred as some devices that were in place needed to be updated to be able to operate in the distance learning environment. **Microphones and Cameras** - The district planned to install cameras into classrooms, however the quality of cameras determined best to be installed provided a wide angle. Every classroom in the district was supplied with the cameras as this helped to provide a higher level of security for our students and teachers at each of our school sites. **Teacher Laptops** - The amount budgeted for teacher laptops was higher than the actual number needed as some teachers were not in need of new laptops, hence reducing the actual expenditure. **Hot Spots** - The need for a higher number of hotspots became apparent as we moved through the process of obtaining and distributing them at the onset of the pandemica. We found a larger number of areas and families who were in need in order for students to have access to the internet. The hot spots were especially needed by our low income and homeless students.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

**Continuity of Instruction:** Helendale School District began the school year operating a distance learning model that provided synchronous and asynchronous learning. All of our students were provided with Chromebooks and our Technology Department provided support. Google Classroom had been established for use the prior year which

continued into the 2020 school year. Teachers maintained office hours and kept in contact with students and families through phone calls and Zoom meetings to answer questions and concerns, maintain positive communication, and support students with learning and assignments. The district also reached out to parents to increase effective communication via phone calls, Zoom meetings, and postings on the district website. As the year moved on the district quickly resumed in-person learning utilizing a hybrid model for all TK - 8th grade students.

**Access to Devices and Connectivity:** While it was a challenge to deliver Chromebooks to all students, the district did ensure that each student was provided with a device to use during distance learning, which continued on into in-person learning. Parents were contacted to determine the needs of students and distribution of devices began quickly. The district successfully established a delivery system where parents were able to obtain a Chromebook for each student in a Grab and Go format and over 600 Chromebooks were provided. TK and K students were provided with personal tablets. Upon the onset of distance learning, the district determined where hotspots were needed for students/families that did not have accessibility to Internet connection. Obtaining hotspots in a timely manner turned out to be a challenge as a substantially higher number of hotspots were needed in order to ensure that all students had access to the internet in order to access distance learning, access sites for learning and completion of assignments, and maintain communication with teachers and other adults that provided learning and social emotional supports. A challenge the district incurred was the maintenance of Chromebooks due to the high volume of usage of devices at home. The district provided a technology hotline and support was provided via phone communication. For technology problems that could not be resolved over the phone, students and families were able to bring their Chromebook into the district office where Tech Services could be provided.

**Pupil Participation and Progress:**

100% of students participated in Distance Learning Program. Though best efforts were made to provide engaging lessons and maintain connectivity with students, we found that many students struggled with the distance learning as they felt disconnected from peers, experienced difficulties at home with having a quiet place to attend and participate in school, and also found that they were easily distracted from classroom activities while at home. In order to deliver lessons, provide guided practice, and provide ongoing support, teachers met with students daily for synchronous instruction and maintained communication through virtual, phone call and email support. Lessons were provided via Google Classroom which was also used as a means for students to submit assignments and for teachers to provide timely feedback to assist students with their learning. Utilization of Google Classroom was a successful tool for students and families during distance learning. Student participation was monitored daily with attendance, participation during class time and submissions of assignments. Assessments and diagnostics continued throughout the year and Edmentum was utilized to provide students with customized and individualized support in areas of curriculum and standards in which they struggled. During the 2020-21 school year the Helendale School District had the highest level of retention due to a multitude of reasons ranging from lack of understanding to lack of effort on the part of students and a lack of ability to support students in person on a daily basis for the entire school year.

**Distance Learning Professional Development:**

San Bernardino County Superintendent of Schools Digital Learning Innovation Department provided training for all certificated staff through Google Certification to include blended learning activities. The instructional practices learned through the Google training provided the opportunity for all teachers to utilize the same learning format for students at both the elementary and secondary school sites which proved to be a successful format for students and parents to utilize to participate in lessons as well as obtain information, assignments, and submit assignments and projects. Training was also provided by Care Solace for our administration and counseling staff to respond to and obtain services for our students' social emotional needs. Determining the skill level of staff members was a challenge at first, however we were able to provide training via our technology department as needed to support teachers and teacher assistants to increase knowledge and skill use across the district.

**Staff Roles and Responsibilities:**

During the pandemic, all staff had new roles and responsibilities to perform. Teachers had the option to work from or or from their classroom based on the needs to provide instruction as well as maintain insurance of safety. While the change from in-person to distance learning was a challenge, our teachers were successful in providing daily synchronous and asynchronous lessons for students from their homes. Our classified staff took on new roles and worked to provide after school support for students, helped to deliver Chromebooks and hotspots, and assisted administration and food services with organizing delivery of meals for students. We were successful with implementing needs that had not previously existed; as a result of the pandemic our staff took on responsibilities for duties not usually performed in their position which included supporting disinfecting and cleanliness standards, screening visitors, staff, and parents prior to entering school sites, supporting social distancing measures, and assisting with campus child supervision.

**Support for Pupils with Unique Needs:**

Meeting the needs of pupils with unique needs was a challenge. During distance learning teachers and administrators increased communication and reached out to determine how students could be supported in an effective and timely manner. English Learners were assessed on an individual basis to determine their language level and growth over time while participating in distance learning. All English learners checked in with their math and ELA teachers daily to maintain communication, to ensure that students received timely feedback and also to help keep students engaged in the learning process. Additionally, English Learner Aides maintained close contact with EL students to reinforce lessons, assist with one on one instruction and small group lessons, support homework needs, and assist with language acquisition. English Learner Aides also met the challenge to maintain communication with parents to ensure opportunities were provided to participate in their child's education. EL students who were struggling with language were provided support through distance learning utilizing Edmentum, as well as with learning packets provided by teachers. Chromebooks and hot spots were provided and teachers assisted students and parents with understanding how to navigate the system.

**Foster Care and Homeless:**

Math and English check ins were scheduled and carried out by teachers to provide support for assignments and reinforcement of lessons. Backpacks, school supplies, personal needs products, nutritional needs, Kindle iPads and/or Chromebooks and hotspots were provided to our foster care and homeless students. Edmentum was utilized to provide individual support to supplement the core program. This program met students where they were with mastery of standards and customized reinforcements implemented to help close achievement gaps.

**Pupils with Exceptional Needs:**

Pupils with exceptional needs were provided accommodations and modifications during lessons so they could achieve academically and participate in virtual lessons. IEPs were successfully conducted and the district contracted with Docusign to assist parents to participate virtually in IEPs. Math and English teachers conducted check-in opportunities for students to maintain communication and provide academic support. This proved to be a challenge as oftentimes students did not get online for teachers to meet with them. Daily tutoring was provided with a focus on meeting the needs of SWD.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|

| | | | |
|---|---|---|---|
| Teacher Instructional Carts | $1,500.00 | $ 1,500.00 | N |

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

No substantive differences took place.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Changing the style of instruction from in person traditional learning to distance learning and then followed by an in-person hybrid learning model created some challenges. Pupil learning loss inevitably occurred due to the constant changes. In order to determine pupil learning loss, teachers utilized site and web-based formative and summative assessments to measure student progress. Illuminate and Edmentum Exact Path provided data for teachers to determine where students were experiencing challenges in ELA and math. Additionally, daily and weekly formative assessments were administered so teachers could respond to students' needs in a timely manner and adjust lesson delivery as appropriate. To mitigate learning loss for our English Learners the district implemented many strategies to include ELD curriculum support, UDL, EL tiered interventions. All students were provided support, with emphasis placed on the needs of foster youth, homeless, and students with disabilities, the district implemented small group instruction, additional tutoring, tier 1 and 2 supports, UDL, conferences and communication with parents/guardians, and software programs to support the curriculum. While students did experience success, the level of effectiveness was not to the standard experienced in a non pandemic school year. However, our TK - 6 grade students with disabilities demonstrated academic successes at a higher rate than others. Learning loss or as we call it in Helendale " A focus on Standards and the Whole Child" has brought about a new need for summer school that is focused on academics rather than enrichment. While enrichment is still provided in summer school there is a renewed focus on what students didn't learn during the pandemic. Nearly 100 students will attend classes daily during the summer in order to address any learning that was potentially lost during the pandemic. Tutoring and remediation will be offered in the Fall of 2021 as a part of regular instruction either during or after school. Regular classroom teachers and aides will provide opportunities through interventions for students to close learning/achievement gaps in the hopes of bringing students to an academic level where they may have been if the pandemic had not occurred.

# Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

As time away from in-person learning took place and later as in-person learning was implemented, more students and families were in need of social-emotional support as concerns arose with trauma, isolation, violence, fear, depression, etc were a growing concern. In order to be both timely and sensitive to needs and to provide support we contracted with Care Solace which is a 24/7 resource that provides support, resources, counseling services, and addresses mental health concerns for both students, families, and staff. Helendale had 39 referrals to Care Solace in the last half of the school year. This resource was provided through CAHELP JPA. Training on how to work with Care Solace was provided to the administrative team and carried out by principals, counselors, and all administrative staff. Our challenges were

reaching students who may have become disengaged during distance learning or those who were not attending school regularly upon returning to in-person learning. Hence, phone calls, Zoom meetings and home visits took place to maintain communication. During meetings, both school sites discussed and were mindful of observing any possible concerns or needs students' may be experiencing. We are a small, close knit district and community and as a result teachers often-times were quickly able to observe a change in a student's behavior and obtain support needed for a student . Additionally, we continued with the implementation of PBIS and had check-ins to welcome and greet students and to provide environments where they could feel safe and supported. Counselors at each school site were available to meet with and talk with students and offered social emotional support during distance and in-person learning throughout the school year as well as provide referrals to local resources. Providing small "victories" by allowing staff flexibility in work time allowed the staff to provide students the needed adult support at times of day that met students and staff needs.The staff was also allowed to give input on the adopted schedules that were used to provide education to students. Finally, the staff was provided ample prep time in order to prepare effective lessons to meet student needs.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

During this unprecedented time, Helendale School District was successful in its efforts to engage in communication with its community members via multiple forms that included social media posts, automated and live phone calls to parents/families, automated emails and the district website, weekly videos, personal phone calls and emails. We also established a remote, online enrollment process for parents so they could easily enroll their student(s) in schools through Aeries Online Enrollment and not have to come to the site to fill out an enrollment packet. This provided us the opportunities to stay in contact with parents and address questions, concerns, and respond to needs while maintaining COVID-19 social distancing and PPE requirements. During stakeholder meetings parents expressed appreciation for the communication and participation opportunities provided by the district to provide support to keep students engaged in the learning process during these unusual times.

Tiered re-engagement strategies were implemented to address student attendance issues and concerns. The district continued its commitment to ensure that students were present and engaged in learning on a daily basis. Efforts to reach out and engage were at times challenging and other times successful pending the ability to make contact with students and parents. Efforts made to contact families whose students were not meeting the required attendance policies included: Instructional aides were assigned to call families to assist with learning and re-engagement if a student had been absent for more than 60% of a week. EL Aides maintained regular contact with families who were in need of language support in order to ensure that EL students were engaged and receiving opportunities for effective teaching and learning. School site staff contacted students and families through phone calls and emails and provided academic and social emotional support. Counselors made contact with families based on referrals from staff members. Families were encouraged to address attendance concerns and then reminded of the state attendance requirements for students to be in school, be it distance or in-person learning. The District was successful in working in a partnership with Borrego Springs Community Health Foundation to provide mobile support for students who needed help/support with physical or mental health issues. These concerns were supported by trained medical personnel to provide assistance as needed.

## Analysis of School Nutrition

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

School Nutrition was initially our most successful program as the district provided breakfast and lunches for all students delivering the meals to students immediately at the beginning of the pandemic and continuing on through the end of the 2020-21 school year. The district served 61,000 meals. As the year tapered to an end, so did the number of meals

that were provided as fewer students took advantage of the meal program. Both of our school sites provided meals that were available for pick up from 7am to 10am each day. Once in-person school returned, students were provided meals in their classrooms to reduce potential spread of the virus. School monitors delivered meals to classrooms and assisted with supervision. This was the most challenging aspect of providing meals to students as scheduling to deliver meals had to be established so as to ensure that students could take advantage of the program. As mentioned, providing times that worked around breakfast and lunch times of in-seat students was challenging, but with flexibility and creativity from the staff, the meal program was a success.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|---|
| Food Distribution Carts | Carts can be stocked and ready for food distribution to the classroom. They provide an increase of speed of service and allow for ease of use for employees. | $1,000.00 | $1,200.00 | N |
| Campus Monitors | To assist with distribution during in-person learning and provide adequate breaks for teacher's lunches. | $42,000.00 | $51,000.00 | N |

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Campus Monitors required additional hours in order to assist with meal distribution during in-person learning.

# Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

It is unclear at this time what the state is going to allow from the 2021-22 experience. However, using distance learning as a means to deliver instruction on a daily basis for students who will be absent from school for reasons of illnesses or planned medical procedures may prove to be beneficial. This will assist in improving attainment of standards based learning for students who will be absent for any part of the next year. During Distance learning we always tried to extend ourselves to provide the most to students. This included working to offer a hybrid model for in person learning. Our elementary school was one of the first and one of the only schools in the area to remain open for in person instruction during the bulk of the school year. Even while other schools were closing or postponing school, Helendale Elementary remained open and provided regular instruction throughout. At the end of the year staff had exerted themselves throughout the hybrid model by always working to comply with COVID-19 guidelines.

As safety for our students and staff continues to be a primary concern, the district will continue to implement health and safety precautions to mitigate the possibility of COVID-19 transmission. Social distancing and all PPE will be in place as the new school year begins as it applies to cleaning, disinfecting, and screening.

The district will continue to provide social emotions support and mental well-being for students. We learned that partnering with Care Solace provided a much needed form of providing counseling and referral of resources to our students and community and as such will continue with this service. The implementation of PBIS continued during the school year and is a program that we see overall as a success for students, hence this will be an ongoing program that teachers and staff will implement to support students' behaviors. Counseling will continue to be a vital need that we will continue to implement to meet the needs of our students.
During this past year, we have learned that we are a district that will do whatever we can to ensure that students are learning at their peak. We are proud of the efforts of all staff who allowed our students to succeed at their level during the 2020-21 Pandemic experience.

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

Pupil learning loss is a concern and is taken seriously in our district and as such we have established a Focus on Standards to determine the level of learning loss that students may have experienced, as well as interventions to address specific needs to ensure students receive the instruction needed. Assessment and identification of needs will be conducted via data collection pertaining to student grades in Aeries Student Information System and Exact Path from Edmentum which provides student outcomes to determine where a student is in his/her level of attainment of content standards in ELA, Math, Science, and Social Studies. In order to address the needs of students after school tutoring as well as additional instruction and support from teachers and aides will be provided. Summer school opportunities for learning loss will be provided to students to close academic achievement gaps. Based on student data and input from our stakeholders, actions and services will be provided in the 2021-22 school year that have a focus to meet the academic and social emotional needs of our English learners, foster youth, homeless and students with disabilities. The district will implement actions for students to provide learning opportunities and to mitigate any future learning loss. Reduced class size teacher to student ratios, professional development for teachers to deliver standards based lessons utilizing researched based best practices, implementation of our teacher induction program to prepare new teachers with the skills and knowledge needed to engage students in the learning process, and PBIS will be included.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

No substantive differences between the planned and implemented services took place in meeting the increased or improved services for our unduplicated students.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

An analysis and reflection of the 2019-20 and 2020-21 school years has led to decisions as we move forward into the new school year. Prior to the pandemic we encouraged attendance of students, even if students were not feeling 100%. Today we discourage attendance if students aren't feeling well in order to avoid potential spread of the COVID-19 virus. In doing so, we have found that we need to be prepared with alternate ways to educate students as in-person learning may not be appropriate at all times for all students. Additionally, a process to provide rewards and consequences for student attendance is needed. Finally, we are continuing to establish methods to make up for lost time and potential learning loss as a result of the Pandemic that was just experienced.

