LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: North County Joint Union School District

CDS Code: 35 67504 6095202

School Year: 2021-22

LEA contact information:
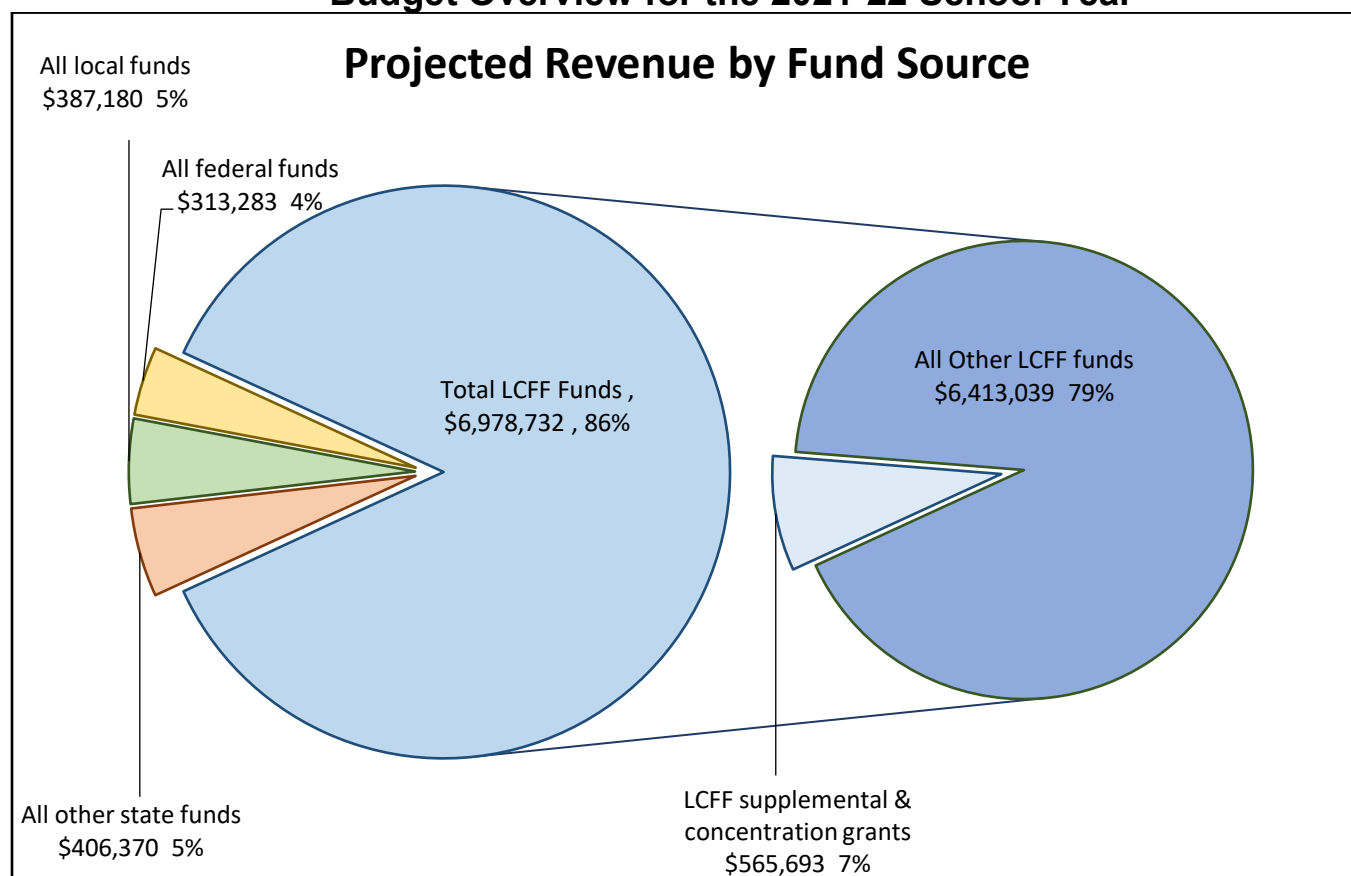
 Jenny Bernosky

 Superintendent/Principal

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 8316373745

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All local funds
$387,180 5%

All federal funds
$313,283 4%

Total LCFF Funds ,
$6,978,732 , 86%

All Other LCFF funds
$6,413,039 79%

All other state funds
$406,370 5%

LCFF supplemental &
concentration grants
$565,693 7%

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

The total revenue projected for North County Joint Union School District is $8,085,565, of which $6,978,732 is Local Control Funding Formula (LCFF), $406,370 is other state funds, $387,180 is local funds, and $313,283 is federal funds. Of the $6,978,732 in LCFF Funds, $565,693 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
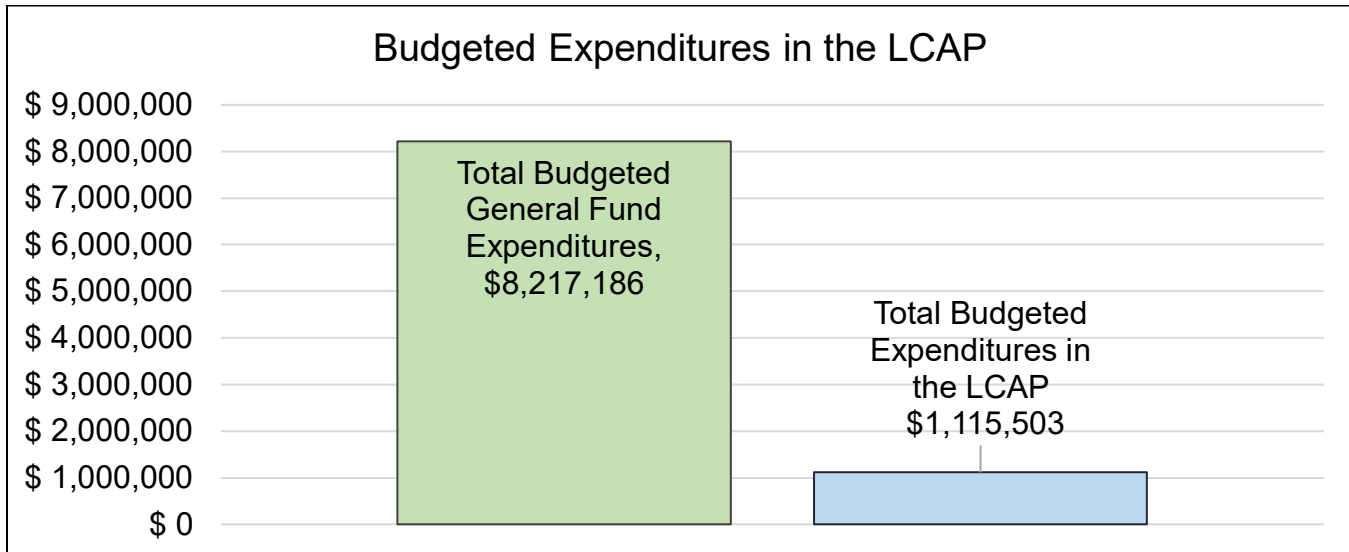
This chart provides a quick summary of how much North County Joint Union School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

North County Joint Union School District plans to spend $8,217,186 for the 2021-22 school year. Of that amount, $1,115,503 is tied to actions/services in the LCAP and $7,101,683 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
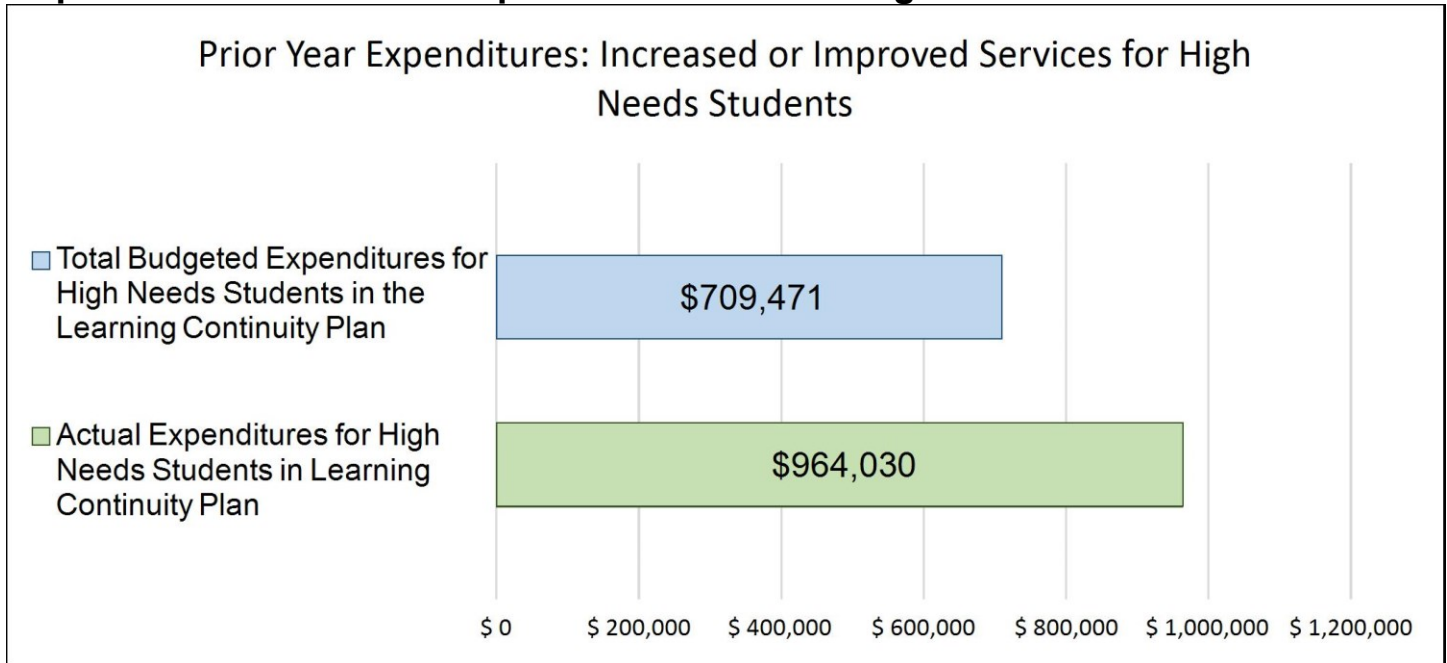
Salaries and benefits for certificated staff, confidential staff, and confidential management, and administration.(The General Fund Budget expenditures also include transportation, maintenance, contract services, and capital outlay.)

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

In 2021-22, North County Joint Union School District is projecting it will receive $565,693 based on the enrollment of foster youth, English learner, and low-income students. North County Joint Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. North County Joint Union School District plans to spend $840,412 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$709,471
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$964,030

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000

This chart compares what North County Joint Union 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 North County Joint Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, North County Joint Union School District's Learning Continuity Plan budgeted $709,471 for planned actions to increase or improve services for high needs students. North County Joint Union School District actually spent $964,030 for actions to increase or improve services for high needs students in 2020-21.

