

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Southside School District

CDS Code: 35-67553

School Year: 2021-22

LEA contact information:

John Schilling

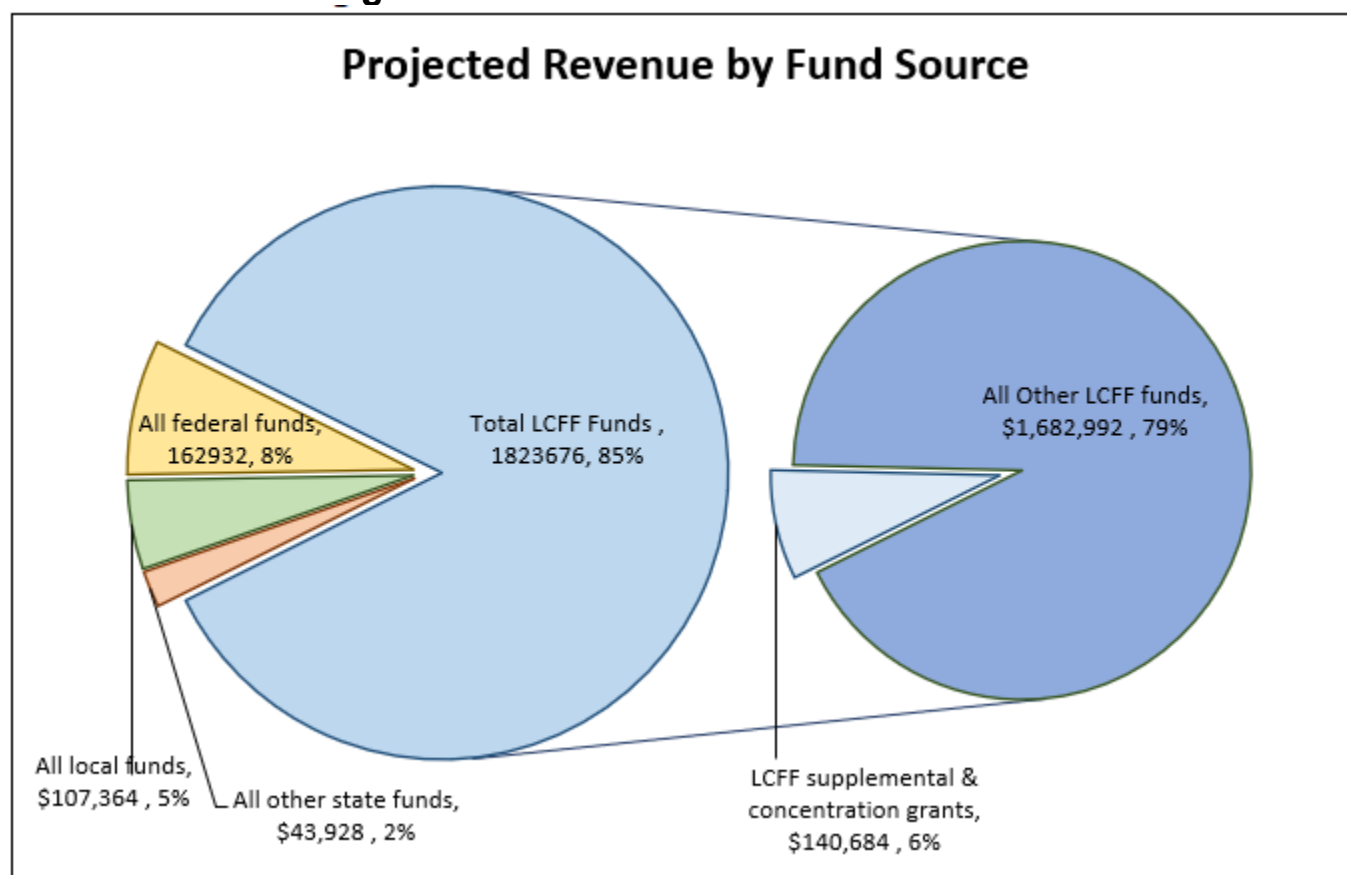
Superintendent / Principal

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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

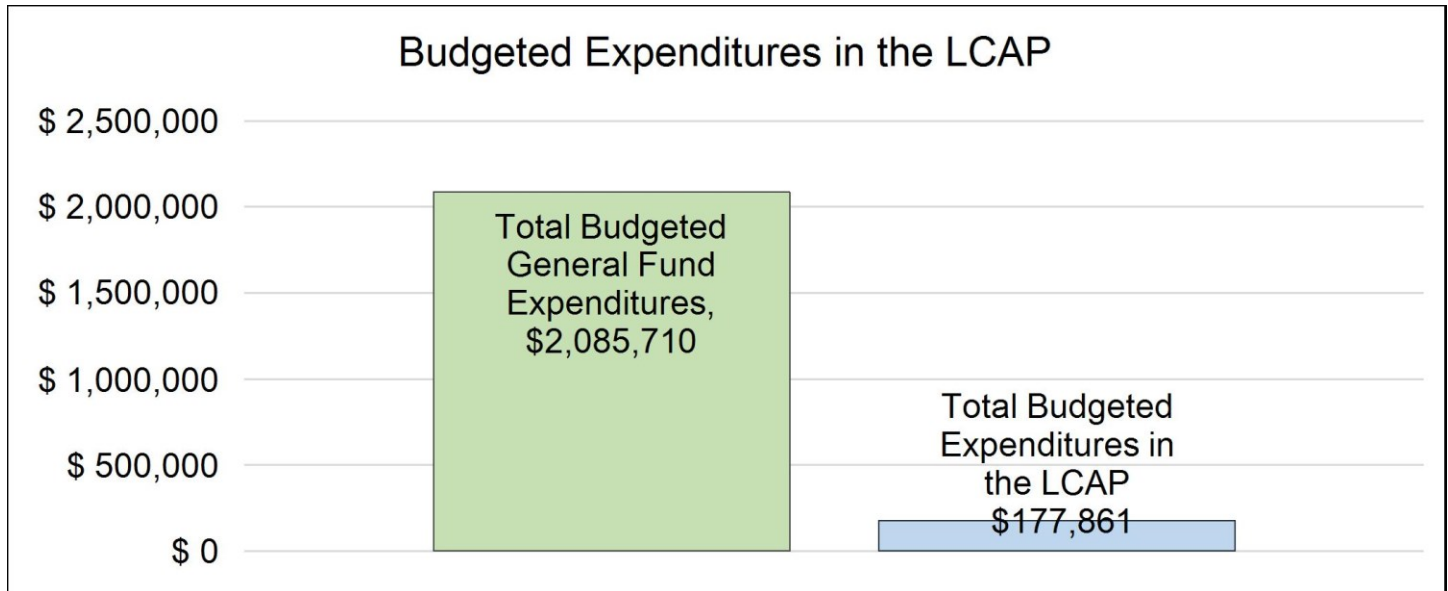


This chart shows the total general purpose revenue Southside School District expects to receive in the coming year from all sources.

The total revenue projected for Southside School District is \$2,137,900, of which \$1,823,676 is Local Control Funding Formula (LCFF), \$43,928 is other state funds, \$107,364 is local funds, and \$162,932 is federal funds. Of the \$1,823,676 in LCFF Funds, \$140,684 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Southside 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.