As we presented data to our stakeholders, it was always with the perception of relevance. The relevance of the experience of COVID-19 versus the relevance of the experience that was experienced prior to the pandemic. In this LCAP, the best of both worlds and experiences are attempted to be captured as we try to use all of our learned experiences to provide the best opportunities for our students to achieve academically in a safe environment. As we move forward into the new school year, the goals and actions implemented represent the current needs of students based on data and stakeholder input provided during various meetings has informed the development of the LCAP. The goals represent the priorities identified. Goal one has a focus of providing students with quality learning and instruction. An emphasis is placed on actions that provide services for students in regards to the needs of class size reduction, technology, increased instructional time, PD for teachers to ensure instructional methodologies and strategies are in alignment with researched-based best practices, and administering assessments that are relevant and aligned to standards. Goal two, Helendale School District will provide Student Engagement, Campus Safety and Security to all who visit their campuses, which addresses the needs of continuing implementation of PBIS, Professional Development for social emotional wellness, parent training and opportunities for participation in the decision making process, improving student attendance, and mitigating student suspensions. These two goals of the 2021-22 LCAP address the needs identified in our student outcome data and input received by our stakeholders.

# Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

# Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

## Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

# Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

## Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

## Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

## Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

### Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

- Continuity of Instruction,
- Access to Devices and Connectivity,
- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

# Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

# Analysis of Mental Health and Social and Emotional WellBeing

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

# Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

# Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

# Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

# Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Helendale Elementary | Ross Swearingen<br>Superintendent | rswearingen@helendalesd.com<br>(760) 559-5459 |

# Plan Summary 2021-24 General Information

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

Helendale is a small tight knit community located in the high desert located on historic Route 66. With just over 5,000 residents, Helendale School District services the community with one elementary school (grades TK – 6) and one middle school (grades 7 – 8). With an enrollment of 1050 students in all dependent schools, the demographics represented in

the district include White (49%), Hispanic (36%), African American (.07%), American Indian (.01%), Asian (.01%), Filipino (.01%), Pacific Islander (.01%), and Two or More Races (.03%). The unduplicated student population (one or more of the following) comprises Low Income (52.6% based upon the Free and Reduced lunch), English Learners (5.7%), and Foster Youth (1.1%).

# Reflections: Successes

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

Our District is proud of the fact that we have grown academically each school year on the California School Dashboard based upon the outcomes desired by the State Board of Education. The release of the 2019 California School Dash showed that our students experienced growth in both ELA and math. All Students scored 4 points below standard in ELA, which was an 11.8% improvement from the year prior. Math results showed all students at 13.7 points below standard, which was a 25% improvement from the previous year. In order to build upon this upward trajectory, the district will provide increased access to the curriculum and provide enhanced learning opportunities for our students. Based on the data and input we received from stakeholders, we will provide professional development for our teaching staff in pedagogy and Common Core Standards to deliver lessons utilizing researched based best practices in both ELA and math. Formative assessments will be administered so teachers and students can determine learning progress and also so teachers can make appropriate adjustments to lesson plans to ensure that reinforcement of the curriculum is provided for students who may be struggling. Additionally, benchmarks and interim assessments will be used to monitor student progress. The district will also maintain after school tutoring where academic needs can be addressed via one on one and small group learning.

# 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.

Overall our students demonstrated improvement in ELA and math scores on the 2019 release of the California School Dashboard, however scores for Socio-economically Disadvantaged students, English learners, Students with Disabilities and Hispanic students groups are below our All Students group. In ELA our Socio-economically Disadvantaged students scored 23.6 points below standard (an increase of 18.7 points from the previous year) and in math scored 32.2 points below standard (an increase of 27.3 points from the previous year) placing them in yellow on both of the Academic Indicators. Our English Learners scored 56.5 points below standard in ELA (a decrease of 10.4 points from the previous year) and in math scored 56.5 points below standard (a decrease of 15.4 points from the previous year) placing them in orange in both of the Academic Indicators. Students with Disabilities scored 67.8 points below standard in ELA (an increase of 27.5 points from the previous year) and in math scored 94.4 points below standard (an increase of 21.2 points from the previous year) placing them in yellow in both of the Academic Indicators. Our Hispanic student group scored 16.2 points below standard in ELA (an increase of 6.1 points from the previous year) and in math scored 20.9 points below standard (an increase of 23.4 points from the previous year) placing them

in yellow in ELA and green in math on the Academic Indicators. While improvement was made from the previous year, supports are in place to provide students the opportunity for academic growth. Professional development in pedagogy and Common Core State Standards will be provided to our teaching staff to support instructional strategies that support best practices for lessons delivered. We will maintain class size reduction providing higher opportunities for teachers to conduct one on one, small group learning, and differentiated lessons during class time. The district will offer after school tutoring where academic needs can be addressed via one on one and small group learning. To address the needs of our English learners we have established a push-in model to support students during learning time in the classroom.

Additionally, suspension and chronic absenteeism are identified needs. Based on the 2019 California School Dashboard suspension outcomes showed All Students 5%, African American 12.5%, English Learners 13.5%, Hispanic 5.1%, Socio-economically Disadvantaged 6.1%, and Students with Disabilities 13.9% placing these students groups in red. Chronic absenteeism outcomes showed All Students 14.3% (yellow), Students with Disabilities 20.4% (red), Homeless students 42.1% (red), English learners 10.2% (orange), African American 191.% (yellow), Hispanic 12.8% (yellow), Socioeconomically Disadvantaged 18% (yellow) and White 15.8% (yellow). In order to mitigate and address suspension and chronic absenteeism the staff will be trained on effective Positive Behavior Intervention and Supports (PBIS) to provide students with positive reinforcements, support student understanding of behavior expectations, and to address and support the needs of students returning to school in the fall following the pandemic. The district has contracted with Care Solace to support social emotional needs of students and provide referrals to resources to address mental well being and trauma. Also to provide a means of school connectedness, the district will be implementing a new eSports program at both the elementary and middle school school sites. As attendance will be one of the factors for student participation, it is our hope that students will want to be involved in the program and will be a positive reinforcement to attend school and demonstrate appropriate behaviors.

# LCAP Highlights

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

If it is important enough to someone to mention during our stakeholder meetings, it should be important enough to garner attention on the LCAP. Over the years we have accomplished many great things by listening to our stakeholders and implementing programs to address the needs of our students. We have been able to attain some of the highest levels of achievement in the area due to the programs offered and captured in our LCAP. They include a pushin model of special education, an additional physical education teacher in the district, a reduction in class size in grades K-8, the addition of a TK classroom and the reduction in number of students in that classroom.

Goal One has a focus of providing students with quality learning and instruction. An emphasis is placed on actions that provide services for students in regards to the needs of class size reduction, technology, increased instructional time through summer school to address pupil learning loss and after school tutoring for lesson reinforcement. Professional development for teachers to ensure instructional methodologies and strategies are in alignment with researched-

based best practices, and administering assessments that are relevant and aligned to standards. Goal two, Helendale School District will provide Student Engagement, Campus Safety and Security to all who visit their campuses, which addresses the needs of continuing implementation of PBIS, Professional Development for social emotional wellness, parent training and opportunities for participation in the decision making process, improving student attendance, and mitigating student suspensions.