The actual expenditures for increased or improved services for high needs students in the school year is less than was budgeted. This is due to the fact that the school was on Distance Learning from August thru October 2020 and then went to a hybrid AM/PM model for the rest of the school year. Students were not able to be on campus during some that time. Many of the actions and services were tied to students being on campus.

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

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

LEA Name	Contact Name and Title	Email and Phone
North County Joint Union School District	Jenny Bernosky Superintendent/Principal	jbernosky@sbcoe.org 8316373745

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

1. All students will be provided with a quality education that will include highly qualified teachers, appropriate instructional materials, and clean, safe facilities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SARC report on teacher credentials **19-20** 100% of the teachers who meet the certification requirements of CA teachers with no teacher misassignments. **Baseline** 100% compliant on teacher credentials (35 teachers)	100% of the teachers meet the certification requirements of CA teachers with no teacher misassignments per the SARC report.
Metric/Indicator CAASPP Math % standard Met/Exceeded **19-20** Eureka Math curriculum and Big Idea curriculum in each classroom to support the implementation of CCSS for all students and increase student scores in the CAASPP by increasing the number of students scoring a 3 or 4 by 5% from 2018-2019 **Baseline** 0-8% increase based on subgroups	Eureka Math and Big Idea curriculum was used in every classroom to support the implementation of CCSS for all students. The percentage of students who increased will not be determined in 19-20 due to the cancellation of CAASPP testing.

Expected	Actual
Metric/Indicator Number of students who have textbooks. **19-20** Purchase curriculum to support the CCSS in ELA, ELD, HSS, and NGSS **Baseline** All students 100%	All students have access to textbooks- 100% Per Williams
Metric/Indicator Suspensions reported in Calpads **19-20** The expected suspension rate goal is less than 12. **Baseline** 15 suspensions	Suspensions reported in CALPADS for 2019-2020 is 7 students.
Metric/Indicator Expulsions reported in Calpads **19-20** The expulsion rate goal is zero **Baseline** 1 expulsion	Expulsions reported in CALPADS is zero.
Metric/Indicator Purchase new school bus **19-20** Money is to be set aside each year for the purchase of a new school bus. The cost of a school bus is approximately $170,000. **Baseline** $25,000 set aside	$25,000 was not set aside this year due to the uncertainty of bus transportation for the coming year.
Metric/Indicator suspension report **19-20** Wonder Woofs contract will maintain zero suspensions due to drugs on campus.	There were 7 suspensions reported in Calpads.

Expected	Actual
Baseline zero suspensions **Metric/Indicator** Williams Quarterly report **19-20** The Williams Quarterly report and the safety surveys (October and March) will reflect in a safe and clean campus **Baseline** 100% compliant (zero complaints)	Based on the Williams Quarterly report, there were zero complaints. 100% complaint.
Metric/Indicator CAASPP ELA % standards met or exceeded **19-20** Students' ELA scores will increase by the number of students scoring a 3 or 4 by 5% from the 2018-2019 school year on the CAASPP. **Baseline** 0-8% increase based on subgroups	Due to the fact that the CAASPP testing was suspended for the 2019-2020 school year, the percentage of increase will not be reported.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide (BTSA) induction program for 1st and 2nd year teachers needing to clear credentials to meet the certification requirements of CA. Recruit and retain qualified teachers.	$3,500 per teacher per year. Approximately 2 teachers. 1000-1999: Certificated Personnel Salaries Supplemental $7,000 3000-3999: Employee Benefits Supplemental $1,433	BTSA Induction 1000-1999: Certificated Personnel Salaries Supplemental $3,500 Benefits 3000-3999: Employee Benefits Supplemental $718
Deferred maintenance for classroom and campus improvements	Carpet Tile (Replacement) District Office, Library, Room 17,18 5800: Professional/Consulting Services And Operating Expenditures LCFF $39,000	Carpet, Tile (Replacement) 5800: Professional/Consulting Services And Operating Expenditures LCFF $39,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase curriculum to support CCSS ELA, ELD, Social Studies and NGSS. Adopt new ELA. /ELD curriculum for TK-5th grade.	Purchase curriculum to support CCSS, ELA, ELD, HSS, and NGSS 4000-4999: Books And Supplies LCFF $100,000	Curriculum 4000-4999: Books And Supplies LCFF 0.00
	Purchase curriculum to support CCSS ELA, ELD, HSS and NGSS 4000-4999: Books And Supplies LCFF $11,000	Purchase Curriculum CCSS, ELA, HSS, NGSS 4000-4999: Books And Supplies LCFF $12,216
Contract with Wonder Woof to monitor a drug free campus.	Approve contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental $1,000	Wonder Woof 5800: Professional/Consulting Services And Operating Expenditures Supplemental $600
Purchase after 7 years of setting aside money for a new school bus to safely transport students to and from school. 2 years left.	Set aside $25,000 for new bus 7000-7439: Other Outgo Supplemental $25,000	Set Aside $25,000 7000-7439: Other Outgo Supplemental 0.00
Purchase math curriculum in grades TK-8th grade to support CCSS	Purchase order for Eureka Math consumables for TK-5th grade. Purchase order for Big Idea math for 6th-8th grade. 4000-4999: Books And Supplies LCFF $25,000	Eureka Math 4000-4999: Books And Supplies LCFF $23,580

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 funds set aside for the purchase of a new school bus were not used due to the change in bus services. The NCJUSD students will be transported by an outside service, therefore a new bus is not needed at this time. New curriculum was not purchased in 2019-2020 due to the COVID shutdown. The curriculum will be purchased in the 2021-2022 school year. The induction expenses were less than budgeted. One teacher had to wait to start the program until the 2021-2022 school year.

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

The successes for Goal 1 included the following: purchasing math curriculum to support student learning, a safe learning environment with the support of Wonder Woofs, maintained a clean campus with new carpet, and supplemental materials to support the academic needs of the students. The challenges included providing materials for students when the school moved to distance learning at a moment's notice.

Goal 2

2. All students will receive increased quality and/or quantity of education of CCSS in ELA and Math.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Annual CELDT scores, classroom grades, District writing assessments **19-20** Redesignate 20% of the of English Learners based on metrics (1st-8th) **Baseline** 20% redesignated	22% of English Learners in 1st-8th grade were redesignated based on metrics.
Metric/Indicator BPST results/Reading results, CAASPP scores, classroom grades **19-20** Increased intervention tier 2 support. 10% decrease in students scoring below grade level as measured by benchmark assessments and Tier 2 assessments (Tk-8th) Review data from 3rd grade. **Baseline** BPST reading results for 1st and 2nd grade 25% below grade level.	Based on the BPST results in January 2020, 20% of students in TK-3rd grade were below grade level in reading. CAASPP scores for 2019-2020 are not available to determine the percentage of 4th-8th graders below grade level.

Expected	Actual
CAASPP scores for 3rd -8th grade 41% scored a 1-2 which is below grade level.	
Metric/Indicator Classroom observations, CAASPP Scores **19-20** Professional development for CCSS strategies in ELA, Math, NGSS(TK-8th). **Baseline** 100% certificated staff	100% of the certificated staff received ELA and math professional development in TK-8th grade. 10% of teachers received NGSS professional development.
Metric/Indicator CAASPP results **19-20** 5% increase in proficiency for each subgroup on CCSS as measured by the CAASPP (3rd-8th) **Baseline** 0-8% in ELA and Math based on subgroups (Hispanic, Students with Disabilities, English Learners, Socially Economically Disadvantaged)	Due to the suspension of CAASPP scores for the 2019-2020 school year, the results are not available at this time.
Metric/Indicator Intermim blocks, CAASPP results **19-20** Provide data that measures effectiveness of the programs provided. **Baseline** not available	Due to the suspension of CAASPP scores for the 2019-2020 school year, the results are not available at this time.
Metric/Indicator CAASPP results	Due to the suspension of CAASPP scores for the 2019-2020 school year, the results are not available at this time.

Expected	Actual
19-20 Compare results of student achievement on CAASPP from 2018-2019 (3rd-8th) and show growth of 5% (Students who move into met standards) **Baseline** 0-8% in ELA and Math based on subgroups	
Metric/Indicator SARB data and annual attendance reports P-2, chronic absenteeism rates **19-20** Measure attendance rates and chronic absenteeism based on SARB data. Decrease chronic absenteeism by .5%. **Baseline** zero students were referred to SARB, 97% attendance, 2.6% Chronic absenteeism	Zero students were referred to SARB. 96.5% attendance 1% chronic absenteeism

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Intervention support for students to improve academic achievement in CCSS	Maintain a 1.0 FTE Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental 77,699 Employee benefits 3000-3999: Employee Benefits Supplemental $22,176 Contract with AVID for services for all grades 20 teachers 5000-5999: Services And Other Operating Expenditures Supplemental $13,000 Reimbursement for travel and conference expenses for AVID	Maintained a 1.0 FTE Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental $78,562 Employee Benefits 3000-3999: Employee Benefits Supplemental $31,837 Contract with AVID 20 Teachers 5000-5999: Services And Other Operating Expenditures LCFF $16,500 Reimbursement for travel and conference AVID 5000-5999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Supplemental $20,000	Services And Other Operating Expenditures Supplemental $27,849
	Orton-Gillingham training with IMSE (2 staff members trained, and a one day refresher course) 5800: Professional/Consulting Services And Operating Expenditures Supplemental $20,000	Orton Gillingham Training (2 staff members) 5800: Professional/Consulting Services And Operating Expenditures Supplemental $5,498
	Stipends for teachers to attend training with IMSE for Orton-Gillingham 1000-1999: Certificated Personnel Salaries Supplemental $8,000	Stipends for teachers to attend training with IMSE for Orton-Gillingham 1000-1999: Certificated Personnel Salaries Supplemental $5,058
	Statutory benefits 3000-3999: Employee Benefits Supplemental $1,635	Statutory Benefits 3000-3999: Employee Benefits Supplemental $1,077
Maintain CAASPP block benchmarks (2-3 per year) for CCSS in ELA. NGSS, Social Studies and Math (1st-8th). Purchase an online math benchmark assessment and support program. The cost is based on the number of students. The service fee is the same whether teachers choose questions to develop benchmarks or use benchmarks provided in the service. Evaluate progress.	Continue data service 5800: Professional/Consulting Services And Operating Expenditures Supplemental $15,000	Continue data service 5800: Professional/Consulting Services And Operating Expenditures Supplemental $15,000
Maintain a full time ELD teacher to provide a comprehension ELD program to all 1st-8th grade English Learner students. Evaluate progress towards proficiency in English to redesignate student to proficient in English within 5 years of enrolling in Spring Grove School	Maintain 1.0 FTE Credentialed teacher 1000-1999: Certificated Personnel Salaries Supplemental $44,457	Maintain 1.0 FTE Credentialed teacher 1000-1999: Certificated Personnel Salaries Supplemental $42,598
	Employee Benefits 3000-3999: Employee Benefits Supplemental $12,531	Employee Benefits 3000-3999: Employee Benefits Supplemental $16,599
	Maintain 1.0 FTE credentialed teacher 1000-1999: Certificated Personnel Salaries Title I $44,457	Maintain 1.0 FTE credentialed teacher 1000-1999: Certificated Personnel Salaries Title I $42,598