Southside School District plans to spend \$2,085,710 for the 2021-22 school year. Of that amount, \$177,861 is tied to actions/services in the LCAP and \$1,907,849 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

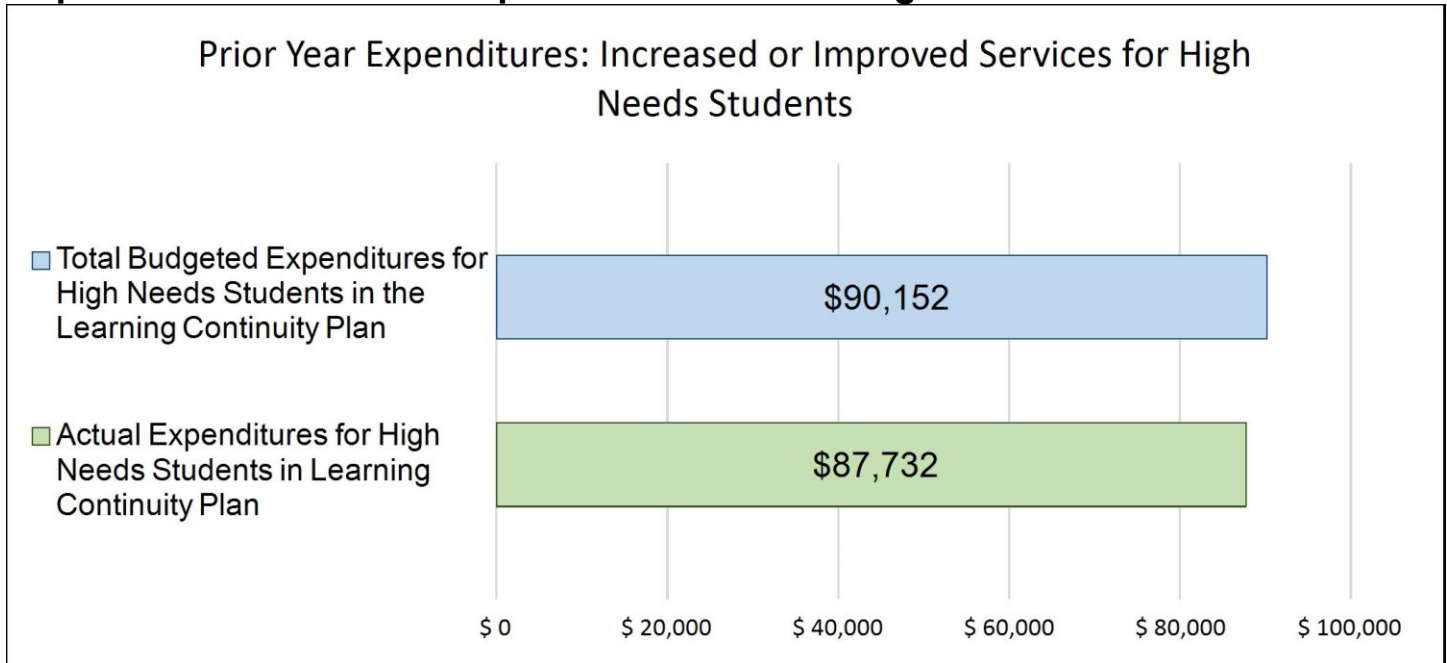
General operations of the district (housekeeping), maintenance, grounds, certificated staffing, contracted services for district operations, special education costs to support student IEP's and other items to promote student learning.

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

In 2021-22, Southside School District is projecting it will receive \$140,684 based on the enrollment of foster youth, English learner, and low-income students. Southside School District must describe how it intends to increase or improve services for high needs students in the LCAP. Southside School District plans to spend \$145,267 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



This chart compares what Southside 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 Southside 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, Southside School District's Learning Continuity Plan budgeted \$90,152 for planned actions to increase or improve services for high needs students. Southside School District actually spent \$87,732 for actions to increase or improve services for high needs students in 2020-21.

Due to COVID-19 and the distance learning environment, the district was not able to perform all of the items outline within the LCP due to students not 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
Southside School District	John Schilling Superintendent / Principal	jschilling@sbcoe.org (831) 637-4439

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

Recruit, support and retain a highly skilled and diverse workforce committed to the success of all students and establish an effective learning environment for all 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 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 1) Priority 1 Credentialed Teachers 2) Priority 6 Survey Stakeholders 3) Priority 1 FIT 4) Priority 2 Sufficient Instructional Materials 5) Priority 2 Sufficient Instructional Materials 6) Priority 4 Pupil achievement	1) For the 2019-2020 school year the district will have 80% of teachers were fully credentialed and properly assigned (using SARC and Williams Report). One teacher was supported thought the induction program.  2)The California Healthy Kids survey was not administered in the 2019-2020 school year.  3) The district will have 100% of the facilities in good or exemplary condition as measured by the Facility Inspection Tool (FIT) report.  4)100% of students will be provided access to standards aligned core content materials as verified by board resolution and Williams report.  5) The school did adopt and purchase core instructional materials in Science.  6) To support English Language learners,

Expected	Actual
<p><b>19-20</b></p> <p>1) For the 2019-2020 school year the district will have 100% of teachers fully credentialed and properly assigned (using SARC and Williams Report).</p> <p>2)The California Healthy Kids survey is administered every other year and will be administered in the 2019-2020 school year.</p> <p>3) The district will have 100% of the facilities in good or exemplary condition as measured by the Facility Inspection Tool (FIT) report.</p> <p>4)100% of students will be provided access to standards aligned core content materials as verified by board resolution and Williams report.</p> <p>5) The school will adopt and purchase core instructional materials in Science.</p> <p>6) To support English Language learners, primary language Instructional materials will be inventoried to assess the need for purchases in core content areas. The school will continue to use computer based intervention materials that included primary language support in Spanish.</p>	<p>primary language Instructional materials have been inventoried and purchases were made in core content areas. The school has continued to use computer based intervention materials that included primary language support in Spanish.</p>