# 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.

Not Applicable

## Support for Identified Schools

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

Not Applicable

## Monitoring and Evaluating Effectiveness

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

Not Applicable

# Stakeholder Engagement

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

Significant and purposeful engagement convened over six planning sessions with four being held at the respective school and District sites on April 21st and 23rd as well as on May 7th and 10th with all staff having the opportunity to give input on the needs of the District. Parents representing Special Education, English Learners, Foster Youth, African American, Hispanic, and Low Income and students, teachers, counselors, classified staff, local bargaining units, site and district administrators, SPED administrator, and community members who represented the same groups listed above participated in discussions and an analysis of programs and operations. The process used was an appreciative inquiry model to provide data and receive input. Data from parent opinion surveys regarding the effectiveness and safety of the school, student opinion results on school climate, safety, and effectiveness and staff opinion results on school climate, safety, and effectiveness surveys was shared, data from student achievement results was discussed, and enrollment and demographic data was taken under advisement including and often focusing on special education results due to the need for improvement based on the California School Dashboard before ideas were shared for continued improvement. With over 140 stakeholders involved, the input from these meetings were analyzed and prioritized then presented to the Board of Trustees for further analysis and direction on May 19th, 2021.

At the May 19th Board Workshop the Board of Trustees gave the superintendent direction on services to include in the 2021-24 LCAP. The Board gave direction to continue the course that was set in 2018 focusing on Math, Attendance, and Special Education. The superintendent met with cabinet/leadership on June 5th and June 6th to finalize the plan. Finally, upon completion of the draft of the LCAP, a meeting of parents from all significant student groups including EL, Foster Youth, Economically Disadvantaged and students with disabilities was held in June 2021 to review the recommended steps. There were no comments so the need for the superintendent to respond in writing was not necessary. On June 21st a Public Hearing was held for the 2021-24 LCAP at a regularly scheduled board meeting. On June 23rd the LCAP was adopted at a regularly scheduled board meeting.

## A summary of the feedback provided by specific stakeholder groups.

Parents, teachers, administrators, classified staff and community members provided feedback that was synthesized into LCAP actions based on student outcomes data as well as student social emotional needs observed over the past school year. The input provided was agreed upon by the stakeholders as having the highest opportunity to meet the academic and social emotional needs of our students.

**Parents, Teachers, Administrators, Classified Staff and Community Members**

- There is a great need for interventions to address pupil learning loss.
- Implementation of tutoring before and after school .
- Implementation of summer school to address pupil learning loss.
- Ensuring students maintain/continue safe social interactions with each other upon the return to school if the fall.
- PPE and social distancing concerns
- Continue communication through website, virtual meetings, and surveys
- Continuing to provide 1:1 ratio for devices
- Utilize software to support effective instruction and learning
- Continue implementation of PBIS

**Administrators**

- Professional Development in technology and SEL

**SELPA Administrator**

- Care Solace

**Parents**

- Provide parent training for participation in School Site Council
- Address the mental well being of students as they return to a traditional school setting after experiencing distance learning and in-person hybrid in-person student learning that took place during the pandemic.
- PPE and social distancing concerns
- Continuing to provide a 1:1 ratio for ChromeBook, Internet accessibility, and technology support.

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

Stakeholder meetings that included parents, teachers, administrators, classified staff and community members were simultaneously held virtually and in person during the months of April and May. The input received that influenced the development of the LCAP included pupil learning loss in ELA and math. Services to reduce suspension, chronic absenteeism, and increase school connectedness were also expressed. The actions in Goal One, Quality Instruction and Learning for All Students, will provide reduced class size teacher to student ratio, after school tutoring, professional development for teachers in Common Core State Standards address learning loss in math and ELA, and maintain a 1.1 student to device ratio to ensure student access to technology. Goal Two is designed to provide student engagement and campus safety for students and staff. PBIS, parent involvement and training and social emotional supports are included.

# Goals and Actions Goals

| Goal # | Description |
|---|---|
| Goal 1 | Helendale School District will provide Quality Learning and Instruction for All Students |

An explanation of why the LEA has developed this goal.

Helendale School District and it's stakeholders believe that educating the youth of the community is our most important task. During the LCAP development process, it was very clear that Quality Learning and Instruction for All Students was the priority for all members of the community who were involved or were represented by those involved in the process of LCAP development. The California School Dashboard showed our 2019 ELA CAASPP scores for all students at 4 points below standard, Socio-economically Disadvantaged at 23.6 below standard, and English Learners

at 56.5 points below standard, Students with Disabilities 67.8 point below standard, and our Hispanic students group 16.2 points below standard. The California School Dashboard showed our 2019 Math CAASPP scores for All Students at 13.7 points below standard, Low Income at 32.2 below standard, and English Learners at 61.3 points below standard, Students with Disabilities 94.4 points below standard, and our Hispanic student group 20.9 points below standard. Actions include providing devices for each student to provide Internet access to engage in lessons, complete assignment and help to close the digital gap, reduced teacher to student ratio classrooms, increased student access to the curriculum through Common Core State Standards professional development, EL support with a push-in model and after school tutoring, Teacher Induction Program, relevant field trips, and transportation will all work toward a positive outcome for our students to increase their academic achievement.

# Measuring and Reporting Results

| Metric # | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-24 |
|---|---|---|---|---|---|
| Districtwide California Assessment of Student Performance and Progress (CAASPP) in Math. | 46.32% of all students in grades 3-8 were proficient on the Math CAASPP | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 61.32% of all students will be proficient on the Math CAASPP. |

| | | | | | |
|---|---|---|---|---|---|
| Districtwide California Assessment of Student Performance and Progress (CAASPP) in English Language Arts. | 50.17% of all students in grades 3-8 were proficient on the English Language Arts CAASPP | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 65.17% of all students in grades 3-8 were proficient on the English Language Arts CAASPP |
| Class size ratio will meet gap goals of LCFF in grades K-3 | 24.0:1 ratio of students to teacher | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 24.0:1 ratio of students to teacher |
| Student access to CCSS aligned instructional materials. | 100% of students have access to CCSS aligned Math and ELA instructional materials. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Students will have access to CCSS aligned Math, ELA, Science, and Social Science instructional materials |
| English Learner Classification Status | 20% of All ELL Students will be reclassified to R-FEP | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 28% of All ELL Students will be reclassified to R-FEP |
| State implemented ELPAC Test | 58% proficient on CELDT | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 68% proficient on ELPAC |
| SB County Schools Misassignment Review | District will maintain a 0% teacher misassignment record. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | District will maintain a 0% teacher misassignment record. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action #1 | Technology | The use of technological devices proved to be a necessity during the recent pandemic. The District was ready for the challenge and will maintain our "fleet" of devices so that students have access to a technological device based on their grade level, their activities, and their individual needs. The district will renew 25% of the devices that were being used prior to March 2020 in order to ensure a replenished stock over the next four years. This action is principally directed to our low income students. The expected outcome is to improve academic achievement as measured by CAASPP ELA and Math scores and district benchmark assessments. | $56,000 | Yes |
| Action #2 | Grade Level Curriculum and Assessment | The District will utilize Edmentum to align curriculum and assessment for students. The program is designed to align to standards based curriculum and provide individual support based on student needs to close achievement gaps. This action is principally directed to unduplicated students. The expected outcome is increased scores on benchmark assessments and ELA and Math CAASPP scores and district benchmark assessments. | $25,000 | Yes |
| Action #3 | Class Size Reduction | The District will maintain class size ratios between student and teacher to allow for increased one to one interaction, small group instruction and timely response to intervention to promote student achievement and standards based mastery as measured by ELA and Math CAASPP scores and district benchmark assessments. This action is principally directed to unduplicated students. | $250,00 | Yes |
| Action #4 | Increased Instructional Time | The District will provide opportunities to attend summer school for students to recover from learning loss experienced during the pandemic. Small groups, one to one, and response to support needed as based on data and student input will be implemented. The action is principally directed to unduplicated students and will be measured by ELA and Math CAASPP scores and district benchmark assessments. | $102,000 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action #5 | Staff Development | The District will provide TK -12 teachers and administrators professional learning opportunities to implement Common Core State Standards to provide high quality researched based instructional best practices. The expected outcome is to close achievement gaps by supporting our students with intervention strategies and classroom practices to meet the needs of struggling students. The action is principally direct to unduplicated students and will be measured by ELA and Math CAASPP scores and district benchmark assessments.. | $40,000 | Yes |
| Action #6 | HSD Field Trips | The district will provide field trips for students that support standards and curriculum taught in the classroom. This will provide our students with opportunities to experience real world and relevant information/places that support their learning in AVID, social studies, science, math and ELA. The expected outcome is increased scores on local benchmarks. This action is principally directed to unduplicated students. | $2,300 | No |
| Action #7 | Transportation | The district will provide transportation daily to and from school for students who live 2 miles from their school site to increase attendance rates. Transportation will also be provided to ensure students have the opportunity to attend the after school tutoring program. This action is principally to our Low Income students. The expected outcome will be measured by decreased chronic absenteeism rates. | $225,250 | Yes |
| Action #8 | Center for Teacher Induction Program | The district will provide a robust Teacher Induction Program designed to provide new teachers with the skills, knowledge and tools to support the need for increased academic performance in ELA and math. The program is principally directed to meet our unduplicated students' needs to close achievement gaps and provide equitable access to the curriculum. The outcome will be measured by increased ELA and Math CAASPP scores and district benchmark assessments. | $12,000 | Yes |
| Action #9 | Language Acquisition for English Learners | English Learner Aide will provide language acquisition support for English Learners. EL Aides will assess levels, reinforce lessons taught in classrooms, assist with ELPAC preparation, work with EL students on a one to one basis and conduct small learning groups. The expected outcome is to increase the number of | $42,000 | Yes |