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Employee Benefits 3000-3999: Employee Benefits Title I $12,531	Employee Benefits 3000-3999: Employee Benefits Title I $16,599
Maintain three 4 hour Intervention Support Specialists to provide push in support to the TK-4 teachers and one 5 hour Intervention Support Specialist. The Intervention Support Specialists will push in to every Tk-4th grade for at least 40 minutes each day. They will work with students who need additional reteaching of reading, writing, and/or math concepts taught by the classroom teachers. They will work under the direction of the classroom teachers and administration.	Maintain three 4 hour Intervention Support Specialists to provide push in support to the TK-5 teachers and one 5 hour Intervention Support Specialist 2000-2999: Classified Personnel Salaries Supplemental $56,632 Employee benefits 3000-3999: Employee Benefits Supplemental $24,244	Maintain three 4 hour Intervention Support Specialists to provide push in support to the TK-5 teachers and one 5 hour Intervention Support Specialist 2000-2999: Classified Personnel Salaries Supplemental $71,902 Employee benefits 3000-3999: Employee Benefits Supplemental $23,580
Provide continued support to the Alternative Education 7th and 8th grade class. Review and evaluate student progress. (Funds are for 2 students)	Allow for students who are not meeting grade level expectations academically and behaviorly to attend the alternative education program 7000-7439: Other Outgo Supplemental $32,000	Allow for students who are not meeting grade level expectations academically and behaviorly to attend the alternative education program 7000-7439: Other Outgo Supplemental $11,000
Provide Interventions/Tier 2 and 3 curriculum for ELA, Social studies, NGSS, and math (TK-8th grade) to support students with disabilities.	Purchase research-based materials 4000-4999: Books And Supplies Supplemental $5,000 Purchase technology to support 4000-4999: Books And Supplies Supplemental $500 Contract with SBCOE for Reading app (Footsteps to Brilliance for TK-3rd grade) 5800: Professional/Consulting Services And Operating Expenditures Supplemental $3,500 Progress monitoring program 5800: Professional/Consulting Services And Operating	Purchase research-based materials I Ready 4000-4999: Books And Supplies Supplemental $14,418 Purchase technology to support 4000-4999: Books And Supplies Supplemental $500 Contract with SBCOE for Reading app (Footsteps to Brilliance for TK-3rd grade) 5800: Professional/Consulting Services And Operating Expenditures Supplemental $2,990 Progress monitoring program 5800: Professional/Consulting Services And Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures Supplemental $3,000	Expenditures Supplemental $3,225
	purchase incentives for progress on Footsteps to Brilliance 4000-4999: Books And Supplies Supplemental $500	purchase incentives for progress on Footsteps to Brilliance 4000-4999: Books And Supplies Supplemental $180
Provide extended day intervention services for 1st-3rd grade (2 sessions x 8 weeks) to support students who are not mastering the ELA, NGSS, Social studies and Math standards during the regular school day. Focus on English Learners.	Provide after school ELA and math intervention 3 teachers x 4 hours x 16 weeks 1000-1999: Certificated Personnel Salaries Supplemental $8,545 Employee benefits 3000-3999: Employee Benefits Supplemental $1,837 books and supplies 4000-4999: Books And Supplies Supplemental $300	Provide after school ELA and math intervention 3 teachers x 4 hours x 10 weeks 1000-1999: Certificated Personnel Salaries Supplemental $5,341 Employee benefits 3000-3999: Employee Benefits Supplemental $1,096 books and supplies 4000-4999: Books And Supplies Supplemental $189
Provide evening math tutoring and use of technology in the library. 2 staff members x 12 weeks for 2 nights per week/1 hour	Hire 2 staff members to oversee program x 2 hours x 12 weeks. 1000-1999: Certificated Personnel Salaries Supplemental $4,000 Employee Benefits 3000-3999: Employee Benefits Supplemental $860	Hire 2 staff members to oversee program x 2 hours x 12 weeks. 1000-1999: Certificated Personnel Salaries Supplemental 0.00 Employee Benefits 3000-3999: Employee Benefits Supplemental 0.00
Provide 2 full days of Professional Development for certificated staff members to support District Goals and Objectives. Teachers will work on benchmarks, pacing guides, be given instruction in ELA, ELD, NGSS, Math standards. Provided outside of the certificated contract.	Daily rate of pay per teacher x 2 6 hour days 1000-1999: Certificated Personnel Salaries Supplemental $33,949 Employee Benefits 3000-3999: Employee Benefits Supplemental $7,299	Daily rate of pay per teacher x 2 6 hour days 1000-1999: Certificated Personnel Salaries Supplemental $13,642 Employee Benefits 3000-3999: Employee Benefits Supplemental $2,799

Goal Analysis

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

Goal 2 is focused on providing academic supports during the school year. Due to COVID, some of the in person learning opportunities from March thru June were not offered. The full day professional development that was planned for June was not able to occur, as well as the evening math tutoring for 4th-8th grade students. The after-school interventions were ended in March but were budgeted to end in May.

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

The successes of Goal 2 included the intervention teacher who provided math support to 4th-8th graders throughout the school year and during Distance Learning. The Intervention Support Specialists worked with students in small groups and then provided small group instruction during Distance Learning. Supplemental materials to support small group instruction and English Learners helped students to be redesignated. Having online programs- Footsteps2brilliance and i-ready were an asset to our students while learning at home. The challenges included being innovative in supporting our students while at home.

Goal 3

3. All students will have access to technology to support college and career readiness as determined by the CCSS and the CAASPP tests given to all 3rd-8th grade students..

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of students with one-to-one devices. **19-20** Maintain one to one technology for all 2nd -8th grade classroom, including classes for student with disabilities **Baseline** One to One technology in all 6th-8th grade classrooms.	One to one technology in all 2nd-8th grade classrooms.
Metric/Indicator Library schedule (master) **19-20** TK-2nd grade up to 1 hour of computer time weekly. **Baseline** 30 minutes per student per week	TK-2nd grader receives at least 1 hour of computer time weekly.
Metric/Indicator CAASPP results, classroom observations	100% use of technology for CAASPP which was suspended for 2019-2020, 4th-8th grade use google classroom, docs, form, and slides.

Expected	Actual
19-20 All 3rd-8th grade students use of technology for CAASPP testing, use of Google classroom, docs, forms, and slides. **Baseline** 100% use of technology for CAASPP testing. 6th-8th grade use Google classroom, docs, forms, and slides	
Metric/Indicator Number of students graduating/ middle school dropout rate **19-20** 8th grade graduation rate at 100% **Baseline** 100%, drop out rate zero	Zero percent dropout rate and 100% of 8th graders will be graduating in June 2020.
Metric/Indicator Suspensions reported in Calpads **19-20** Suspension rate at less than 12 students for the year. **Baseline** 15 suspensions **Metric/Indicator** Expulsions reported in Calpads **19-20** Expulsion rate at zero **Baseline** 1 expulsion	The suspension reported in Calpads was 7. The expulsions reported in Calpads was zero.
Metric/Indicator Annual attendance report P-2, SARB letters, chronic absenteeism **19-20** Maintain attendance rate at 97%, reduce chronic absenteeism to 2.1%	ADA reported was 96.5% and chronic absenteeism was 1%.

Expected	Actual
Baseline 97% ADA, chronic absenteeism 3%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain and upgrade technology for one to one student use in classrooms so that all students in 2nd -8th grade will have one to one use of technology and be able to demonstrate preparedness for career/college and perform on the CAASPP tests. Upgrade technology in the classroom. Upgrade computers in the library for TK-1st grade students.	Purchase replacement mobile units for classroom use and classroom computers. 4000-4999: Books And Supplies LCFF $15,000	Purchased Chromebooks 4000-4999: Books And Supplies Other $36,286
Offer hours for students and parents to use the library/classroom after school hours to have access to computers and technology (TK-8th) to allow additional access outside of the regular day and monitor student use with attendance sheets.	Extra hourly pay for school personnel to oversee the library and/or classroom with Chromebooks 4 teachers x 2 hours x 20 weeks 1000-1999: Certificated Personnel Salaries Supplemental $9,000	Extra hourly pay for school personnel to oversee the library and/or classroom with Chromebooks 4 teachers x 2 hours x 14 weeks 1000-1999: Certificated Personnel Salaries Supplemental $4,985
	Benefits 3000-3999: Employee Benefits Supplemental $1,842	Benefits 3000-3999: Employee Benefits Supplemental $1,023
Access Transport Services for AT & T - Bandwidth Connectivity to continue to allow schoolwide access to all computers and technology during the school day.	Bandwidth Connectivity 5800: Professional/Consulting Services And Operating Expenditures LCFF $15,000	Bandwidth Connectivity 5800: Professional/Consulting Services And Operating Expenditures LCFF $15,000
Implement digital citizenship pilot program	Contract with service provider for training for staff, students, and parents 5800: Professional/Consulting Services And Operating Expenditures LCFF $10,000	Contract with service provider for training for staff, students, and parents 5800: Professional/Consulting Services And Operating Expenditures LCFF 0.00
Additional technology support time to accommodate increased technology on campus	Contract with SBCOE for additional technology support 5800: Professional/Consulting	Contract with SBCOE for additional technology support 5800: Professional/Consulting

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Services And Operating Expenditures Supplemental $25,000	Services And Operating Expenditures Supplemental $25,000
Contract with GoGuardian for technology monitoring on 4th-8th grade student Chromebooks	Contract for annual service 5800: Professional/Consulting Services And Operating Expenditures Supplemental $1,500	Contract for annual Service 5000-5999: Services And Other Operating Expenditures Supplemental $3,225

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 digital citizenship program funds were not spent out. The District was able to find a program online at no cost- Common Sense Media. The additional support with Chromebooks after school was not completely implemented due to the school closure. All other expenses for the action/services of Goal 3 were spent.

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

The technology support was a huge success during the 2019-2020 school year. The purchase of the additional Chromebooks made the transition to Distance Learning smooth. The Go Guardian was also a success for teachers to see what students were working on at home as well as at school.