Expected	Actual
<p><b>Baseline</b></p> <p>1) For the 2016-2017 school year only 80% of teachers were fully credentialed.</p> <p>2)The California Healthy Kids survey was contracted to provide relative feedback about the learning environment. All 4th-8th grade students were provided access to participate in the survey. An online portal was created for parents to participate in the parent portion of the survey. Paper copies were sent home in English and in Spanish.</p> <p>3) Analysis of school FIT report to analyze the condition of school facilities and grounds, the most current report indicated that the school facility and grounds were in 100% good condition.</p> <p>4) Standards aligned materials were inventoried and assessed and new purchases were made for ELA and math materials.</p> <p>5) State adopted content standards were used in all grade levels, teachers began to unpack new content standards in Science.</p> <p>6) Instructional materials were purchased in ELA and Math to support English Language learners and computer based intervention materials were purchased that included primary language support in Spanish.</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1) For the 2019-2020 school year 100% of teachers will be fully credentialed.</p> <p>2)The California Healthy Kids survey is administered every other year and will be administered in the 2019-2020 school year.</p>	<p>1)100% Fully credentialed teachers 1000-1999: Certificated Personnel Salaries LCFF \$684,476</p>	<p>1) 80% Fully credentialed teachers 1000-1999: Certificated Personnel Salaries LCFF 645,963</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3) The analysis of school FIT report will be used to analyze the condition of school facilities and grounds and used to address areas of need in order to maintain the facility in 100% good condition.</p> <p>4) 100% of students will be provided access to standards aligned core content materials. Standards aligned materials will be inventoried annually at the beginning of the year to assess the need for new or replacement instructional materials.</p> <p>5) The school will adopt new core instructional materials in Science.</p> <p>6) To support English Language learners, primary language instructional materials will be inventoried to assess the need for purchases in core content areas. The school will continue to use computer based intervention materials that included primary language support in Spanish.</p>	<p>1) Certificated Employee Benefits 3000-3999: Employee Benefits LCFF \$330,852</p> <p>1) Hire 3 instructional aids totaling 2.2 FTE to provide academic support in mainstream classrooms teachers and student intervention support 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$53,709</p> <p>1) Classified Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$54,602</p> <p>Staff development and training 5800: Professional/Consulting Services And Operating Expenditures LCFF \$ 11,500</p> <p>2) Provide induction services for new teachers, if needed 5800: Professional/Consulting Services And Operating Expenditures Other \$ 0</p> <p>3) Support facility improvements identified through the annual site FIT report and grounds inspections. 5800: Professional/Consulting Services And Operating Expenditures LCFF \$ 500</p> <p>4) School wide Science Textbook adoption 4000-4999: Books And Supplies Lottery \$ 35,000</p>	<p>1) Certificated Employee Benefits 3000-3999: Employee Benefits LCFF 330,519</p> <p>1) Hire 3 instructional aids totaling 2.2 FTE to provide academic support in mainstream classrooms teachers and student intervention support 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 97,005</p> <p>1) Classified Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 61,457</p> <p>Staff development and training 5800: Professional/Consulting Services And Operating Expenditures LCFF 2,500</p> <p>2) Provide induction services for new teachers 5800: Professional/Consulting Services And Operating Expenditures Other \$1,500</p> <p>3) Support facility improvements identified through the annual site FIT report and grounds inspections. 5800: Professional/Consulting Services And Operating Expenditures LCFF 2,350</p> <p>4) School wide Science Textbook adoption 4000-4999: Books And Supplies Lottery 12,511</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5) Staff development for core content implementation in the classroom 5800: Professional/Consulting Services And Operating Expenditures LCFF \$ 3,500	5) Staff development for core content implementation in the classroom 5800: Professional/Consulting Services And Operating Expenditures LCFF 0
<p>1) Retain instructional aids for a total of .8 FTE to provide academic support to EL and Migrant students.</p> <p>2) Review the instructional materials supplies and purchase additional materials if needed as well as instructionally aligned materials to support ELL students.</p> <p>3) Review and purchase intervention materials and monitor students use of on-line curriculum to support English Learner proficiency and access to CCSS.</p>	<p>1) Hire instructional aids. For a total of .8 FTE to provide academic support to EL and Migrant students, migrant funds 2000-2999: Classified Personnel Salaries Other \$28,735</p> <p>1) Hire instructional aids. For a total of .8 FTE to provide academic support to EL and Migrant students, migrant funds 3000-3999: Employee Benefits Other \$31,705</p> <p>2) Review the instructional materials supplies and purchase additional materials if needed as well as instructionally aligned materials to support ELL students. 4000-4999: Books And Supplies Supplemental and Concentration \$ 7,000</p> <p>3) Review and purchase intervention materials and monitor students use of on-line curriculum to support English Learner proficiency and access to CCSS. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$ 4,000</p>	<p>1) Hire instructional aids. For a total of .8 FTE to provide academic support to EL and Migrant students, migrant funds 2000-2999: Classified Personnel Salaries Federal Funds 28,735</p> <p>1) Hire instructional aids. For a total of .8 FTE to provide academic support to EL and Migrant students, migrant funds 3000-3999: Employee Benefits Federal Funds 15,853</p> <p>2) Review the instructional materials supplies and purchase additional materials if needed as well as instructionally aligned materials to support ELL students. 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,250</p> <p>3) Review and purchase intervention materials and monitor students use of on-line curriculum to support English Learner proficiency and access to CCSS. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 4,000</p>

## 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 COVID-19 pandemic many of the in-person services were canceled. Professional development was restricted to zoom meetings or cancelled entirely. The textbook purchase for the new Science curriculum did not include textbook for the middle grades of 6th-8th.

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

The actions and services were implemented largely as planned. Expected annual measurable outcomes for both teacher credentialing and teacher assignments were reached. Southside has maintained high levels in these areas over the last few years. The accomplishment due largely from a veteran workforce and highly trained employees.

In terms of the California Health Kids survey, the district did not administer this survey last year. This was a challenge due to the state wide mandated stay at home order to limit the exposure and limit the spread of the COVID-19 virus.

Southside had 95% of the school in good repair as determined by the Facility Inspection Tool. This result represents multiple years in which the district reached 95%. Such school conditions contribute to a safe hospitable learning environment for both students and staff.

In terms of instructional materials, the Southside Board of education adopted a resolution to certify 100% compliance with the textbooks requirement. This resolution resulted from an internal audit to determine the needs of the school to provide each students with sufficient textbooks and instructional materials in alignment with academic content standards. Instructional materials goes beyond just textbooks and the district continued to provide in-line content and diagnostic assessments that support all students including low-income students, English Language learners and foster youth. Lastly, the district adopted and purchased new Science materials. This adoption was needed to align the district's Science curriculum to the next generation Science standards for California.

## Goal 2

Our school will use standards based state adopted instructional materials in core content areas. Staff will use research based instructional methodologies to provide a high quality, rigorous academic experience for all students. The goal is to increase all student achievement and to establish a systematic way to respond with additional instructional support for students who do not demonstrate success or proficiency.

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 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 1) Priority 4 SBAC Scores a) Math b) ELA  2) Priority 8 Local Academic Benchmark (iReady Diagnostic)  3) Priority 7 Conditions of Learning (MTSS & PBIS)  4) Priority 4 CELDT/ELPAC Proficiency rates and reclassification  5) Priority 5 Middle school Graduation and drop out rates  6) California Science Test (CAST)	 1) Due to the COVID-19 global pandemic in the spring of 2020, state mandated testing was canceled. The school did not administer the state S-BAC assessment.  2) The school did administer the iReady diagnostic is some but not all grade levels. Students were not on campus in the spring of 2020 to participate in the end of the year assessment and testing security and reliability were not observable.  3) The school MTSS and PBIS programs were a success and highly anticipated by students. Unfortunately the program was postponed due to the closing of school.  4) The CELDT/ELPAC score were not completed at the end of the 2020 school year and in 2020-2021 school year testing security was a concern. Southside decided to bring individual students onto campus in order to test. Score for this years assessment are still pending.

Expected	Actual
<p><b>19-20</b></p> <p>1) Improve the average scores in math and ELA on SBAC scores by 5 points for all student subgroups. Students in the lowest subgroups will be targeted with intervention to raise scores by 10 points.</p> <p>2) iReady diagnostic mid year growth data:</p> <p>At mid year, (comparing diagnostic assessments 1 and 2) students in grades 3-8 demonstrate proficiency at 85% in math.</p> <p>At mid year, (comparing diagnostic assessments 1 and 2) students in grades 3-8 demonstrated proficiency at 85% in ELA.</p> <p>3) Cohort 1 of the MTSS team is in year four of the training and the PBIS team implement phase three for whole school implementation of PBIS. (MTSS &amp; PBIS)</p> <p>4) This will be the second year with comparable data on the ELCAP assessment and a growth target will be established based upon the measurement structure of the assessment.</p> <p>5) 100% of 8th grade students will promote to high school with a zero drop out rate.</p>	<p>5) 100% of the 8th grade class of 2020 were promoted to High School.</p> <p>6) Student performance levels on the CAST are based upon the 2018-2019 assessment results. 52.94% of student scored at or above standard, 3 &amp; 4, and 47% of students scored below standard, 1 &amp; 2.</p>

**Baseline**

1) SBAC scores will be used as a metric to indicate academic growth 2015-2016 / 2016-2017

a) Math

All + 1.7 / -8.8

SED -44.3 / + 12.3

EL -45.9 / +20

Hispanic -25.9 / -6.8

White +12.3 / -15.9

b) ELA

All + 42 / +11

SED -14.7 / -8.2

EL -12.3 / -21.4

Hispanic +14.5 / -10.1

White +41.1 / -25.4

2) Baseline scores established during the 2017-2018 school year with STAR 360.