| | | | | |
|---|---|---|---|---|
| | | ELs making progress toward EL Proficiency. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action #10 | Parent Training | The teaching staff will provide training to parents in ELA and math standards and curriculum that is taught to their children in the classroom. This will provide parents with the opportunity to understand the standards and to assist with providing support to students, especially to those who struggle with their assignments. The expected outcome is an increase in ELA and Math CAASPP scores and increased parent participation. | $1,500 | No |
| Action #11 | After School Tutoring | Teachers will provide an after school tutoring program principally directed to our unduplicated students to provide a learning environment that provides opportunities for small group instruction, on to one support, and reinforcement of the standards and curriculum taught in the classroom. The expected outcome is an increase in ELA and Math CAASPP scores and district benchmark assessments. | $77,680 | 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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

| Goal # | Description |
|---|---|
| Goal 2 | Helendale School District will provide Student Engagement, Campus Safety and Security to all who visit their campuses. |

An explanation of why the LEA has developed this goal.

Based upon parent, staff, and student input during the LCAP development process there is a desire to ensure that each school site is organized in such a manner that it provides safety for all students and staff members. Based on the 2019 California School Dashboard suspension outcomes showed All Students 5%, African American 12.5%, English Learners 13.5%, Hispanic 5.1%, Socio-economically Disadvantaged 6.1%, and Students with Disabilities 13.9% placing these students groups in red. Chronic absenteeism outcomes showed All Students 14.3% (yellow), Students with Disabilities 20.4% (red), Homeless students 42.1% (red), English learners 10.2% (orange), African American 191.% (yellow), Hispanic 12.8% (yellow), and Socioeconomically Disadvantaged 18% (yellow). Actions such as PBIS, parent training to increase participation and decision making, partnering with Care Solace to address student social emotional and wellbeing will be implemented to work toward the success of this goal. Additionally, working in teams to identify and address student behaviors, social emotional and well being will be implemented to work toward an engaging, safe, and secure campuses.

# Measuring and Reporting Results

| Metric # | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-24 |
|---|---|---|---|---|---|
| Site Council Meetings to allow parents and staff to serve as members of the governing body of the school site. | 8 per school year per school site | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 8 per school year per school site |

| | | | | | |
|---|---|---|---|---|---|
| Effective Schools Survey Completion | 10% of parents complete with 90% positive rating,<br>90% of students complete with 80% positive rating and 90% of staff complete with 95% positive rating. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 40% of parents complete with 90% positive rating on school recommendation;<br>90% of students complete with >90% positive rating on school recommendation;<br>90% of staff complete with >95% positive rating on school recommendation. |
| ELAC Meetings at School Sites | Meetings of Site ELAC Committee as appropriate based upon site demographics | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Meetings of Site ELAC Committee 5 times per year based upon site demographics |
| High Level Office Referrals for Students | 22 high level office referrals | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 17 high level office referrals |
| Staff Trainings on Social Emotional Needs | 0 during the 2019-20 school year | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 3 Trainings for Social Emotional Wellness |
| Attendance Rate will improve from 94% | 94% | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 95% |

| | | | | | |
|---|---|---|---|---|---|
| Students will display effective and appropriate behavior at all times in order to meet schoolwide expectations. | 22 Suspensions annually | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 15 suspensions annually |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| Action #1 | PBIS Training and Implementation | All staff will be trained on effective implementation of Positive Behavior Intervention and Supports (PBIS) to students who will be immersed in a culture of PBIS by being taught positively about behavior expectations and being rewarded for the accomplishment of such behaviors. This action is principally directed to unduplicated students. The expected outcome is for discipline referrals.<br>The training will be provided by Members of the District Discipline Committee and MTSS Committee who attended the PBIS conference in Sacramento in September 2021. | $8,000.0 | Yes |
| Action #2 | Parent Training for School Site Council | All parents and staff who are serving as School Site Council (SSC) Members will be provided with training to understand the procedures and responsibilities of serving on the SSC. The expected outcome is more effective meetings with greater reflection on the LCAP. | $1,500.0 | No |
| Action #3 | Social Emotional Wellness Professional Development | The district will provide professional development for staff to effectively implement the Care Solace model of identification and support for students' social emotional and mental well being. This action is principally directed to unduplicated students. The expected outcome is to increase school connectedness and attendance and to decrease chronic absenteeism. | $5,000.0 | Yes |
| Action #4 | Attendance Measures | The use of School Attendance and Review Board (SARB) as well as instructional strategies such as Dual Instruction will allow students to learn from home | $2,500.0 | No |

| | | | | |
|---|---|---|---|---|
| | | when appropriate. The expected outcome is a reduction in chronic absenteeism. | | |
| Action #5 | Suspension Mitigation | All members of the school team will work together to develop a program that will reduce the number of suspensions throughout the District. The District Discipline Committee and MTSS Committee (who will attend the PBIS Conference in Sacramento in September 2021) will provide PBIS training to faculty and staff to implement effective positive interventions to support students. Additionally, training will be provided by an outside organization, CA HELP, to train individuals on teaching, leading, and modeling best behaviors for students to reduce office referrals and suspensions. This action is principally directed to support our unduplicated students. | $2,500.0 | 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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|---|---|
| 12.2% | $669,774.00 |

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

# Required Descriptions

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

**Goal 1 Action 1: Technology**

**Needs, Conditions, and Circumstances**

The 2019 California School Dashboard showed the All Students group scored 4 points below standard in ELA and 13.7 points below standard in Math. Our unduplicated students scored significantly below our All Students group. In ELA our Socio-economically Disadvantaged students scored 23.6 points below standard in ELA and scored 32.2 points below standard in math placing them in yellow on both of the Academic Indicators. Our English Learners scored 56.5 points below standard in ELA and 56.5 points below standard in math placing them in orange in both of the Academic Indicators. Outcomes are not available for our Foster Youth student group due to very low numbers in the district. However, the district seeks to implement actions to address the needs of our Foster Youth students and to provide equitable access for academic achievement. This data demonstrates a disparity in ELA and Math is present for our unduplicated students. Additionally, during the pandemic the district reached out to students and families and established that devices and

Internet connection accessibility was low. In the previous year, we had a 3:1 device ratio. At the onset of the pandemic the district distributed a ChromeBook and/or tablet (pending the students' grade) to each student and provided hotspots throughout the district. We established that our low income and English Learner students were in the most need of devices and Internet accessibility and as such distributed 600 devices. Parents, teachers, and administrators provided input at stakeholder meetings while developing the LCAP and agreed that the 1:1 device ratio needs to be maintained once school resumes in the fall.