Goal 4

4. Students will be provided the opportunity to participate in extra- curricular activities during the regular school day and outside of the regular school day.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                    Priority 6: School Climate (Engagement)
                    Priority 7: Course Access (Conditions of Learning)
                    Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance sheets, parent/student surveys **19-20** Provide 42% of student population participation in extracurricular activities. **Baseline** 30% of student population in extracurricular activities.	40% of the student population was provided extracurricular activities based on attendance sheets.
Metric/Indicator Number of students graduating **19-20** Graduation rate at 100% **Baseline** 100% graduation rate	100% of 8th graders will be graduating in 2020.
Metric/Indicator Number of expulsions reported in Calpads **19-20** Expulsion rate at zero	Zero expulsions were reported in Calpads.

Expected	Actual
Baseline 1 expulsion **Metric/Indicator** Number of suspensions reported in Calpads **19-20** Suspension rate at less than 12 students **Baseline** 15 suspensions	7 suspensions were reported in Calpads.
Metric/Indicator Results of CA healthy kids survey **19-20** Baseline results of CA Healthy Kids Survey Report **Baseline** first set of results to be in 2017-2018	Due to school closure in March 2020, the CA healthy kids survey was not completed.
Metric/Indicator Master calendar schedule **19-20** Master schedule/calendar to document dates of classes **Baseline** 100% per calendar	The master calendar documented all of the scheduled classes.
Metric/Indicator Attendance report P-2 **19-20** Maintain attendance rate ADA at 97% **Baseline** 97% attendance rate	Attendance was maintained at 96.5%.
Metric/Indicator Chronic absenteeism, SARB letter	Chronic absenteeism was reported at 7 students (18 absences or more).

Expected	Actual
19-20 Use data from chronic absenteeism and SARB letters as data. Maintain chronic absenteeism at 2.1% **Baseline** zero	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide after school enrichment classes (art, science, music, and/or technology) for one 4 week session per semester (2 days per week) (1st-8th) Parent and student survey provided and results reported. Participate in an end of the sessions show for the community.	Hire staff to provide enrichment classes at the extra hourly rate of pay. 3 hours per week x 8 weeks x 6 teachers 1000-1999: Certificated Personnel Salaries Supplemental $7,000 3000-3999: Employee Benefits Supplemental $1,430 4000-4999: Books And Supplies Supplemental $600	Hire staff to provide enrichment classes at the extra hourly rate of pay. 1.5 hours per week x 10 weeks x 6 teachers 1000-1999: Certificated Personnel Salaries Supplemental $4,807 Benefits 3000-3999: Employee Benefits Supplemental $986 Books and Supplies 4000-4999: Books And Supplies Supplemental $237
Provide 7th grade with cultural arts curriculum for Social Studies for 12 weeks	Contract with El Teatro 5800: Professional/Consulting Services And Operating Expenditures Supplemental $4,500	Contract with El Teatro 5800: Professional/Consulting Services And Operating Expenditures Supplemental $4,500
Provide an enrichment summer school program to all current TK-7th grade students. Parent and student survey provided, and results/data shared.	Hire staff for a 4 week session during the summer 4 teachers x 4 hours per day x 4 weeks 1000-1999: Certificated Personnel Salaries Supplemental $14,243 3000-3999: Employee Benefits Supplemental $2,910 4000-4999: Books And Supplies Supplemental $800	Hire staff for a 4 week session during the summer 4 teachers x 4 hours per day x 4 weeks 1000-1999: Certificated Personnel Salaries Supplemental $14,243 Benefits 3000-3999: Employee Benefits Supplemental $2,922 Books and Supplies 4000-4999: Books And Supplies Supplemental $800

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide band/ or choir for students in 2nd -8th grade outside of the regular school day. Parent/student survey provided, and results/data shared to determine effectiveness	Hire staff to teach beginning and intermediate music 1000-1999: Certificated Personnel Salaries Supplemental $7,000 3000-3999: Employee Benefits Supplemental $1,430 purchase materials 4000-4999: Books And Supplies Supplemental $1,000	Music as Enrichment 1000-1999: Certificated Personnel Salaries Supplemental $1,809 Benefits 3000-3999: Employee Benefits Supplemental $368 purchase materials 4000-4999: Books And Supplies Supplemental $1,428
Offer Girls Inc. class for middle school girls and elementary girls to support girls academic and social wellbeing. After school program. Action/Service deleted	Contract with Girls Inc. 5800: Professional/Consulting Services And Operating Expenditures Supplemental $7,000 Books and Supplies 4000-4999: Books And Supplies Supplemental $100	Contract with Girls Inc. 5800: Professional/Consulting Services And Operating Expenditures Supplemental $3,500 Books and Supplies 4000-4999: Books And Supplies Supplemental $100

Goal Analysis

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

Due to the school closure, the following actions/services were not fully implemented: Girls Inc, the music program, and the 2nd semester of after school enrichment programs.

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

The successes of Goal 4 include: continuing with El Teatro virtually, virtual summer school, the start of Girls Inc on campus, and a semester of enrichment classes. The challenges included how to navigate enrichment programs virtually.

Goal 5

5. To ensure that all stakeholders are informed as it relates to academics, attendance, and student events.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent sign in sheets. Minutes from School Site Council Meetings **19-20** Maintain 60% of parents who attend parent education events **Baseline** 28% of parents attended at least one parent education meeting.	60% of parents attended at least one parent education night- Back to School Night, Literacy Night, Whole Brain Teaching at home, Reading Comprehension Night, and Freshman parent night, as well as Stakeholder engagement night for LCAP.
Metric/Indicator Attendance report. P-2 **19-20** Maintain 97% attendance rate based on ADA to maximize delivery of instruction **Baseline** 97% attendance	Maintained 96.5% attendance.
Metric/Indicator Quarterly District Williams report **19-20** Compliance with District Williams Report 100% compliant	100% complaint based on Quarterly District Williams Report.

Expected	Actual
Baseline 100% compliant	
Metric/Indicator Number of students graduating	100% of 8th graders graduated in 2020.
19-20 Graduation rate 100%	
Baseline 100%	
Metric/Indicator Suspensions reported in Calpads	7 suspensions were reported in Calpads.
19-20 Suspension rate at less than 12	
Baseline 15 suspensions	
Metric/Indicator Expulsions reported in Calpads	Zero expulsions were reported in Calpads.
19-20 Expulsion rate at zero	
Baseline 1 expulsion	
Metric/Indicator Agendas, minutes, and attendance sheets	100% complaint with Migrant budget to support parent education.
19-20 Migrant budget to support parent education during Migrant meetings	
Baseline 100% compliant	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Offer monthly parent education events to address: CCSS, attendance, safety, and technology (TK-8th) and a 6th grade orientation night for students and parents.	Administration and staff to provide training - Staff paid at extra hourly rate 1000-1999: Certificated Personnel Salaries Supplemental $3,000 Employee benefits 3000-3999: Employee Benefits Supplemental $600 4000-4999: Books And Supplies Supplemental $600	Administration and staff to provide training - Staff paid at extra hourly rate 1000-1999: Certificated Personnel Salaries Supplemental $1,113 Employee benefits 3000-3999: Employee Benefits Supplemental $228 Books and Supplies 4000-4999: Books And Supplies Supplemental $304
Invite parents to attend informational meetings and provide a Spanish translator, incentives, and childcare (TK-8th) Add a 6th grade orientation for parents and students with Spanish translation and dinner provided.	Translation services 2000-2999: Classified Personnel Salaries Supplemental $1,000 Employee benefits 3000-3999: Employee Benefits Supplemental $179 Incentives 4000-4999: Books And Supplies Supplemental $500	Translation Services; Child Care 2000-2999: Classified Personnel Salaries Supplemental $68 Employee Benefits 3000-3999: Employee Benefits Supplemental $22 Incentives 4000-4999: Books And Supplies Supplemental $304

Goal Analysis

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

Parent meetings and translation services were not fully implemented due to COVID.

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

Providing parent trainings to support reading and math at home have been a success. Spanish speaking parents are excited to attend when they have translation available to them. Due to COVID, many of the parent meetings were cancelled.

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).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 1: The District will provide personal protection equipment for all staff and students to ensure a healthy and safe work and learning environment. The District will follow the protocols recommended by the California Department of Education, the California Department of Public Heath, the San Benito Public Health Department, and the San Benito County Office of Education. Providing PPE will increase services and ensure safety of students and staff.	66,000	47,404	No
Action 2: The District will work with the custodial staff to ensure training is provided and followed for sanitizing and disinfecting before, during, and after school. The custodial staff will follow a check list and will document disinfecting daily. Additional staff will be hired to support the disinfecting.	4,700	9,784	No
Action 3: The District and staff will implement the hybrid learning plan with 4 days of in person instruction, and one day of asynchronous instruction. Students who are in need of additional academic support (English Learners, Low Income, and students with disabilities) will be provided additional small group instruction.	21,721	67,580	Yes
Action 4: The District and Food Services will provide healthy snacks and a lunch meal to all students during the hybrid instruction.	9,400	9,784	Yes
Action 5: Administration and teachers will administer the i-Ready diagnostic in both math and reading. Students will be provided	23,600	23,600	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
lessons to support their academic growth. Students who are low performing or are English Learners will be provided interventions to meet their academic needs. i-Ready will meet the learning loss students felt during the school closure beginning in March.			

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.

The in person actions described above were all implemented during the 2020-2021 school year. The District purchased personal protection equipment to ensure that the learning environment was safe for all students and staff. The District was compliant and followed the safety protocols required by the CDE, CDPH, and the San Benito County Public Health Department. There is a large difference in the actual expenses verses the budgeted funds. Additional staff was hired to provide support after school and on Saturdays.

Analysis of In-Person Instructional Offerings

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

On October 28, 2020, the North County Joint Union School District opened its doors for an in-person hybrid schedule for all students TK-8th grade. The students' and staffs' social emotional state greatly improved with in person learning. This was evident in the students' attendance and academic performance which shows in the data from District assessments: Writing, i-Ready reading and math, Reading Results testing in TK-3rd grade and local assessments. The challenges the District faced was the number of students who stayed out on an Independent Study Contract during the winter months and the engagement/attendance accountability.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 1: Purchase 576 new Chromebooks for distribution to students to replace Chromebooks which are 5 years old.	136,000	202,636	Yes
Action 2: Purchase 120 hot spots to distribute to students for internet access due to lack of quality internet access in homes of low-income students.	50,000	18,151	Yes
Action 3: The District is committed to providing the necessary online instructional academic tools to support students and learning loss: i-ready Reading and math, online Wordly Wise, Online Big Idea math access and support, Eureka Math online assessments, Google extensions for student engagement, Footsteps 2 Brilliance reading program, TpT school access digital lessons, Go Guardian, Super Science and Scholastic News- Scholastic, Teachers Curriculum Institute, IXL-reading and math.	25,810	41,876	Yes
Action 4: The District is committed to providing professional development to support teaching and learning for all staff and Induction training and support for new teachers.	34,368	19,582	Yes
Action 5: The District plans to meet the demands of teaching through distance learning with technology to support instruction with document cameras, Chromebooks, and monitors for teachers and instruction aides at school and home.	23,000	22,348	Yes
Action 6: The District will provide options for families who are not able to have their students on campus for the entire semester/year due to health concerns. The District will provide three certificated teachers for the long term independent study program. (ROAR teachers)	136,576	296,241	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 7: The District needs to ensure that technology and library support is provided for students and staff in a timely manner. With the increasing demands and time sensitive matters with Chromebook devices, student connectivity, parent and staff support, the District will increase staffing to ensure distance learning is successful for all with a Technology/Library Specialist.	59,517	56,267	Yes
Action 8: The District needs to ensure that English Learners, Foster Youth, and Low-Income students have the necessary manipulatives, white board, reading books, and novels to successfully learn at home and at school.	10,000	33,864	Yes
Action 9: The District will ensure that all children who are Low Income, English Learner, and Foster Youth have access to free meals Monday-Friday and will deliver meals to central locations within the school boundaries.	12,500	0	Yes

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.