Mid year growth data: students met, on average 78% proficiency in math

Mid year growth data: students met, on average 74% proficiency in reading

Expected	Actual
<p>3) Cohort 1 of the MTSS team is in year two of the training and the PBIS team will begin training session in September 2017 (MTSS &amp; PBIS)</p> <p>4)Reclassification of students based upon language acquisition status, reclassified students from the 2015-2016 school year was 17 students or 30%. In comparison students reclassified in the 2016-2017 school year was 11 students or 19%, a decrease from the prior year.</p> <p>5) 100% of 8th grade students promoted to high school in the 2016-2017 school year and the drop out rate was 0.</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1) The district will provide certificated, classified and administrative staff with professional development to help them update their skills and to learn best practices relating to improving student learning and academic achievement.</p> <p>Training will be provided in the areas of:            Universal Design for Learning            Aeries student information systems            iReady            MTSS            PBIS            Next generation Science materials</p>	<p>1) Data analysis, Curriculum and assessment development student study teams and program planning 1000-1999: Certificated Personnel Salaries LCFF \$2,385</p> <p>2) iReady diagnostic assessment and instructional materials 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$15,327.50</p> <p>3) MTSS and PBIS training and program development, MTSS</p>	<p>1) Data analysis, Curriculum and assessment development student study teams and program planning 1000-1999: Certificated Personnel Salaries LCFF 0</p> <p>2) iReady diagnostic assessment and instructional materials 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 6,995</p> <p>3) MTSS and PBIS training and program development, MTSS</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Newly adopted Social Studies curriculum and frameworks	funds 5800: Professional/Consulting Services And Operating Expenditures Other \$3,500  3) Materials and supplies to promote PBIS and to enhance student engagement school connectedness. 4000-4999: Books And Supplies LCFF \$1,000  1) Data analysis, Curriculum and assessment development student study teams and program planning to include benefits 3000- 3999: Employee Benefits Supplemental and Concentration \$ 1,333	funds 5800: Professional/Consulting Services And Operating Expenditures Other 1,250  3) Materials and supplies to promote PBIS and to enhance student engagement school connectedness. 4000-4999: Books And Supplies LCFF 500  1) Data analysis, Curriculum and assessment development student study teams and program planning to include benefits 3000- 3999: Employee Benefits LCFF Supplemental and Concentration 0
1. The district will continue to training for certificated and classified staff on meeting the diverse needs of specific student subgroups and provide the resources and interventions to support all students.  2. The district will continue to provide training in school wide behavior systems to align and support student behavior and discipline on campus.	1) Teacher training, professional development and teacher collaboration, iReady 5800: Professional/Consulting Services And Operating Expenditures Title II \$1,000	1) Teacher training, professional development and teacher collaboration, iReady 5800: Professional/Consulting Services And Operating Expenditures Title I 3,400

## 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 COVID-19 pandemic many of the professional development session, PBIS, and conferences were canceled or restricted to zoom meetings. A significant difference was noted in item #2, for the iReady diagnostic expenditures. The difference between the budgeted amount, \$15,327.50, and the actual expenditure, \$6,995, was due to the use of other financial resources used to cover the balance of the expenditure.

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

The district had planned on providing opportunities for staff members to meet and collaborate on assessment and curriculum development. This program was not implemented this year. The PBIS team participated in year two of the program. The team established a social and behavioral support program that includes a student recognition program. An effort needs to address the focus and implementation of targeted professional development to support staff members. Most of the training this year concentrated on the student management system (Aeries) where two staff members attended conferencing and PD was provided by the count office. Staff members have participated in iReady PD, both a webinar and a one on one session with an iReady representative and will participate in this same program next year. Additionally staff will participate in math STAR 360 training. The overall increase in students performance on the CAASPP data indicated that the focus on curriculum and instruction has increased student achievement.



## Goal 3

The school will establish a school wide system to promote effective social behavior for all students and engage students to insure academic success

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 1) Priority 8, pupil outcomes, student discipline referrals and suspension rates.  2) Priority 5 Pupil engagement, attendance rates and enrollment reports  3) Priority 6 School climate, as measured by the PBIS FIA, SAS and FIT report.  4) Priority 8 pupil outcomes, Unduplicated student performance on STAR 360, Dreambox and Footsteps to Brilliance.	1) Based upon the 2019 CA. Dashboard the student suspension rate increased from 2.8% in 2017 to 3% in 2018. The individual sub groups increased as well. English Learner suspension rate increased 4.1%. Hispanic student suspension rate increased 2.4% and the socio-economically disadvantaged sub group increased by .3%. The overall suspension rate declined significantly due to students in the distant learning program. 2) Our goal was a baseline of 97% in student attendance and our P-1 calculation was 95%. Our chronically absent student rate increased by 1.2% as indicated on the CA. Dashboard and the school wide rate was 9.1%. Student enrollment increased by 3% or 6 students to reach and enrollment of 216. 3) The PBIS team participated in year two training during the 2018-2019 and administered the PBIS assessment SAS to measure the level and effectiveness of the implementation of school wide PBIS. 4) Unduplicated student performance in STAR 360 increased to a proficiency level of 75% in both reading and math. Unduplicated student participation in Dreambox and Footsteps to brilliance did not increase in participation

Expected	Actual
<p><b>19-20</b></p> <p>1) Student suspension rates will decrease by 2% for all student and will drop by 2.5% for the largest student subgroup.</p> <p>2) As a baseline of 97% in student attendance and act as a goal to maintain. Student enrollment will increase by 3% or 6 students to reach and enrollment of 222.</p> <p>3) PBIS team will complete year three training in 2019-2020 and will administer the PBIS assessments to measure the level and effectiveness of the implementation of PBIS</p> <p>4) Unduplicated student performance in iReady diagnostic assessment will act as a baseline for the 2019-2020 school year.</p> <p><b>Baseline</b></p> <p>1) Student suspension rates for all students maintained at 3% and increased significantly for students with disabilities by 14.8%. Other subgroups that increased in suspension rates were; Hispanic by increasing by 2.4% and EL by 4.1%.</p> <p>2) Current student attendance data for the year averaged out to 95% for the 2017-2018 school year. The district enrollment decreased by 3%.</p> <p>3) PBIS team started training in the 2017-2018 school year and will administered the first SAS staff assessment in the spring of 2017. This assessment will act as a baseline for future PBIS assessments.</p>	