Maintaining and supporting 1:1 devices ensures that our students will have accessibility to the curriculum and materials during in-person learning in the classroom as well as while out of the classroom. Providing 1:1 devices for our students reduces the barriers that many of our unduplicated experience as technology and Internet is not available in their home environment. Having their own computers allows our students to complete and submit homework assignments, conduct research searches, participate in group or individual class projects, take notes, access e-books, and attend classes virtually as may be needed. As the district utilizes support and intervention software for ELA and math, it is important that students have their own device so that they can access the learning programs that provide customized and individualized support. Teachers may also administer formative assessments via the computer where students can respond immediately, hence providing teachers with the ability to obtain student learning data quickly to create and adjust lesson plans as needed. Additionally, ensuring that students have their own devices provides the opportunity to take Interim Assessments (IABs) and ELA and mathematics benchmarks in a digital format which will help students to feel comfortable and prepared with the test taking process for the CAASPP in the spring. Supporting 1:1 technology will also provide additional access to core curriculum in ELA and mathematics through the digital platforms embedded in our standards aligned core curriculum and classroom platform support decreasing the digital learning gap.

This is a new action for the district. The effectiveness of this action will be measured by increased scores on the ELA and Math CAASPP and district benchmark assessments.

**Goal 1 Action 2 - Grade Level Curriculum and Assessment**
**Goal 1 Action 3 - Class Size Reduction**
**Goal 1 Action 4 - Increased Instructional Time**
**Goal 1 Action 5 - Staff Development**
**Goal 1 Action 8 - Center for Teacher Induction Program**
**Goal 1 Action 11 - After School Tutoring**

**Needs, Conditions, and Circumstances (1.2, 1.3, 1.4, 1.5, 1.8, 1.11)**
For the above mentioned actions our unduplicated students were taken into consideration first based on student achievement data and stakeholder input to determine how best to implement actions designed to meet their academic needs. The 2019 California School Dashboard showed the All Students group scored 4 points below standard in ELA and 13.7 points below standard in Math. Our unduplicated students scored significantly below our All Students group. In ELA our Socio-economically Disadvantaged students scored 23.6 points below standard and in ELA scored 32.2 points below standard in math placing them in yellow on both of the Academic Indicators. Our English Learners scored 56.5 points below standard in ELA and 56.5 points below standard in math placing them in orange in both of the Academic Indicators. Outcomes are not available for our Foster Youth student group due to very low numbers in the district. However, the district seeks to implement actions to address the needs of our Foster Youth students and to provide equitable access for academic achievement. The data demonstrates a disparity in ELA and Math outcomes are present for our

unduplicated students. Additionally, stakeholders expressed a concern for services to address pupil learning loss that has taken place during the pandemic and to ensure that support for our highest needs students is provided to meet their academic needs.

**Goal 1 Action 2 - Grade Level Curriculum and Assessment**

The district will continue its partnership with Edmentum to support closing learning gaps, especially for our unduplicated student groups. This is an engaging student learning software program that determines where students are experiencing challenges and weaknesses in the mastery of ELA and math standards. Goals and objectives can be established based on data and students have accessibility to customized and individualized learning. Adjustments can be made as students progress. Teachers have access to student data to assist them with lesson planning, in-classroom interventions, and differentiated instruction. This is a new action for the district. The effectiveness of this action will be measured by increased scores on the ELA and Math CAASPP and district benchmark assessments.

**Goal 1 Action 3 - Class Size Reduction**

Smaller class size ratios will be continued to provide students with increased learning opportunities. With smaller class sizes, teachers will more effectively be able to implement one to one instruction, conduct small group instruction, plan for and deliver differentiated learning lessons and respond timely to the needs of students to ensure that interventions are in place to support students toward mastery in ELA and math. As we are an elementary district, the research supports the implementation of smaller class size stating, "These positive effects of small class sizes are strongest for elementary school students, and they become more powerful and enduring the longer students are in smaller classes. That is, students who have smaller classes in early elementary grades continue to benefit from this experience even if they are in larger classes in upper elementary or middle school (Bruhwiler & Blatchford, 2011; Chingos, 2013)." Our belief is that smaller class sizes will support both elementary and middle school students, but especially provide an environment for our unduplicated students to receive the support and learning needed to obtain a well developed understanding of the ELA and math content standards.

The continuation of this action was determined by its overall past effectiveness. The California School Dashboard showed that all students increased 11.8 points in ELA and 25 points in math from the previous year. Our English learners declined 10.4 points in ELA and decreased 15.4 points from the previous year. Our Low Income student group showed an increase of 18.7 points in ELA and an increase of 27.5 points in math from the previous year. While our English learner group decreased from the previous year, the prior year showed an increase of 13.8 points in ELA and an increase of 18.3 points in math. The effectiveness of this action will be measured by increased scores on the ELA and Math CAASPP and district benchmark assessments.

**Goal 1 Action 4 - Increased Instructional Time**

Summer school will be provided for students to have the opportunity for supplemental support to recover learning loss that many students experienced during the pandemic, as well as hedge off possible learning loss that can take place over two months while not attending school. Summer school will remediate and reinforce ELA and math skills to increase students' mastery of the standards. Student outcome data will be collected to target the needs of students and class sizes will be smaller than during the regular school year. Attending summer school will work toward supporting students to feel connected to school, see friends, and learn in a positive environment where their teachers can work one on one with them and conduct small learning groups. Our hopes are that giving students the extra time needed for recovering

and accelerating learning will place them in a position to have the skills and knowledge needed to experience academic success upon returning to school in the fall.

This is a new action and effectiveness of this action will be measured by increased scores on the ELA and Math CAASPP and district benchmark assessments.

**Goal 1 Action 5 - Staff Development**

**Goal 1 Action 8 - Center for Teacher Induction Program**

The district will provide teachers and administrators with professional development in Common Core State Standards to provide instruction to students, especially our English learners and Low Income, to ensure that high quality lessons that include researched based instructional best practices are delivered in the classroom. Professional development will have a focus on ELA to support foundational reading and writing for all grade levels and in math to ensure students are provided with lessons to learn the necessary skills and understanding of math concepts as they apply to real world applications. Additional support will be given to new teachers through the Teacher Induction program to teach strategies to support unduplicated students' learning. Additionally, the Teacher Induction program will provide further professional development in research based strategies in literacy and conceptual understanding in math to enable students equitable access to the state standards that will further accelerate learning for English learners. It is the district's hope that the professional development provided will support teachers in their understanding of developing engaging lessons to provide our students with the skills and knowledge needed to experience academic success.

The continuation of these actions was determined by its overall past effectiveness. The California School Dashboard showed that all students increased 11.8 points in ELA and 25 points in math from the previous year. Our English learners declined 10.4 points in ELA and decreased 15.4 points from the previous year. Our Low Income student group showed an increase of 18.7 points in ELA and an increase of 27.5 points in math from the previous year. While our English learner group decreased from the previous year, the prior year showed an increase of 13.8 points in ELA and an increase of 18.3 points in math. A focus on implementing best practices learned from the professional development and Teacher Induction program along with monitoring EL progress with formative assessments to determine next steps will be implemented. The effectiveness of this action will be measured by continued increased scores on the ELA and Math CAASPP and district benchmark assessments.