During Distance Learning, the priority was to ensure that low income students, English Learners, Foster Youth, and Students with Disabilities were provided the necessary tools to be successful at home. The District was able to provide all the actions listed above to support students at home. There were no costs assessed to the District for meals. The District spent a great deal of additional funds for new Chromebooks to support one to one technology in the classroom and at home. The hotspot costs were less than budgeted. To support students who needed to do distance learning for the entire year, the District had to hire additional certificated staff.

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.

The District did a great job providing a continuity of instruction both at home and at school. The District was able to purchase and provide a Chromebook for each student. Connectivity is always a topic of concern due to the fact that the District is located in a rural area with limited Wi-Fi access. The District did purchase hotspots that worked but not in all areas. Pupil participation was an ongoing

struggle during Distance Learning but greatly improved when students returned to the campus for the AM/PM hybrid. Students with additional academic needs were able to come to in person learning after school, on Fridays, and also during monthly Saturday School sessions. This was a huge success for students. All special education needs were met both virtually and in person. The District was able to partner with the San Benito High School District and also with the San Benito County Office of Education for virtual trainings which supported technology strategies while teaching remotely. The District also fine-tuned their Google training and level of understanding which will be a benefit for years to come. Because the staff all returned to on campus work in October, staff were dedicated and did their job 120%.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action 1: To ensure pupil learning loss is addressed, a four week summer school will be offered to all TK-7th grade students based on their academic assessments. All English Learners who are at a level 1,2,3 on the ELPAC test will be invited. All low-income, foster youth, students with homelessness, and students with exceptional needs will have priority for summer school based on their academic assessments during the 2020-2021 school year.	18,176	21,628	Yes
Action 2: To address the learning loss during the school year, English Learners and low-income students will be invited to participate in after school interventions virtually and on campus when available. Certificated teachers will provide the direct instruction to all students on grade level ELA, math, and ELD standards not yet mastered.	12,603	14,137	Yes
Action 3: To ensure students are receiving interventions during the school day, the District will create small groups of students who are English Learners and students who are not meeting grade level standards. The students will be provided reteaching of standards by an Intervention Support Specialist.	53,656	67,117	Yes

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.

The actions provided to assist students who might experience Learning Loss during the 2020-2021 school year were provided in both small group, virtual and on campus after school interventions. Summer School is scheduled and is full at this time. All English Leaners, low-income students, foster youth students, and students with disabilities have been invited. There were no significant differences.

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.

The District had many successes with addressing Pupil Learning Loss. During the 2020-2021 school year over 90 students attended one or two Saturday Schools each month. They received additional supports in ELA and math with a credentialed teacher. English Learners in 6th-8th grade who have not yet been redesignated after 5 years, attended small group classes every Friday. They also received additional interventions during the school day. English Learners in 1st-5th grade also received additional small group instruction. After school instruction was provided 2-3 days per week for 1st-3rd graders in class sizes of 5-8 students. The data for reading has shown growth for all students.   The data from the 2021 summer school has not yet been gathered, as summer school will begin on June 14th. The biggest challenge the District faced was not being able to provide transportation for the students who attended the AM hybrid and were not able to get a ride back in the afternoon. Parent surveys were sent out to all families during the year. Parents provided feedback as to the needs of their students. Parents were in support of Saturday School and sent their children throughout the school year. Parents felt that the school was providing the instruction needed and were happy to have students in class. Less than 10% of the student population opted for distance learning for the year. Low-income and foster youth students were provided all school materials, Chromebooks, and hotspots from the school. The challenges included knowing what students needed during this time. Pupils with exceptional needs were provided their resource minutes with teachers and aide. The challenge included it being held online instead of in person.

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 the District quickly discovered, the social emotional well-being for all students was a high priority. The District was able to connect with the San Benito County Behavioral Health Department. Referrals were signed by parents and students started to receive services. Students were able to be seen both through virtual and in person meetings. The District also worked with CSU Monterey Bay and their School Psychology students. Two psychology students worked closely with the Special Education Department and also provided individual counseling to students with parent permission throughout the year. The teaching staff worked with administration to provide additional supports and interventions for students and families. The challenge is knowing who needs support early to provide interventions.

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.

The District continued to provide resources to assist families. The Community Food Bank provided food and the District reached out to get the food in the hands of the families. The Director of Curriculum, Instruction, and Student Services held virtual Migrant and English Learner parent meetings 5 times during the year. During these meetings, she provided support, resources, and information. The District also used the phone calling/email system and Facebook to advertise services to assist families. The school secretaries contacted parents and provided one on one support with technology and Google Classroom. The challenges included reaching all families early in the year.

Analysis of School Nutrition

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

The Food Service Department was successful in providing both breakfast and lunch to all students during in person learning and a drive thru pick up every day. The challenge was being sure that no one is going without food.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Action 1: To ensure that all students are receiving an engaging and rigorous curriculum with strategies to assist with Writing, Inquiry, Reading, Collaboration, and Organization, the District is an AVID school and is provided materials, strategies, professional development, and classes to support students as they move towards college and career.	36,100	18,953	Yes
Distance Learning Program (Pupil Participation and Progress)	Action 2: To provide a comprehensive, multisensory approach to phonics and reading, the District has provided Orton Gillingham training for staff to ensure that all primary staff are certified. These strategies support English Learners and students with exceptional needs as well as all students in their quest to become readers by the 3rd grade.	3,825	2,593	Yes
Distance Learning Program (Access to Devices and Connectivity)	Action 3: With the increased need for bandwidth and tech support, the District contracts with the San Benito County Office of Education. The IT department supports the Chromebook repairs, bandwidth issues, and purchasing of devices to support all students and staff.	15,000	28,959	Yes
Pupil Engagement and Outreach	Action 4: The District believes that students benefit from enrichment classes that support the arts, sciences, and activities that are not available during the regular school day. These classes provide opportunities to low-income students that may not be available otherwise.	4,919	10,010	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Action 5: To promote healthy lifestyles and positive role models, the District partners with Girls Inc. for mother/guardian/daughter classes. These classes also support a positive social/emotional development.	7,000	0	Yes
Distance Learning Program	Action 6: To support students who are above grade level in the 8th grade and to open opportunities in the future, the District offers a full year geometry class outside of the regular school day. All 8th graders enrolled in Algebra are eligible to participate in the geometry class and receive credit.	9,700	8,704	Yes
Pupil Engagement and Outreach	Action 7: To ensure that parents have the tools and resources to support their children academically and socially, the District provides parent education in technology, social media, reading and math, as well as technology. Spanish translation is also provided to support English Learner parents during the year.	6,000	0	Yes

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.

The actions listed were all provided. There was no cost to provide the Girls Inc program. The parent education took place during the school day, therefore there were no additional costs.

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.

Many of the actions and services provided during in-person and distance learning programs for the 2020-2021 have been developed into actions for the 2021-2024 LCAP. The actions provided will be expanded to meet the needs of all students. The use of

Chromebooks at all grade levels in conjunction with Google Classroom will continue during the 2021-2022 school year. The dedicated after school interventions and tutoring will be offered to all students in 1st-8th grade. Providing professional development for staff with technology, AVID, reading, math, science and ELD is vital and will be a focus in the 2021-2024 LCAP. Based on the data the District has begun to gather on Social Emotional Well-Being of students, the District has added a School Psychologist Intern for the next year.

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

Assessing, gathering, and reviewing the data from the 2021-2022 school year has also provided proof that pupil learning loss actions will need to be addressed in the 2021-2024 LCAP. Students who are English Learners, low income, students with disabilities, and foster youth are a priority and the additional supports in the LCAP are focused meet their needs. The goal is to fill in the gaps that students have due to loss of in person instruction. Certificated staff will also need additional training, materials, and assessment tools to support the learning loss and the recovery in the next several years.

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.

The District spent a great deal more money than was budgeted to in part to the successful ROAR (Rigorous Ongoing Academic Remote learning) program for our Independent Study Distance Learning Program. The District hired three credentialed teachers to teach the 70 students in TK-8th grade who remained at home for the entire 2020-2021 school year. Teachers provided daily instruction, assessments and support to the students and parents. This was above and beyond what was budgeted.

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.

The actions and services in both the 2019-2020 LCAP and the 2020-2021 LCP have provided supports that help students academically and social emotionally. The additional academic supports will be implemented in the 21-22 LCAP. These services include: After School Interventions and tutoring, Saturday School, Summer School, Intervention Support Specialists, Intervention Teacher, supplemental materials, enrichments, manipulatives, AVID, and professional development for staff. The increased need for technology with Chromebooks, hotspots, Wi-Fi, and technology support will also be carried over to the 21-22 LCAP from the 2019-2020 LCAP and the 2020-2021 LCP. Parent engagement services and translation will also be implemented as it was in the past year. Because the actions and services that have been in place since 2019 are working, it will be important to continue to maintain them in the future for students.

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.

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.

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.

- 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.

- 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:

    o Continuity of Instruction,

    o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o 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.

- 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 Well-Being

- 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.

    o 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.