Expected	Actual
4) Unduplicated student performance on STAR 360 assessments in the 2017-2018 school year is being used as a baseline to review and analyze student performance. 2017-2018 was a baseline year for the online math intervention of Dreambox and the k-3 reading program of Footsteps to brilliance.	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The school will complete year 3 of establishing a comprehensive behavior support plan through PBIS. PBIS includes behavioral expectations, recognition systems and consequence systems. This year the school will administer the California Healthy kids survey to students, staff and parents.</p> <p>The school will complete year 3 of implementing MTSS, a tiered system of support. Professional development sessions will be provided through the SWIFT system. The staff will complete two fidelity measures to gage the level of implementation to the priorities of SWIFT. The Fidelity Inventory tool (FIT) will be taken two times once in November and again in April. The school Fidelity Implementation Assessment (FIA) will be taken in February 2020. For PBIS the Tiered Fidelity Index (TFI) will be taken in October or November 2019.</p>	<p>1) Substitute costs for teachers attending MTSS/PBIS conferences and trainings. MTSS funds 1000-1999: Certificated Personnel Salaries Other \$2,900</p> <p>2) Contract cost for California Healthy Kids Survey 5800: Professional/Consulting Services And Operating Expenditures LCFF \$ 1,300</p> <p>1) Statutory costs for substitutes-MTSS GRANT funds 3000-3999: Employee Benefits Other \$ 684</p> <p>3) Travel and conference for regional PBIS training, LEA PBIS coordinator on contract, social emotional learning training. MTSS funding 5000-5999: Services And Other Operating Expenditures Other \$ 4,600</p> <p>4) On-line computer based intervention in reading and math. In English and Spanish 5800: Professional/Consulting Services</p>	<p>1) Substitute costs for teachers attending MTSS/PBIS conferences and trainings. MTSS funds 1000-1999: Certificated Personnel Salaries Other 0</p> <p>2) Contract cost for California Healthy Kids Survey 5800: Professional/Consulting Services And Operating Expenditures LCFF 0</p> <p>1) Statutory costs for substitutes-MTSS GRANT funds 3000-3999: Employee Benefits Other 0</p> <p>3) Travel and conference for regional PBIS training, LEA PBIS coordinator on contract, social emotional learning training. MTSS funding 5000-5999: Services And Other Operating Expenditures Other \$1,750</p> <p>4) On-line computer based intervention in reading and math. In English and Spanish 5800: Professional/Consulting Services</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	And Operating Expenditures Supplemental and Concentration \$2,500	And Operating Expenditures LCFF Supplemental and Concentration 695

## 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 COVID-19 pandemic many of the professional development session, PBIS, and conferences were canceled or restricted to zoom meetings. Additionally, the \$1,300 allocated for the California Healthy Kids survey was not used because the survey was not administered due to the COVID-19 outbreak.

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

Goal 3 was largely based upon student interaction, behavior supports, and student outcomes on intervention programs. Due to the closure of the school due to COVID-19, most of the actions and services were not completed due to students not being on campus. A strength in our services for this goal had been the implementation of PBIS. Over the last two years the team developed a school wide culture of positivity and inclusiveness based upon the three core focus areas on respect, responsibility and being safe. Our MTSS program has relied upon the PBIS team for development of the schools social and behavioral support structures in the framework of MTSS. A priority for the school will be to reinstitute this program for the 2021-2022 school year. The school did not administer the California healthy kids survey as intended and will need to be a focus area for next year.

## Goal 4

The school will actively pursue family and community partnerships to seek input on the school's policies, practices and direction and to improve parent-school communication.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 1) Priority 3 Parental involvement, participation in parent groups, parent clubs and leadership positions as measured by sign in sheets, club participation numbers and vacant positions.  2) Priority 6 School Climate, stakeholder satisfaction survey data collected from students, staff and parents from the California Healthy kids survey.  3) Priority 3 Parental involvement in PAC (migrant parent organization) parent meetings.	1) The school and families from all neighborhoods assumed a collective responsibility to identify and breakdown the barriers to family engagement related to race, ethnicity, religion, family structure and physical and mental ability. Participation by parents increased in all areas by 3%. This includes volunteerism, parent club, parent informational night and PAC meetings. As measured by sign-in sheets and the number of meetings. 2) Family connectedness and climate survey data was not collected from the California Healthy Kids Survey this year. Our goal was to increase parent participation of 5th-8th grade students in the California Healthy Kids survey by 50% but it was not administered. A family climate survey was provided to the migrant parents during two scheduled meetings in March and April. 3) The school attempted to maintain or increase the number of parents for identified unduplicated families participating in PAC meetings. As indicated by the number of meetings and the sign-in sheets attendance by PAC parents increased by 5%.

Expected	Actual
<p><b>19-20</b></p> <p>1) The school and families from all neighborhoods will assume a collective responsibility to identify and breakdown the barriers to family engagement related to race, ethnicity, religion, family structure and physical and mental ability. Participation by parents will increase in all areas by 10%. This includes volunteerism, parent club, parent informational night and PAC meetings. As measured by sign -in sheets and number of meetings.</p> <p>2) Family connectedness and climate survey data will be collected from multiple sources to address school improvement efforts and student support structures. Our goal is to increase parent participation of 5th-8th grade students in the California Healthy Kids survey by 50%.</p> <p>3) Maintain or increase the number of parents for identified unduplicated families indicating positive school engagement and increase participation by 5%.</p> <p><b>Baseline</b></p> <p>1) Current participation numbers in parent organizations have maintained a consistent level but attendance at the leadership and governance levels have decreased as indicated by vacancies at the school board level and he lack of a school site council.</p> <p>2) Parent survey participation totals are being calculated by the California Healthy kids survey, parent portion. Only 5% of parents of 4th-8th grade students participated in the 2016 survey.</p> <p>3) PAC meetings have increased and average between 3-5 members each meeting and increase of 30%.</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1) Encourage parents to participate in SSC and other school governance capacities. Develop parent information events relating to MTSS, PBIS and home based supplemental curriculum resources. Parent participation and attendance will increase by 5% overall.</p> <p>2) Provide students, parents and staff the opportunity to participate in an alternative survey method and the California Healthy kids survey.</p> <p>3) Maintain a bilingual communication system through school messenger and the school website for notification to families regarding students. Weekly updates to the school website for parent notification of events and information provided in English and Spanish.</p>	<p>1) Website to advertise and provide information about SSC and other school governance groups to parents at back to school night and in the beginning of the school year 5000-5999: Services And Other Operating Expenditures LCFF \$1,000</p> <p>1) Parent classes and information centers relating to MTSS, PBIS and home based supplemental curriculum resources conducted by our staff paid as a stipend. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$ 1,222</p> <p>2) Contract with Aeries (Signal Kit) for messaging in English and Spanish 5900: Communications Supplemental and Concentration \$ 1,750</p> <p>3) PAC meetings and community activity nights 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$ 800</p> <p>3) Parent meeting attendance incentives 4000-4999: Books And Supplies Supplemental and Concentration \$ 750</p> <p>3) Contract with Website provider to provide content in English and Spanish 5900: Communications</p>	<p>1) Website to advertise and provide information about SSC and other school governance groups to parents at back to school night and in the beginning of the school year 5000-5999: Services And Other Operating Expenditures LCFF \$695</p> <p>1) Parent classes and information centers relating to MTSS, PBIS and home based supplemental curriculum resources conducted by our staff paid as a stipend. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0</p> <p>2) Contract with Aeries (Signal Kit) for messaging in English and Spanish 5900: Communications LCFF Supplemental and Concentration 1,750</p> <p>3) PAC meetings and community activity nights 5900: Communications LCFF Supplemental and Concentration 200</p> <p>3) Parent meeting attendance incentives 4000-4999: Books And Supplies 0</p> <p>3) Contract with Website provider to provide content in English and Spanish 5800:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$2,000	Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 695
	Certificated benefits for parenting classes (26% of 1,222) 3000- 3999: Employee Benefits LCFF Supplemental and Concentration \$320	Certificated benefits for parenting classes (26% of 1,222) 3000- 3999: Employee Benefits LCFF Supplemental and Concentration 0

## Goal Analysis

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

Due to the COVID-19 pandemic many of the professional development sessions, PAC meetings, Parent meetings and conferences were canceled or restricted to zoom meetings.