**Goal 1 Action 11 - After School Tutoring**

Providing an instructional support program with intervention services and after school tutoring will be implemented to provide students with learning opportunities especially with a focus on the academic needs of unduplicated students. The after school tutoring provides teachers opportunities to reinforce content standards, conduct small group instruction, identify and monitor areas of content and skill challenges, implement one on one instruction, and provide differentiated instruction to meet student needs. After school tutoring will also provide teachers with access to student academic outcomes for use to inform instruction and design focused lessons to deliver in the classroom setting. Students can receive these additional targeted academic supports through the Learning Center.

This is a new action and effectiveness of this action will be measured by increased scores on the ELA and Math CAASPP and district benchmark assessments.

**Goal 1 Action 7 - Transportation**

Needs, Conditions, and Circumstances: The district's unduplicated students were taken into consideration first based on the chronic absenteeism data and stakeholder input to best determine actions designed to meet their needs. The 2019 California School Dashboard shows chronic absenteeism for the All Students group at 14.3% and our Low Income students showed 18%. This data demonstrates a disparity in attendance for our Low Income. Our stakeholders have expressed concern that pupil learning loss is addressed, hence we see the need for the district to ensure that students have available transportation in order to attend school for learning to take place.

The district provides transportation to and from school for students. This action is designed to ensure equitable access to school is in place. Many of our low-income students would not be able to attend school without transportation causing inequity for these unduplicated students and creating the possibility that they will become disengaged in the learning process. The district seeks to provide a safe means for students to gain access to school. As the area the district serves is rural and/or students live miles from their school, it is not necessarily safe for students to walk unattended to and from their school. Additionally, many of our parents commute to jobs outside of the area, thus creating time conflicts to drive students to and from school or in some cases do not have the means to provide transportation for their students to attend. Lastly, availability of reliable transportation is needed for students to participate in extracurricular activities. We want our students to have the opportunity to participate in extra-curricular activities as it helps to support involvement and connectedness to the learning environment. It is our hope that providing transportation, especially for our Low Income students, will ensure that attending school on a daily basis is available, thus increasing attendance and decreasing chronic absenteeism.
The effectiveness of this action can be measured by reduced chronic absenteeism. Our All Student group showed a decrease of 2.4% from the previous year and Low Income showed a decrease of 4.9%. This action will be monitored to demonstrate effectiveness by chronic absenteeism rates.

**Goal 2 Action 1 - PBIS Training and Implementation**
**Goal 2 Action 5 - Suspension Mitigation**

Needs, Conditions, and Circumstances: The needs of our unduplicated students were considered first in the decision to continue PBIS training and implementation of this positive behavior model. The 2019 California School Dashboard shows the suspension rate for the All Student group at 5%, English learners at 13.5%, and Low Income at 6.1%. Office referrals are a concern especially for our Low Income students with 26 with the All Students group at 48. As the district has experienced a higher number of suspensions from the previous year which showed All Students increasing 2.7%, English learners increased 13.5%, and Low Income students increasing 3.1% it was determined that additional training is needed in order to improve upon and ensure that our unduplicated students experience lower numbers of office referrals and reduced suspensions via implementing researched based PBIS practices. This data demonstrates a disparity between the All Student outcome and our unduplicated student groups. Stakeholders have expressed an expectation to provide positive learning environments that are safe, clean, and address the social emotional and well being needs of students.

The district has implemented PBIS over the years and has found the model designed to include "assessment, intervention, and data-based decision making focused on building social and other functional competencies, creating supportive contexts, and preventing the occurrence of problem behaviors" (Kincaid et al, in press) to be effective overall, though we have met challenges. For example, this last school year Helendale Elementary School moved from platinum

to gold as a result of an increased number of office referrals while Helendale Secondary School moved from bronze to silver as the site decreased the number of office referrals and suspensions during the school year. We have coupled our PBIS Action (2.1) with Suspension Mitigation Action (2.5) and developed a District Discipline Committee and MTSS Committee dedicated to identify the strengths and weaknesses of PBIS implementation and to review reasons for student suspensions and office referrals in our schools. Members of these committees will attend the PBIS Conference in Sacramento this fall and will be responsible for providing training to district staff. The two committees will meet regularly to review data to determine progress, provide support to teachers and staff in areas where students demonstrate challenges, and to assist with prevention and intervention strategies. It is imperative that the district continue to train teachers and staff to ensure that positive modeling, responses to, and behavior expectations of our students is consistent and effective across both school sites.

It is our hope that by improving the LCAP action to increase PBIS training at the state level to the members of the District Discipline Committee and MTSS Committee who are responsible to increase and improve the training made available to teachers and staff for the purpose of implementing researched based PBIS methodologies in a more consistent manner, our English learners, Low Income, and Foster Youth students will benefit by experiencing a more positive classroom and campus environment, thus reducing office referrals and suspensions at both school sites. This action will be monitored for effectiveness by decreased office referrals and suspensions.

**Goal 2 Action 3 Social Emotional Wellness**

Needs, Conditions and Circumstances: The needs of our unduplicated students were considered first in the decision with the action to partner with Care Solace as parents, teachers, administrators and community members have expressed a concern that students, especially our unduplicated students, are provided with resources to address student social emotional and mental well being. Providing services and responding to students' social emotional needs is a priority to the district. One method to hearing our student voices is to administer a student survey to gather data to understand needs and to determine students' level of school connectedness. In doing so we have seen growth in students reporting feeling connected to their school. 2019 student survey responses were 84.1%, 2020 student survey responses were 83.8% and 2021 student survey responses were 96.24%. The responses are not disaggregated by student group, however the district will be able to disaggregate for the 2021-22 school year. Additionally, students acting out with negative and/or inappropriate behaviors is a concern as it is believed that behaviors are often students showing us that they are in need of help. As the district responds in a timely manner to the social emotional needs of our students, students will be more apt to feel cared about, receive the support they need, and attend school ready to participate and learn. The number of office referrals in the 2019-20 school year was 48 with 26 of those for Low Income students. The numbers for the 2020-21 school year were skewed as students were either in distance learning or attending school in person in a modified hybrid model showing a toal for the All Students group with 4, and Low Income, English Learners and Foster Youth each with one. These circumstances and data show us that there is a need to ensure that social emotional support is made available to students.

During 2020-21 school year the pandemic was in full force and the district was committed to ensuring that teachers and staff were able to identify and move forward with referring and obtaining services students may need as some experienced feelings of isolation, separation from friends, fear, overwhelmed with concerns for family members, disappointments of events and activities cancelled/postponed and struggles to function in a distance learning and hybrid

model of learning. Understanding and identifying students to receive the support they need is the goal. In response, an action that the district implemented last fall (LCP) was to partner with Care Solace which is an organization that provides referrals for counseling, medical and local community resources as needed. As students survey responses were 96.24% regarding feeling connected to school, it was decided to maintain the partnership with Care Solace. As students return in the fall, it is our hope that as services are provided to students to address their social emotional well being, that they will continue to feel connected to school as well as reduce the number of office referrals. This is a new LCAP action and will be measured for effectiveness via student surveys showing increased school connectedness and decreased office referrals.

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

**Goal 1 Action 9 Language Acquisition for English Learners**

Needs, Conditions, and Circumstances: The 2019 California School Dashboard shows our English Learner Progress Indicator at 55.9% making progress towards English language proficiency. The reclassification rate for 2021 was 30 students. In order to meet the needs of our English learners and provide opportunities for improvement, English Learner Aides will be provided to provide support.

Working with teachers, dedicated English Learner Aides will provide support for our English learners for the purpose of increased language acquisition. The Aides will assess English learner levels to determine their strengths and where they are challenged as well as assisting to maintain consistent monitoring of progress. Aides will be in classrooms to ensure that instructional time is maximized and to reinforce lessons taught, provide small group learning opportunities and work one on one with students. English Learner Aides will also be key in assisting with motivating students and establishing a positive and supportive relationship to welcome students and help with school connectedness.