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	814,319.00	653,509.00
LCFF	215,000.00	106,296.00
Other	0.00	36,286.00
Supplemental	542,331.00	451,730.00
Title I	56,988.00	59,197.00
	56,988.00	59,197.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	814,319.00	653,509.00
1000-1999: Certificated Personnel Salaries	268,350.00	218,256.00
2000-2999: Classified Personnel Salaries	57,632.00	71,970.00
3000-3999: Employee Benefits	92,937.00	99,854.00
4000-4999: Books And Supplies	160,900.00	90,542.00
5000-5999: Services And Other Operating Expenditures	33,000.00	47,574.00
5800: Professional/Consulting Services And Operating Expenditures	144,500.00	114,313.00
7000-7439: Other Outgo	57,000.00	11,000.00
	57,000.00	11,000.00
	57,000.00	11,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	814,319.00	653,509.00
1000-1999: Certificated Personnel Salaries	Supplemental	223,893.00	175,658.00
1000-1999: Certificated Personnel Salaries	Title I	44,457.00	42,598.00
2000-2999: Classified Personnel Salaries	Supplemental	57,632.00	71,970.00
3000-3999: Employee Benefits	Supplemental	80,406.00	83,255.00
3000-3999: Employee Benefits	Title I	12,531.00	16,599.00
4000-4999: Books And Supplies	LCFF	151,000.00	35,796.00
4000-4999: Books And Supplies	Other	0.00	36,286.00
4000-4999: Books And Supplies	Supplemental	9,900.00	18,460.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	16,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental	33,000.00	31,074.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	64,000.00	54,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	80,500.00	60,313.00
7000-7439: Other Outgo	Supplemental	57,000.00	11,000.00
		80,500.00	60,313.00
		57,000.00	11,000.00
		57,000.00	11,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	209,433.00	79,614.00
Goal 2	473,652.00	450,637.00
Goal 3	77,342.00	85,519.00
Goal 4	48,013.00	35,700.00
Goal 5	5,879.00	2,039.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$125,421.00	$158,152.00
Distance Learning Program	$487,771.00	$690,965.00
Pupil Learning Loss	$84,435.00	$102,882.00
Additional Actions and Plan Requirements	$82,544.00	$69,219.00
All Expenditures in Learning Continuity and Attendance Plan	$780,171.00	$1,021,218.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$70,700.00	$57,188.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$70,700.00	$57,188.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$54,721.00	$100,964.00
Distance Learning Program	$487,771.00	$690,965.00
Pupil Learning Loss	$84,435.00	$102,882.00
Additional Actions and Plan Requirements	$82,544.00	$69,219.00
All Expenditures in Learning Continuity and Attendance Plan	$709,471.00	$964,030.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
North County Joint Union School District	Jenny Bernosky Superintendent/Principal	jbernosky@sbcoe.org 8316373745

Plan Summary [2021-22]

General Information

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

The North County Joint Union School District is a one school district in San Benito County. It lies in the outskirts of Hollister and is home to many families who have been a part of the school since it opened in 1975. Spring Grove School's student population is 728 in grades TK-8th. The current population includes the following: 322 (44%) low income, 97 (13%) English Learners, and currently 4 foster youth. The total number of unduplicated students is 328 (45%). Spring Grove also has 72 students (9%) who receive Special Education Services. The majority of the student population is Hispanic 62% and White 30%, with 8% other or declined to state. The North County Joint Union School District prides itself on high academic achievement goals for all students along with rich traditions. The District provides sports and enrichment activities for all students to participate in as well. Spring Grove ensures that all students are ready to move on to high school at the end of 8th grade. The District's Vision is "Student learning is our priority and purpose." Spring Grove School strives to know each student by name and by need. There is a zero dropout rate. Spring Grove School was named a California Distinguished School in 2019 for the second time in 10 years. Spring Grove School was also honored as a 2016, 2017, and 2018 Star Honor Roll School for having high academic achievement in the state of California. The North County Joint Union School District currently has 5 goals which have been adopted by the Board of Trustees: Goal 1- Academic Accountability. All students will receive increased quality and/or quantity of education of CCSS in ELA and math. Goal 2- Communication. To ensure that all stake holders are informed as it relates to academics, attendance, and students' events. Goal 3 - Technology. To ensure that students will have access to technology to support college and career readiness as determined by the CCSS. Goal 4- Safety. To maintain a safe, clean, orderly campus. Goal 5 - Finances. To ensure fiscal solvency. The District goals and objectives align with the LCAP goals, actions and services to improve academics for all students.

Reflections: Successes

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

Spring Grove School celebrates the success and progress made each year. Based on the California School Dashboard from 2019, the English Language Arts progress for all students continues to move towards closing the academic achievement gaps. English Learners and Students with Disabilities continue to make progress based on the 2019 CAASPP scores and local District assessments, while Hispanic students, low-income students, and White students continue to make significant growth in English Language Arts. Students who are identified as English Learners continue to make progress towards redesignation based on the annual ELPAC assessment. The District's goal is to redesignate students within 5 years of attending Spring Grove School. The California School Dashboard also provides data that represents no chronic absenteeism and low suspension rates across all grade levels. In terms of local data, the District assesses all students three time per year with the District Writing Assessment, i-Ready reading and math assessments, TK-3rd grade BPST/Results assessments and a Dyslexia and Math screening tool. The local data, which is shared at the School Board Meetings shows consistent growth. The District is proud of the supports for all students to provide a positive and supportive learning environment. The District is also proud on its interventions provided to meet the needs of its students and the professional development provided to all staff to continue to focus on best practices to support students. The intervention programs we focus on are: Orton Gillingham, Advancement Via Individual Determination, Science of Reading, Benchmark Advanced, Eureka Math, NGSS, technology training, and classroom engagement.

Reflections: Identified Need

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

Based on the California School Dashboard data from 2019, one area of improvement needed is math. While Spring Grove students continue to meet standards in the area of math, the growth across the grade levels and subgroups did not show the academic growth the District would like to see. The District is currently looking at the schedule for all students to increase the math time during the day. The District is also working on academic math vocabulary across the grade levels, Interim Block Assessments, i-Ready assessments, and math interventions to assist with closing the academic achievement gap. The District is also focused on providing interventions and supports for English Learners who have attended Spring Grove School for 5 years or more both during the day with Designated ELD time and also after school. The focus on using data to provide interventions during WIN (What I Need) time daily, will be fine-tuned to support English Learners, Students with Disabilities, and students with academic gaps. This Multiple Tier System of Support will be embedded into the daily schedule to ensure that the academic needs of all students are being met. Professional development will continue to be provided to support staff in reaching all students both academically and social emotionally at this time.

LCAP Highlights

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

The focus of the LCAP for the 2021-2022 school year is to provide actions/services which will address the academic needs as well as the social emotional needs of all students. The District has put its resources into providing curriculum, staff training, interventions, and

technology into the classrooms to improve student academics. The District believes that students need a safe, clean environment with up to date technology to help them be successful both in the classroom and in the future with college and careers. This year's LCAP is focused on both pre and post tests of the actions/services to show academic growth. The data is vital to determine if the actions/services are meeting the goals in the LCAP.

The LCAP goals are as follows:

Goal #1: Provide high quality education and learning environments for all students.

Goal #2: Provide supports to ensure students are ready for college and career.

Goal #3: All stakeholders (parents, students, community) are informed as it relates to academics, attendance, social emotional well-being, and student events.

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.

Comprehensive support and improvement is not needed for Spring Grove School.

Support for Identified Schools

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

Support is not needed for Spring Grove School.

Monitoring and Evaluating Effectiveness

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

Monitoring and evaluating the effectiveness is not required at this time.

Stakeholder Engagement

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

In 2020, the District did a reassessment of the needs for students to be implemented in the LCAP.

Each goal with its actions and services were shared, as well as a place for additional needs to be listed.

In January 2020, all staff members were provided the opportunity to rank the most important actions and services during certificated and classified meetings.

In February 2020, students and parents of the English Language Advisory Committee, parents in the Parent Advisory Committee (Migrant), and the School Site Council Members were also provided the opportunity to rank the actions and services that were most important for students. All information was provided in English and Spanish.

At the February 2020 Board of Trustee Meeting, the results were shared and Board Members had an opportunity to provide their input.

During the school closure (March - June) 2020, surveys were sent to parents in English and Spanish. Parents/Guardians were provided the opportunity to give input on the needs of their students.

Throughout the school closure/distance learning/hybrid period of August 2020-present, staff have been provided surveys and have also had discussions with administration as to anticipated actions and services for students for the 2021-2022 school year.

In March 2021, a survey was created by 8th grade students and distributed to all 7th/8th graders. 136 students provided feedback as to their needs for academics and social emotional support. This information was shared with teachers, School Site Council, and the Board of Trustees in April and May.

In April 2021, the San Benito County SELPA Director shared information to support students with disabilities for the LCAP as well.

A planning for 2021-2022 committee meet biweekly to finalize the needs for students.

Needs from stakeholders include the following:

Interventions both during school and after school for English Language Arts, Math, and English Learners.

Counseling support.

Technology to include Chromebooks and hotspots.

Professional development for staff.

Continued AVID training.

Enrichments and geometry.

Parents responded with the following: After school and during school interventions for ELA, Math, and English Learners. Counseling support, enrichments, geometry.

Students in middle school responded with the following: After school tutoring, sports, geometry, and counseling or someone to talk to.

Teachers responded with the following: counseling to support Social Emotional Learning, Chromebooks, professional development, AVID training, interventions, enrichment and geometry

Other school personnel would like to see the following: social emotional support, intervention support, professional development, Chromebooks.

Parent groups including PAC, and ELAC and SSC all agreed that intervention supports as well as enrichment, technology, professional development, and counseling were all important for all students.

Consult with SELPA shared support for special education students as well.

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

The stakeholders have a good understanding of what the students' needs are for the 2021-2022 school. They see the need for interventions, enrichments, and social emotional support. Therefore, we made it a priority to include interventions during the school day, meaningful enrichments, and staffing for social emotional support.

Goals and Actions

Goal

Goal #	Description
1	The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 and the implementation of academic content and performance standards in Priority 2, as well as pupil achievement of Priority 4 will be maintained over the next three years. These areas will be evaluated on a regular basis to ensure maintenance of progress, while metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal. Goal 1: Provide high quality education and learning environments for all students.

An explanation of why the LEA has developed this goal.