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

The school was not effective in soliciting information from parents due to not administering the California Healthy Kids survey. The school did administer a survey to Migrant parents and 7 parents completed the survey. Overall school governance increased due to having a full 5 seats occupied by board members. The school was able to provide weekly updated to parents in both English and in Spanish. Our parent participation in PAC meeting was positive, averaging 20+ parents per meeting. Our migrant health fair located at the migrant labor camp was very well attended with an estimated 200 participants. On average our parent participation at Open House and Back to school night averages between 50 and 75 parents.



# 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
IP-1 - The administration, teachers and staff develop and implement safe and healthy learning and work environments guidelines and protocols based upon resources, recommendations, and information provided by the California Department of Education, California Department of Public Health, the San Benito County office of Education, and the San Benito Public Health Department to address the safety needs of all students and staff members.			
IP-2 - The district will provide personal protective equipment for students and staff to promote a safe and healthy learning and work environment. The district will allow students and staff to use their own personal face coverings if they choose to do so.			
IP-3 - The district will work with custodial staff to ensure staff is trained in sanitizing and disinfecting to ensure all students and staff are operating within a safe and healthy learning and work environment. The district will work with custodial staff to develop location based custodial check list to verify proper and thorough sanitization and cleaning on a scheduled basis.			
IP-4 - The administration and staff members will create and implement a hybrid learning program that includes two days of in-person instruction, daily independent distance learning, and small instructional session blocks for students who have not yet met academic standards or who need intervention support.			Yes
IP-5 - Teachers will provide iReady diagnostic assessments and iReady curriculum support for students. iReady curriculum and	13,820	13,820	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
intervention support will be provided for all students and specified for each individual student need. This will address unique learning needs and learning loss for students impacted due to the school closure.			

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.

In March of the 2019-2020 school year student learning transitioned from in-person to a 100% off campus format, with only one week of transition time, leaving many families with daytime child care challenges. Additionally, the quick transition to online learning created concerns about the welfare of students who rely upon the school environment for socialization, emotional development and a consistent source of meals in addition to education. Because on-line school requires technology equipment, internet access and the ability to navigate several on-line platforms, many students and their families lacked the resources and understanding to ensure learning continuity for their children.

## Analysis of In-Person Instructional Offerings

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

The COVID-19 pandemic resulted in a statewide "safer at home" order and school closures that began in March 2020. Business closures and employee layoffs impacted household incomes and led to the largest economic and budgetary contraction of our lifetime. In March of the 2019-2020 school year student learning transitioned from in-person to a 100% off campus format, with only one week of transition time, leaving many families with daytime child care challenges. Additionally, the quick transition to online learning created concerns about the welfare of students who rely upon the school environment for socialization, emotional development and a consistent source of meals in addition to education. Because on-line school requires technology equipment, internet access and the ability to navigate several on-line platforms, many students and their families lacked the resources and understanding to ensure learning continuity for their children.

Since March of 2020, our school and community has struggled with the changing guidance related to whether or not businesses can open, continual and mixed direction on health and safety protocols, the lack of local health care resources, illness, and the community spread of the COVID-19 virus. The fluid nature of the pandemic, community reaction to policy changes, confusing and conflicting information about the virus, and the emotional toll of isolation has left our community polarized in their viewpoints and opinions about how school should operate for the 2020-2021 school year. Because of the varying beliefs our district has planned to reopen with learning model options for families to choose from. The district created a re-opening committee to investigate learning options for students and the findings of the re-open committee were presented to our school community.

The delivery of instruction and student learning will occur through synchronous and asynchronous methodologies.

- Synchronous learning is the kind of learning that happens in real time. The teacher or staff member and the students interact in a specific virtual place, through a specific online medium, at a specific time. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting and live streaming.
- Asynchronous learning is independent work provided by the teacher or staff member. Independent work could be assigned as materials for reading, lectures for viewing, assignments for completing, and exams or assessments for evaluation. Methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, discussion boards or social media platforms.

The Learning Model Options Included:

- Hybrid Learning Model - which combines on-campus and at-home learning. Student classes would be split into two cohorts and each cohort would attend school for four days a week Monday-Thursday under a non traditional bell schedule with safety protocols in place and receive independent work (asynchronous) Friday, the last of the week. Cohort groups will be designated to an AM or PM cohort on campus with a time block in the middle of the day for cleaning and disinfecting the school campus.
- Virtual Learning Model - where students learn at home in a virtual format and engage in scheduled, interactive, whole class and small groups sessions each day (synchronous) combined with independent work (asynchronous).

In late summer 2020, San Benito County was placed on the California Coronavirus Monitoring list due to the increase of disease transmission in our community. Under the guidance from Governor Newsom, most schools in our county cannot reopen for on-campus learning until San Benito County has been removed from the monitoring list for fourteen consecutive days. In response to the Governor's order, 100% of Southside students started the year in a distance learning model. Southside school was committed to maintain a 100% distance learning model for a six week time periods and to re-evaluate learning model options with a possibility to re-open on campus learning after six weeks pending the decrease in disease transmission and guidance for local and state health officials. San Benito County moved to the red tier in March of 2021. Southside opened school for in-person instruction on April 12th 2021 for grades TK-3rd. The following week, April 19th, in-person instruction was available for all grade levels TK-8th grade. In spite of the difficult circumstances caused by the COVID-19 pandemic Southside Elementary remains committed to serving our students by providing high quality equitable instructional program with safety protocols in place, while continuing our efforts to meet the individual and diverse needs of all students.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
DL-1 - The administration, teachers and staff create and implement a distance learning model that includes daily virtual interactive instruction and individual learning plans to support students in IEP's, who are identified as ELL, foster youth or homeless in grades TK-8th grade targeting students who have not met academic grade level standards.			
DL-2 - The district will provide at-home access to 21st century technology when needed to support student learning by purchasing additional chrome books, site licenses and wireless hot spots for those who would not otherwise have access to a chrome book or the internet. (\$1,960 site licenses, \$4033.33 wireless hotspots) Secondly the district will purchase additional teacher work stations, document cameras, and LCD projectors to provide staff with appropriate classroom presentation stations. Secondly, an internet cell antenna will be placed at the migrant labor camp to support internet accessibility for student residing at the camp (\$1,500).	58,142	57,976.13	Yes
DL-3 - The district will provide a supplemental instructional and diagnostic program called iReady to provide an online instructional resource to support effective distance learning instruction. iReady will also serve as a tiered intervention support for student who are not performing at grad level or who are experiencing learning loss due to school closure. The iReady platform was identified earlier in the plan in the in-person model as an action. This has been addressed in the first section of this report.			
DL-4 - The Southside Saturday academy will run for nine Saturdays from September to November. The academy will be staffed with two certificated staff, two instructional classroom aids, one classified administrator, and one site administrator. The academy will provide three hours of instruction from 8:30am to 11:30 am each Saturday.	11,376	11,376	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
DL-5 - Kindergarten support for students will be designed for meeting the needs of emerging learners students who are not accustom to the routine of school and are in need of foundational skill development that is lacking as a result of school closure, or are a designated as ELL. (114 hours by \$40 per hour = \$4,560)	4,560	4,560	Yes
DL-6 - Additional software programs will be needed to support distance learning for students and staff. Enhancement programs include, Mystery Science, KAMI, and Cyber Schools.	2,420	2,420	

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.