The continuation of the action is based on previous effectiveness per the English Language Progress Indicators (ELPI) that measures English Language Acquisition Results. 17.6% of English learners decreased at least one ELPI from the previous year, 26.4% maintained ELPI levels, 5.8% maintained ELPI level 4 (High) and 50% of English Learned progressed at least one ELPI level. This action will be measured for effectiveness by increased numbers/percent of English Learners making progress towards English language proficiency

The LEA-side actions above, coupled with the Limited action described here allow the district to meet or exceed it percentage to increase or improve services of 12.2% quantitatively.

# Total Expenditures Table

| Goal # | Acti # | on Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | Technology | All Unduplicated | $56,000.00 | $0.00 | $0.00 | $0.00 | $56,000.00 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | Grade Level Curriculum and Assessment | All Unduplicated | $25,000.00 | $0.00 | $0.00 | $0.00 | $25,000.00 |
| 1 | 3 | Class Size State Requirements | All Unduplicated | $250,000.0 | 0$0.00 | $0.00 | $0.00 | $250,000.00 |
| 1 | 4 | Increased Instructional Time | All Unduplicated | $52,000.00 | $50,000.00 | $0.00 | $0.00 | $102,000.00 |
| 1 | 5 | Staff Development | All Unduplicated | $25,000.00 | $15,000.00 | $0.00 | $0.00 | $40,000.00 |
| 1 | 6 | HSD Field Trips | All | $2,300.00 | $0.00 | $0.00 | $0.00 | $2,300.00 |
| 1 | 7 | Transportation | Low Income | $225,250.00 | $0.00 | $0.00 | $0.00 | $225,250.00 |
| 1 | 8 | Center for Teacher Innovation Program | All Unduplicated | $12,000.00 | $0.00 | $0.00 | $0.00 | $12,000.00 |
| 1 | 9 | Language Acquisition for English Language Learners | English Learners | $42,000.00 | $0.00 | $0.00 | $0.00 | $42,000.00 |
| 1 | 10 | Parent Training | All | $0.00 | $1,500.00 | $0.00 | $0.00 | $1,500.00 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 11 | After School Tutoring | All Unduplicated | $43,680.00 | $33,680.00 | $0.00 | $0.00 | $77,680.00 |
| 2 | 1 | PBIS Training and Implementation | All Unduplicated | $8,000.00 | $0.00 | $0.00 | $0.00 | $8,000.00 |
| 2 | 2 | Parent Training for School Site Council | All | $1,500.00 | $0.00 | $0.00 | $0.00 | $1,500.00 |
| 2 | 3 | Social Emotional Wellness Professional Development | All Unduplicated | $5,000.00 | $0.00 | $0.00 | $0.00 | $5,000.00 |
| 2 | 4 | Attendance Measures put in place to have the best attendance possible | All | $2,500.00 | $0.00 | $0.00 | $0.00 | $2,500.00 |
| 2 | 5 | Suspension Mitigation | All Unduplicated | $2,500.00 | $0.00 | $0.00 | $0.00 | $2,500.00 |

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|
| $752,730.00 | $100,180.00 | $0.00 | $0.00 | $852,910.00 |

| Total Personnel | Total Non-Personnel |
|---|---|
| $0.00 | $852,910.00 |

# Contributing Expenditures Tables

| Goal # | Acti # | on Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| 1 | 1 | Technology | LEA-wide | All | HES and HSS | $56,000.00 | $56,000.00 |
| 1 | 2 | Grade Level Curriculum and Assessment | LEA-wide | All | HES and HSS | $25,000.00 | $25,000.00 |
| 1 | 3 | Class Size State Requirements | LEA-wide | All | HES and HSS | $250,000.00 | $250,000.00 |
| 1 | 4 | Increased Instructional Time | LEA-wide | ALL | HES and HSS | $52,000.00 | $102,000.00 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 5 | Staff Development | LEA-wide | All | HES and HSS | $25,000.00 | $40,000.00 |
| 1 | 7 | Transportation | LEA-wide | All Students | HES and HSS | $225,250.00 | $225,250.00 |
| 1 | 8 | Center for Teacher Induction Program | LEA-wide | All | HES and HSS | $12,000.00 | $12,000.00 |
| 1 | 9 | Language Acquisition for English Learners | Limited | English Learners | HES and HSS | $42,000.00 | $42,000.00 |
| 1 | 11 | After School Tutoring | LEA-wide | All | HES and HSS | $43,680.00 | $77,680.00 |
| 2 | 1 | PBIS Training and Implementation | LEA-wide | All | HES and HSS | $8,000.00 | $8,000.00 |
| 2 | 3 | Social Emotional Wellness Professional Development | LEA-wide | All | HES and HSS | $5,000.00 | $5,000.00 |
| 2 | 5 | Suspension Mitigation | LEA-wide | All | HES and HSS | $2,500.00 | $2,500.00 |

| Totals by Type | Total LCFF Funds | Total Funds |
|---|---|---|
| **Total:** | | |
| **LEA-wide Total:** | $744,930.00 | $845,430.00 |
| **Limited Total:** | $0.00 | $0.00 |
| **Schoolwide Total:** | $0.00 | $0.00 |

# Annual Update Table Year 1

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |
|---|---|---|---|---|---|
| [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] |

| Totals | Planned Expenditure Table | Estimated Actual Total |
|---|---|---|
| Totals | [Intentionally Blank] | [Intentionally Blank] |

# Instructions

- Plan Summary
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services

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

# Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's

programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
    - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

## Plan Summary

# Purpose

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

# Requirements and Instructions

### General Information

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

### Reflections: Successes

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

**Reflections: Identified Need**

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

**LCAP Highlights**

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

**Comprehensive Support and Improvement**

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

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

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

**Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and

effectiveness of the CSI plan to support student and school improvement.

## Stakeholder Engagement

# Purpose

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

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

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

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

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

## Requirements and Instructions

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

### Local Control and Accountability Plan:

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

a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
b. If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed

to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in

response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

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

## Goals and Actions

# Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and

expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

## Requirements and Instructions

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

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

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

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

**Focus Goal(s)**

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

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

**Broad Goal**

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

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

**Maintenance of Progress Goal**

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

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

## Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the

LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022–23 LCAP year.

| 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 **2020–21**. | Enter information in this box when completing the LCAP for **2020–21**. | Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then. | 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 **2020–21**. |

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

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

## Actions:

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

### Actions for English Learners:

School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific

actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:**

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

## Goal Analysis:

Enter the LCAP Year

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

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

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

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

# Purpose

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

# Requirements and Instructions

This section must be completed for each LCAP year.

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

**Percentage to Increase or Improve Services:**

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all

students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:**

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated
pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

## Principally Directed and Effective:

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))
- These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

## COEs and Charter Schools:

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

## For School Districts Only:

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

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

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

### Actions Provided on a Schoolwide Basis:

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

**For schools with 40% or more enrollment of unduplicated pupils:**
Describe how these actions are principally directed to and effective in

meeting its goals for its unduplicated pupils in the state and any local priorities.

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

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

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

## Expenditure Tables

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

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

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

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

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

**Goal #:**

Enter the LCAP Goal number for the action.

**Action #:**

Enter the action's number as indicated in the LCAP Goal.

**Action Title:**

Provide a title of the action.

**Student Group(s):**

Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

**Increased / Improved:**

Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.

If "Yes" is entered into the Contributing column, then complete the following columns:

**Scope:**

The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire

educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

**Unduplicated Student Group(s)**

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

**Location:**

Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the inpidual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Time Span:**

Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.

**Personnel Expense:**

This column will be automatically calculated based on information provided in the following columns:

**Total Personnel:**

Enter the total amount of personnel expenditures utilized to implement this action.

**Total Non-personnel:**

This amount will be automatically calculated.

**Other State Funds:**

Enter the total amount of Other State Funds utilized to implement this action, if any.

**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).

**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.