An analysis of available data and input received from stakeholders has not identified concerns or needs within Priority 1, Priority 2, or Priority 4 however, they need to be maintained to show continual growth. The metrics described below were selected to ensure that the progress that has been made in these priority areas will be evaluated ongoing and that all legal obligations are being met. The actions have been selected based on the proven effectiveness in the past and will be maintained. This also reflects input from students, teachers, staff, and community stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers Fully Credentialed & Appropriately Assigned	100%				100% Teachers fully credentialed and appropriately assigned
School facilities in "Good Repair" based on the FIT report	100% compliant				100% compliant based on the FIT report

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Instructional materials sufficiently for all students to support CCSS (ELA, Math, Science, ELD).	100%- currently have baseline curriculum for ELA and Math, need Science and ELD, and supplemental materials for all subjects.				100% instructional materials sufficiently for all students to support CCSS (ELA, Math, Science, ELD)
Redesignation of English Learners to RFEP within 5 years of attending Spring Grove School based on the ELPAC scores.	20% of English Learners are currently redesignated annually / Establish the ELPAC baseline.				40% redesignated annually/100% of students will move up one level on the ELPAC each year.
i-Ready diagnostic assessments in both Reading and Math at year end to show academic growth.	54% of all 1st-8th graders are currently at grade level or beyond after the 3rd diagnostic in May in Reading. 46% of all 1st-8th graders are currently at grade level or beyond after the 3rd diagnostic in May in Math.				75% at grade level in Reading and math by May of each year based on the i-Ready diagnostic assessments in both reading and math.
CAASPP results for 3rd-8th grade in ELA, math and CST-Science to show student mastery of grade level standards	2019 data from CDE Dashboard ELA-Yellow English Learners, Students with Disabilities.				CAASPP results for 3rd-8th grade in ELA, math and CST-science are in green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
with met or exceeded and reflected on the CDE dashboard	Green- Hispanic and Socioeconomically Disadvantaged. Blue- White Math- orange- English Learners, yellow- Hispanic, Socioeconomically Disadvantaged, Students with Disabilities. Green- White CST-Science				on the CDE Dashboard

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teachers, Fully Credentialed & Appropriately Assigned	Teachers fully credentialed & appropriately assigned as the District continues the induction program for new teachers, discussing progress with new teachers and Induction Support Staff to provide quality education for all students.	$9,477.00	Yes
2	School Facilities	Set aside LCFF dollars to ensure that the facilities are in "Good Repair" using FIT tool. To ensure safety is maintained for all students and staff.	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Purchase CCSS NGSS materials at all grade levels.	Research and purchase new NGSS curriculum and supplemental materials to support mastery of Science standards for all students.	$55,000.00	No
4	Professional development for NGSS standards and curriculum, Reading strategies, ELA adopted curriculum training, math standards training, and Next Generation Science	Certificated and classified need training and support of new curriculum in teaching the CCSS to students so that all students are able to work towards grade level mastery.	$90,818.00	No
5	Supplemental materials and manipulatives for math instruction based on grade level needs.	Purchase manipulatives and supplemental math materials for staff to support understanding and mastery of math standards for all students.	$5,000.00	Yes
6	Reading intervention materials for Tier 2 and Tier 3 students, including SPED	Provide reading intervention materials to teachers and Intervention Support Specialists to be used with students who have academic needs to fill in the gaps and help students reach grade level.	$10,000.00	Yes
7	Rehire and maintain 4 Intervention Support Specialists	Rehire Intervention Support Specialists to provide support to teachers and students during WIN time in TK-3rd grade to assist with differentiate instruction for students at risk in ELA and Math.	$130,005.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Full Time SPED Inclusion Aide	Provide support to the Special Education Department and students with disabilities by hiring a full time SPED Inclusion Aide who will assist with IEP needs for students to ensure that timelines and compliance is met for all.	$65,245.00	No
9	Full Time ELD/Intervention Teacher	Maintain one ELD/Intervention Push In Support teacher to ensure that English Learners and students who are not at grade level are provided additional supports in their classrooms to reach mastery and/or be redesignated.	$115,001.00	Yes
10	English Language Development curriculum	Purchase materials for teachers to support English Learner students during Designated ELD time to work towards redesignation within 5 years.	$10,000.00	Yes
11	Replace Chromebooks for students	The Library/Technology Specialist will continue to review and reassess the state of the student Chromebooks that are purchased for use by all students in TK-8th grade and maintain a working fleet to be used at school and also at home.	$75,000.00	Yes
12	Chromebook charging stations for in class chromebooks and library	Purchase charging Chromebook stations to be used by teachers and students in the TK-1st grade classrooms and library to make it easy for students to check out, use for instruction, return and charge daily to support grade level instruction.	$10,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
13	i-Ready Reading and Math Diagnostic and instruction	The teaching staff and administration will continue to implement the i-Ready Reading and Math supplemental program for all students in TK-8th grade and to monitor student progress weekly through instructional online lessons and diagnostic assessments three times per year to ensure that students are working towards grade level mastery.	$23,600.00	Yes
14	Technology programs and supports Kami, Pear Deck, IXL 8th, ESGI assessment TK/K	Maintain technology supports and programs to be used by certificated and classified staff and students to support both learning and assessing throughout the school year both at school and at home.	$15,350.00	Yes
15	Technology Support and Hotspots with SBCOE	The Library/Technology Specialist will review technology needs of the district for staff to support instruction and learning for all students which supports mastery of grade level standards.	$61,594.00	Yes
16	Digital Citizenship curriculum	Develop a digital citizen curriculum with and for certificated staff to be used with all students to ensure an understanding of digital citizenship as well as an avenue for student safety.	$10,000.00	No
17	Maintain one ROAR teacher	Maintain one ROAR teacher (Distance Learning/Independent Study Teacher) to support students who will continue to learn from home to ensure mastery of grade level standards for the year.	$116,248.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	The metrics and actions described below will be implemented to ensure that the progress made within Priority 3-parent involvement, Priority 5-pupil engagement, Priority 7-course access, and Priority 8 other pupil outcomes will be maintained over the next three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focused goal. Goal #2 Provide supports to ensure students are ready for college and career.

An explanation of why the LEA has developed this goal.

The metrics described below were selected to ensure that continual progress is made so that all students receive supports to guarantee they are ready for college and career.   The actions included have been selected because they have proven to be effective in maintaining the necessary outcomes indentified by staff, students, and parents.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual ELPAC scores, classroom grades, redesignation eligibility, District Writing Assessment	20% redesignated annually with classroom grades at 2.5 GPA or higher/ ELPAC overall score 4, District Writing Assessment at 3 out of 4.				40% redesignated with classroom grades at 2.5 GPA or higher/ ELPAC overall score 4, District Writing Assessment at 3 out of 4.
CAASPP Scores (3rd-8th grade) Math	40% of students in 3rd-8th grade have				75% of all subgroups are at the green level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	met or exceed standards.				on the CDE dashboard
CAASPP Scores (3rd-8th grade) ELA	40% of students in 3rd-8th grade have met or exceed standards.				75% of all subgroups are at the green level on the CDE dashboard
Participation in enrichments, as noted on attendance rosters	15% of all 1st-8th graders participation in 2019-2020.				40% participation
Participation in after school interventions/tutoring	10% of all 1st-8th graders participation in 2020-2021.				30% participation
SARB Data and chronic absenteeism	5% chronic absenteeism during the 2020-2021 school year due to COVID and school closure.				2% chronic absenteeism
Parent survey data	25% of all families provide feedback on school climate, social emotional wellbeing, academics, and interventions				40% of all families provide feedback on school climate, social emotional wellbeing, academics, and interventions

Actions

Action #	Title	Description	Total Funds	Contributing
1	Enrichment classes for 1st-8th grade after school including band and Girls Inc.	Administration and school staff continue to provide after school enrichment classes for all 1st-8th grade students to provide them with exposure to the arts, music, and STEAM to broaden their understanding of learning outside of the school day.	$22,819.00	Yes
2	Cultural Arts for 7th grade	Administration will provide 7th grade students exposure to the arts through social studies to broaden their knowledge of cultural activities and support social studies standards.	$4,500.00	No
3	Geometry class for 8th grade	The middle school math teacher and administration will continue to support high achieving students with a geometry class to support their quest to college and career beyond high school.	$8,813.00	No
4	After School Interventions/tutoring	The teaching staff and administration will support students in 1st-8th grade who require additional academic support in ELA and math outside of the regular school day to ensure mastery of the grade level standards by the end of the school year.	$38,775.00	Yes
5	Saturday School for at risk students	The administration will provide additional academic supports to students in 2nd-8th grade who need time outside of the school day to ensure mastery of the state standards by year end.	$32,332.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Summer School	The administration and teaching staff will review student growth and data at the end of the school year and provide additional academic supports in ELA and math to ensure mastery for the coming year.	$36,051.00	Yes
7	AVID training, workshops, extra hourly, contract, binders	The administration will support teachers with training in AVID and support all students with strategies to promote academic success with a focus on student engagement, organization, student notetaking strategies, college, career readiness.	$67,160.00	Yes
8	Supports for Students with Disabilities	The Special Education staff will provide dyslexia screening and math screening materials to be administered to all Tk-3rd grade students to determine learning disabilities and intervention support needs.	$6,900.00	No
9	Foster Youth support during summer months.	The administration will provide supplemental educational services to foster youth students during summer months to ensure that academic and basic needs are taken care of.	$500.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	The metrics and actions described below will be implemented to ensure that the progress made within Priority 3-parent involvement, Priority 4- Pupil achievement, Priority 5-pupil engagement, Priority 6-School climate will be maintained over the next three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focused goal. Goal #3 All stakeholders (parents, students, community) are informed as it relates to academics, attendance, and student events.

An explanation of why the LEA has developed this goal.

The metrics described below were selected to ensure that continual progress is made in ensuring that all students, parents, and stakeholders receive continued support and communication as it relates to academics, attendance, and students' events. The actions included have been selected because they have proven to be effective in maintaining the necessary outcomes identified by staff, students, and parents.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent/guardian sign in sheets from Back-to-School Night, Parent education nights, and other education events.	30% of parents/guardians attend at least one event.				75% attend at least one event
Suspension Report in CALPADS	7 suspensions in 2019-2020				5 suspensions in CALPADS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Report in CALPADS	1 expulsion in 2019-2020				0 expulsions in CALPADS
Attendance report for P-2 Maintain 97% attendance rate based on ADA to maximize delivery of instruction.	96.5% in 2019-2020				97% ADA at P-2
Parent/Guardian sign in sheets from School Site Council attendance, ELAC attendance, Migrant parent attendance	50% of parents/guardians attend at least one 50% of meetings.				75% attend 75% of meetings.
Accounting sheet submitted to Community Pantry for all families using School Pantry	zero families				40 families
Middle School drop out rate	Drop out rate is zero				Maintain drop out rate at zero

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student and parent engagement	Provide education for all parents with the following: Parent nights, back to school, grade level meetings, meetings with administration.	$7,242.00	No

Action #	Title	Description	Total Funds	Contributing
2	Student and parent engagement	Provide translation for parent meetings and ELAC meetings to assist teachers with information and to provide parents information in their native language so that they stay informed and are able to assist their students and their school.	$1,573.00	No
3	Provide basic food needs to families	Provide a Community Pantry for parents who have specific needs to support their students health and wellbeing.	$1,500.00	Yes
4	Provide attendance incentives to students	To ensure that students continue to attend school regularly, provide attendance incentives to recognize and reward students for making their education a priority.	$3,500.00	Yes
5	Hire a School Psychologist Intern	To meet the needs of students socially and emotionally, hire a School Psychologist Intern to provide one to one counseling, as well as small group and teacher support.	$30,000.00	Yes
6	Santa Ana Opportunity School option	To provide an option for a student who may need a new learning environment in 7th or 8th grade to ensure that their academic needs are being met, designate funds to send a student to the Santa Ana Opportunity School.	$16,000.00	Yes
7	Social emotional training and curriculum	With the ever rising need to support students and staff socially and emotionally, provide training and curriculum to be used in the classroom with students in TK-8th grade.	$10,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.15%	565,693

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: Teachers fully credentialed and appropriately assigned. English learners, low income and foster youth need to be sure to have teachers assigned to them who have been completely trained and certified in every classroom.