There were not significant difference between the budgeted and actual expenditures in the distance learning program.

## 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 Southside Elementary School District has developed two learning model options for the re-opening of school for the 2020-2021 including:

Hybrid Learning model which combines on-campus and at-home distance learning. Students attend on-campus instruction four days a week with health and safety protocols in place and receive distance learning instruction each day the student is not on-campus with Friday dedicated as a distance learning day for all students.

Distance Learning model in which students learn at-home in a virtual environment. Students will engage in multiple scheduled, interactive sessions with whole class or small group each day and will also complete independent work.

The intent of the two learning models outlined in the re-opening plan was that families could choose the option they felt more comfortable with for the 2020-2021 school year. Additionally, the re-opening plan was intended to address the fluid nature of the COVID-19 pandemic and the needs of students by making it possible to scale up the distance learning program if needed. When full or partial school closures are needed due to health and safety concerns, students participating in the hybrid model can transition to the distance learning model.

Under the guidance from Governor Newsom and the ever shifting nature of the global COVID-19 pandemic, schools in our county were not able to reopen for on-campus learning until San Benito County had been removed from the monitoring list for fourteen consecutive days. In response to the Governor's order 100% of students at Southside school started the year with distance learning instruction. Students and families who elected to participate in the hybrid learning model transitioned to the program when on-campus instruction began when San Benito county met the criteria to do so.

In the distance learning model students are learning in a virtual format. Teachers utilize a variety of instructional strategies including whole class and small group instruction, and independent work. On-line class sessions are held at various times during the day and attendance is compulsory. A minimum of one sixty minute session is conducted daily to ensure students maintain access to all core content areas. Instruction is provided through a variety of virtual platforms and supplemental programs. Students earn grades on assignments and report cards as they would in a traditional school setting. Our goal for distance learning in the fall of 2020 was to duplicate the rigor and academic content demand similar to that of in-person instruction.

Chrome books are available for any student who requests one. Before school began, all families were asked to complete an online Chrome book survey to request a device. Families who are identified in the migrant education program and who did not have internet access, were provided a hotspot that allows access on the designated student Chrome book. Families that did not have internet access were contacted by telephone and were scheduled for an appointment to visit the school office for the check out process for a Chromebook and a hotspot. Parents that were unfamiliar with the instructional platforms were contacted by a staff member who guided them through the platforms and log-in process.

In the distance learning program student progress was assessed through grades on student assignments, quizzes and formative subject specific assessments in addition to teacher observations. One of the summative diagnostic assessments is the iReady diagnostic administered in English language arts and mathematics to all students in kindergarten through 8th grade. Summative iReady assessments are given two times a year, once each semester.

Daily attendance in the distance learning program is based upon students attendance in live synchronous lessons. Attendance is recorded in the district student managements system, Aeries, and is recored during the zero period home room class between 8:00 and 8:30 everyday. Because each day in the distance learning program may consist of one or several online classroom sessions, teachers may also record attendance using a variety of formats such as chat questions, google forms, to respond orally or a phone call for the day. Distance learning and independent study complements the synchronous interactive lessons by providing students with instructional breaks, limited screen time as well as time to practice concepts or skills. Distance learning independent study assignments are developed to fulfill the minimum instructional minutes and meet attendance requirements in the distance learning model. Teachers estimated the average amount of time it would take a student to complete an activity and assigned a time value to the activity. Teachers recorded the time value for synchronous and asynchronous learning for attendance accounting in the traditional format in the Aeries student information system. A second recording and accounting system/template was implemented on 9/14/20. The template was provided by the state of California for recording student contact and synchronous and asynchronous learning. Templates are pre-populated with student names and dates and are emailed to the teachers each week. Signed copies of the class templates are maintained in a secure electronic format and are printed and filed for attendance and accounting purposes.

To meet the needs of pupils with unique needs including ELL students, migrant students, students with exceptional needs, foster youth, and those experiencing homelessness in the Southside Elementary School District the following supports and services are provided:

#### Saturday Academy:

To meet the needs of the students identified as having unique needs, Southside will offer a Saturday program with supplemental instructional opportunities and to address student learning loss due to school closure, Southside will offer Saturday school academies in the fall semester.. The Saturday academies will target instructional support by offering nine Saturday sessions in the fall. Two certificated teachers will be used to provide instruction for 3 hours per day with .5 hours prep time each Saturday. Two bilingual liaisons will be used to support students in class with language support and to provide engagement support for Spanish speaking parents. A classified administrator will be needed for data entry and communications with oversight from the site administration. Instruction will focus on, tutorial support for regular classroom and grade level assignments and secondly, English language development. The Saturday school dates occurred on:

September 12th, 19th, 26th

October 3rd, 10th, 17th, 24th

November 7th & 14th

#### English Learners:

Southside teachers and two bilingual instructional associates completed daily contact with ELL students. For students requiring intensive instructional support, our bilingual aids conducted tutorial sessions over the phone with individual students. Secondly, students were assigned iReady curriculum resources online to provide intervention support though an online platform. Each family was asked about access to a device for internet access and if a family did not have a device, a Chromebook was provided by the school. For students that did not have internet access, paper packets were printed and delivered to students. Three families were identified in the first two weeks that did not have access or resources to get online.

#### Foster Youth:

Southside does not have any students identifies as foster youth. If Southside was to serve a foster youth student, the foster youth liaison would be the primary case manager for the students the students and will work with the San Benito County Office of Education Coordinator of Special Programs for wrap-around services and supports.

#### Homeless/Low income:

Many of the same supports used for ELL students were used for our low-income and homeless students. A data extraction for our student information system provided us with an identified updated list of homeless families and students. Each family was contacted and provided listing of the food and meal support programs in the county. A partnership with the Coordinator of Special Programs in



the San Benito County Office of Education provided a second layer of service for our most needy families, gas cards and food card were distributed to three families in extreme living conditions.

#### Migrant Education Services:

Students and families identified in the migrant education program receive support through the Region 1 service area located out of the Santa Clara County Office of Education. Regional support service include a program coordinator, recruitment services and housing support. The district provides a migrant liaison, transportation tokens, site based tutoring, data compliance, a summer program, health screening, and mental health training. Students receive individual learning plans and transition services. Support staff work with teachers to meet the unique needs of our migrant students as well as communicating with parents and families about student progress and community support programs.

#### Family Outreach:

All classroom teachers, special education case carriers and support staff communicate with parents via phone calls or emails during distance learning. Weekly emails are sent to parents about important school or community information. Information is posted on social media outlets and updated on the school web page.

#### Small group support:

In-person and distance learning group instructional blocks of time will be dedicated to meeting the needs of students who are not performing at grade level standards, have experience learning loss as a result of school closure, or are a designated as ELL. During the small group sessions teachers and staff will target specific student needs, use intervention programs such as iReady, and use a variety of instructional strategies to accelerate learning. Specific student academic needs will be determined through a series of formative assessments diagnostic summative assessments through iReady in both English language arts and mathematics.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
PPL-1 - The district provides the iReady diagnostic assessment system in English language arts and mathematics for kindergarten through eight grade students that provides information on student learning loss, academic regression, and specific lessons that target individual needs. This has been addressed in the first section of this report.			
PPL-2 - Teachers and instructional aides develop, monitor and implement individual learning plans for English language learners and for students not meeting grade level academic standard. Plans and pull out instruction address learning loss, English language acquisition, and academic needs through the use of diagnostic data and prescriptive lessons.			
PPL-3 - The Parent Advisory Council (PAC) comprised of the PAC board, parents/guardians, the migrant liaison, and the school administrator collaborate to identify equitable culturally responsive academic and social practices to ensure educational equity, social barriers, and disparities in achievement.			
PPL-4 - Migrant Summer School Program 2020. The in-person migrant summer program was designed to support learning loss and language acquisition. The program served 26 students in the months of June and July 2020. This program is funded from the Southside district of service agreement with the Region 1 Santa Clara County Migrant Education office.	14,603	15,350	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.