Goal 1 Action 5: Supplemental materials for math instruction. In order to meet the needs of English Learners, low income students, and foster youth there needs to be adequate materials and manipulative available in every classroom to ensure that these students have access to be successful in mastery of the math standards.

Goal 1 Action 6: Reading Intervention materials: In each classroom, there is a need for reading intervention materials to first meet the needs of our English Learners, low income, and foster youth. Materials to meet the students where they are and move to mastery will assist in students meeting their reading goals.

Goal 1 Action 7: Rehire and maintain 4 Intervention Support Specialists: The main focus for the Intervention Support Specialists is to provide additional supports to our English Learners, Low Income, and Foster Youth who
need small group interventions to mastery the grade level standards.

Goal 1 Action 9 and 10: Full Time ELD/ Intervention Teacher and ELD curriculum: In order to better support our English Learners, a dedicated ELD/Intervention teacher has been hired. This teacher focuses on DELD time daily to meet their needs. They also provide additional in class support to our low income and foster youth students who may not have supports outside of the classroom. The curriculum is researched based and addresses the students' needs at their ELPAC level.

Goal 1 Action 11 and 12: Replace Chromebooks and purchase charging stations: In order for our English Learners, low- income and foster youth to be able to access the online curriculum both at school and home, the District must keep up with the supply of Chromebooks and

replace as needed. Chromebooks have become a necessity. Students also need to have charging stations that are easy to access at school.

Goal 1 Action 13: i-Ready: In order to provide daily instruction both at school and home for our English Learners, low-income, and foster youth, i-ready has become a necessary tool. It provides lessons to meet the student where they are academically. The EL portion provides additional support to our English Learners and is a key feature.

Goal 1 Action 14 and 15: Technology support- Our English Learners, low income, and foster youth students need every possible technology tool so that they can be successful with technology on their own. The purchase of tools online and tech support at school is vital.

Goal 2 Action 1: Enrichment Classes: The addition of enrichment classes is to provide the arts, technology, science after school to students who may not have access otherwise. English learners, low income, and foster youth are always able to attend with priority.

Goal 2 Action 4 and 5 and 6: after school intervention, tutoring, Summer School and Saturday School: These additional academic supports are designed to meet the needs of English Learners, low income and foster youth. Parents have options to meet their needs and ensure that their children have all the supports to meet their academic goals.

Goal 2 Action 7: AVID The main purpose of being an AVID school is to open the academic, college and career doors for students who may not have any other avenue. Our English Learners, low-income and foster youth benefit for the AVID strategies and organizational skills, as well as the school materials that are provided through this action.

Goal 3 Action 3: Community Pantry: This new basic needs program will only be used to support our English Learners, low-income and foster youth students first.

Goal 3 Action 4: Attendance incentives and Santa Ana Opportunity School are provided to support our English Learners, low-income and foster youth as a way to encourage attendance and recognize them for attending and learning. The opportunity school is an alternative for students who need a placement change.

Goal 3 Action 5 and 7: School Psychologist Intern and Social emotional training: This action will give an opportunity to our English Learners, Low-income, and foster youth to get support at school for their social emotional needs. It also supports teachers in the needs of our students after COVID and school closure. It will benefit students and provide them supports that are so needed.

Goal 3 Action 6: Provide Santa Ana Opportunity School for students who need a change of placement.

Goal 2 Action 9: Provide supplemental support to Foster Youth students during the summer months to ensure that they are receiving academic and basic need supports.

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

Based on the data gathered during the past year and the deep dive into the District's subgroups, support for English Learners, low-income students and foster youth are the priority for the District. The District goal to redesignate English Learners to fluent within 5 years of attending Spring Grove School has not been fully met, therefore the increased and improved services need to be addressed to reach this goal. The Intervention Support Specialists and push in Designated ELD support will work with English Learners daily to focus on meeting ELD standards and mastery as measured by the ELPAC annual assessment. Research based curriculum and professional development for staff identified in the LCAP will also provide increased and improved services for foster youth, English Learners, and low-income students. Progress monitoring and review of data will be evaluated at least 3 times during the year to ensure that the needs of the identified students

are being met or exceeded. The District has increased the percentage of services to meet the needs of foster youth, English Learners, and low income students by at least 9.15% for the 2021-2022 year in the LCAP.

Newly developed contributing goals and actions have been developed to support foster youth, English Learners, and low-income students based on their needs based on the stakeholder input.

The newly developed are as follows for the 2021-2024 school year:

Goal 1- Action 10, 11, 12, 14, 15,17

Goal 2- Action 5, 9

Goal 3- Action 3, 5, 7

The following contributing goals and actions are continuing from the 2017-2020 LCAP because our stakeholders have indicated that these actions were successful and need to be continued.

Goal 1- Action 1, 5, 6, 7, 9, 13

Goal 2- Action 1,4, 6, 7

Goal 3- Action 4, 6

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$813,499.00	$263,583.00		$38,421.00	$1,115,503.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$668,780.00	$446,723.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Teachers, Fully Credentialed & Appropriately Assigned	$9,477.00				$9,477.00
1	2	All	School Facilities	$25,000.00				$25,000.00
1	3	All	Purchase CCSS NGSS materials at all grade levels.	$55,000.00				$55,000.00
1	4	All	Professional development for NGSS standards and curriculum, Reading strategies, ELA adopted curriculum training, math standards training, and Next Generation Science	$90,818.00				$90,818.00
1	5	English Learners Foster Youth Low Income	Supplemental materials and manipulatives for math instruction based on grade level needs.	$5,000.00				$5,000.00
1	6	English Learners Foster Youth Low Income	Reading intervention materials for Tier 2 and Tier 3 students, including SPED	$10,000.00				$10,000.00
1	7	English Learners Foster Youth Low Income	Rehire and maintain 4 Intervention Support Specialists	$66,310.00	$30,674.00		$33,021.00	$130,005.00
1	8	Students with Disabilities	Full Time SPED Inclusion Aide		$65,245.00			$65,245.00
1	9	English Learners Foster Youth Low Income	Full Time ELD/Intervention Teacher	$115,001.00				$115,001.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	English Language Development curriculum	$4,600.00			$5,400.00	$10,000.00
1	11	English Learners Foster Youth Low Income	Replace Chromebooks for students	$75,000.00				$75,000.00
1	12	English Learners Foster Youth Low Income	Chromebook charging stations for in class chromebooks and library	$2,500.00	$8,000.00			$10,500.00
1	13	English Learners Foster Youth Low Income	i-Ready Reading and Math Diagnostic and instruction	$23,600.00				$23,600.00
1	14	English Learners Foster Youth Low Income	Technology programs and supports Kami, Pear Deck, IXL 8th, ESGI assessment TK/K	$15,350.00				$15,350.00
1	15	English Learners Foster Youth Low Income	Technology Support and Hotspots with SBCOE	$61,594.00				$61,594.00
1	16	All	Digital Citizenship curriculum	$10,000.00				$10,000.00
1	17	English Learners Foster Youth Low Income	Maintain one ROAR teacher	$53,474.00	$62,774.00			$116,248.00
2	1	English Learners Foster Youth Low Income	Enrichment classes for 1st-8th grade after school including band and Girls Inc.	$14,288.00	$8,531.00			$22,819.00
2	2	All 7th grade	Cultural Arts for 7th grade	$4,500.00				$4,500.00
2	3	8th grade	Geometry class for 8th grade		$8,813.00			$8,813.00
2	4	English Learners Foster Youth Low Income	After School Interventions/tutoring	$17,800.00	$20,975.00			$38,775.00
2	5	English Learners Foster Youth Low Income	Saturday School for at risk students	$14,860.00	$17,472.00			$32,332.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	6	English Learners Foster Youth Low Income	Summer School	$16,567.00	$19,484.00			$36,051.00
2	7	English Learners Foster Youth Low Income	AVID training, workshops, extra hourly, contract, binders	$67,160.00				$67,160.00
2	8	All	Supports for Students with Disabilities	$6,900.00				$6,900.00
2	9	Foster Youth	Foster Youth support during summer months.	$500.00				$500.00
3	1	All	Student and parent engagement	$7,242.00				$7,242.00
3	2	All	Student and parent engagement	$1,573.00				$1,573.00
3	3	English Learners Foster Youth Low Income	Provide basic food needs to families	$1,500.00				$1,500.00
3	4	English Learners Foster Youth Low Income	Provide attendance incentives to students	$3,500.00				$3,500.00
3	5	English Learners Foster Youth Low Income	Hire a Schoool Psychologist Intern	$13,785.00	$16,215.00			$30,000.00
3	6	English Learners Foster Youth Low Income	Santa Ana Opportunity School option	$16,000.00				$16,000.00
3	7	English Learners Foster Youth Low Income	Social emotional training and curriculum	$4,600.00	$5,400.00			$10,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$612,466.00	$840,412.00
LEA-wide Total:	$611,966.00	$839,912.00
Limited Total:	$500.00	$500.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Teachers, Fully Credentialed & Appropriately Assigned	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,477.00	$9,477.00
1	5	Supplemental materials and manipulatives for math instruction based on grade level needs.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00
1	6	Reading intervention materials for Tier 2 and Tier 3 students, including SPED	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
1	7	Rehire and maintain 4 Intervention Support Specialists	LEA-wide	English Learners Foster Youth Low Income	All Schools	$66,310.00	$130,005.00
1	9	Full Time ELD/Intervention Teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,001.00	$115,001.00
1	10	English Language Development curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,600.00	$10,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	11	Replace Chromebooks for students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	$75,000.00
1	12	Chromebook charging stations for in class chromebooks and library	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	$10,500.00
1	13	i-Ready Reading and Math Diagnostic and instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,600.00	$23,600.00
1	14	Technology programs and supports Kami, Pear Deck, IXL 8th, ESGI assessment TK/K	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,350.00	$15,350.00
1	15	Technology Support and Hotspots with SBCOE	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,594.00	$61,594.00
1	17	Maintain one ROAR teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,474.00	$116,248.00
2	1	Enrichment classes for 1st-8th grade after school including band and Girls Inc.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,288.00	$22,819.00
2	4	After School Interventions/tutoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,800.00	$38,775.00
2	5	Saturday School for at risk students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,860.00	$32,332.00
2	6	Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,567.00	$36,051.00
2	7	AVID training, workshops, extra	LEA-wide	English Learners Foster Youth	All Schools	$67,160.00	$67,160.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		hourly, contract, binders		Low Income			
2	9	Foster Youth support during summer months.	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$500.00	$500.00
3	3	Provide basic food needs to families	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	$1,500.00
3	4	Provide attendance incentives to students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500.00	$3,500.00
3	5	Hire a Schoool Psychologist Intern	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,785.00	$30,000.00
3	6	Santa Ana Opportunity School option	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,000.00	$16,000.00
3	7	Social emotional training and curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,600.00	$10,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

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

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

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

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

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

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

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

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

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

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.