A slight difference was recognized in the budgeted funds versus actual funds in the migrant summer program. We can attribute these increased costs due to the increase in employee benefits costs.

## 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.

Specific student academic needs will be determined through a formative and diagnostic summative assessments. All students, regardless of the learning model they are participating in, will engage in the diagnostic summative assessments. The iReady diagnostic assessments in both English language arts and mathematics will be administered to all kindergarten through eight grade students. The diagnostic assessments will be administered once each semester to all students. Formative assessment measures are used by teachers in all curricular areas (mathematics, social studies, science, english language arts) to provide feedback on instruction, measure student learning and progress and to guide instruction.

Each classroom teacher and both instructional aids will provide small group instruction that offers specified instruction to target student learning needs. Small group intervention support will accelerate learning, support learning loss due to school closure and provide equitable access to grade level standards of achievement.

In addition to support sessions by classroom teachers and instructional aides, students receiving special education services will receive additional support identified through their Individual Learning Plan (IEP). Similarly, students who are identified as low-income, Foster Youth, or Homeless youth are identified and provided individual targeted instruction and intervention for classroom aides and certificated staff.

Southside Elementary provided an in-person migrant student summer school to address learning loss and English language acquisition. The twenty day in person summer program in the summer of 2020 was specifically designed to address student learning loss. Students had been out of school since March 2020 and had missed in-person instruction for over ten weeks. Students identified in the migrant program typically demonstrate academic regression due to transitory residency, language barriers, educational inconsistency, and a lack of exposure to academics. The strategy of the Southside program was to provide English language development, English language arts, mathematics and culturally relevant pedagogy in arts education. The support structures in the summer program are different from the regular year because the summer school is exclusive to migrant students and the instruction focuses on academic acceleration in English language development.

Stakeholder survey data was collected to determine parent desire for students to attend a summer academy program. Fifty four parents responded (six families with siblings) indicating a desire to have their students attend a summer program to address learning loss.

Staff and teachers were contacted and provided the opportunity to work during the summer program. Six staff members work the general education program and five staff members were employed for the summer migrant program.

## 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.

The mental health support services at Southside Elementary and throughout our county has been identified as as area of great concern as services are generally lacking in all areas. The lack of supports services, staffing, funding, and the geographical proximity to large urban centers and Universities has contributed to the lack of services.

Southside has partnered with the San Benito Behavioral Health Department to address the lack of services at the school. San Benito County Behavioral Health is providing a therapist, from their department, to the school one day a week for two hours. During distance learning the therapist is contacting students and providing support through online platforms.

A second service that is provided to Southside school is the Educationally Related Mental Health Services (ERMHS) through the county SELPA. The services are restricted to students who have an IEP and who require mental health services to support their academics. The services are not therapy based and have to be authorized in a student individual education plan (IEP). Feedback is collected from stakeholders through regular communication methods. Students and parents communicate through classroom staff and referrals are communicated to the administration. Services are then coordinated from the administration to service providers. Secondly during individual student study team meetings and individual education plan meetings, services are discussed and offered on an as needed basis.

## 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 Southside Elementary School District is committed to engaging all students in learning. The following protocols have been established for tiered reengagement and family outreach in the event that students are absent from distance learning.

Tier 1 for all students:

Students are required to attend daily virtual classes through a meeting platform selected by the teacher (Meet, Zoom, etc.) Students should only miss virtual classes if they are ill or absent from school. Weekly engagement records are maintained that include:

Daily attendance taken and recorded by the teachers in the student information system, Aeries.

Assignment completion and student participation kept through grades in Aeries.

Assessment and participation information gathered through digital platforms such as iReady, Footsteps to Brilliance, Dojo, Remind and other online applications.

Tier 2 for students who have accumulated three or more consecutive absences, have missed 60 percent of the instructional days in a school week, or for students who are not engaging in instruction.

The student's name is provided to the office staff or administrator. Office staff/admin contacts families (with assistance from translators when necessary) to identify barriers to student engagement and provides assistance in eliminating barriers. Assistance may include:

Replacement technology or new technology or materials

Ensuring language support if necessary

Referral to mental health and social services

Weekly check in from office staff

Tier 3 for chronically absent students who have missed more than 10% of the school year in distance learning:

School administration and support staff continue to work with and support families to address ongoing barriers. The school

During the 2020-2021 school year, distance learning was the primary method of engagement between teacher to student, teacher to parent, and school to parent. Primary communication methods were through email, surveys, or virtual platforms. A number of different surveys were sent to parents to collect feedback on the distance learning program and parent satisfaction in the virtual environment. -

Distance Learning Parent Survey - Administered on-line from May 15th 2020 to June 15th 2020

This survey asked parents/guardians about the spring 2020 Southside distance learning program and how individual student needs were being met, learning loss and ways to strengthen the distance learning program. 74 families participated in this survey. -Budget

Advisory Survey - Administered on-line from May 21st 2020 to May 27th 2020. This survey was for the budget advisory committee to prioritize budget items in anticipation of possible budget reductions for the 2020-2021 school year. Survey items asked participants to consider areas of certificated staff, classified staff, curriculum programs and school related programs and services. Four committee members participated in this survey. -Southside Re-opening of School Survey - Administered on-line from June 8th 2020 to July 3rd

2020. This survey asked parents/guardians about the 2020-2021 school program models, health and safety priorities and technology needs. 107 families participated in this survey. -On-line Chrome book technology Survey - Administered from August 8th 2020 to

August 31st 2020. This survey and form asked parents if they needed chrome books at home for distance learning instruction. The survey included the acknowledgment of the Southside Elementary technology loan agreement. 79 families participated in the survey and the survey included a Spanish language version. -Extended Learning Opportunities Summer School Survey - Administered online from April 10th 2021 to April 21st 2021

This survey was to measure the parent interest in providing extended learning opportunities and a summer school program. Seventy (70) parents participated in the survey and the survey included a Spanish language version.

- Parent Engagement and Feedback Survey - Administered on-line from April 21st 2021 to May 2nd 2021.

## Analysis of School Nutrition

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

During the first week of distance learning in the spring of 2020, our kitchen staff provided bag lunches for students each day. After the first week Southside partnered with the Hollister School District to provide student breakfast meals and student lunches. Southside communicated with all families about the specific location and times to pick up student meals at local Hollister school district elementary school sites. This partnership continued through the summer of 2020.

At the start of the 2020 school year the Southside kitchen staff developed an internal program specifically for Southside families. Food service personnel involved in meal prep and distribution follow safety protocols by wearing face coverings and sterile gloves. Social distancing measures are maintained during distribution by placing meals on tables and trays adjacent to the curb so families can easily drive through and access them in a contact free "Grab & Go" manner. The program includes:

Weekly order forms emailed to all families in English and Spanish prior to the delivery week. The decision to provide meal service in this format was through a collaborative effort from the kitchen staff and the administration. Health and safety protocols were a primary focus to providing meal service to families and to minimize exposure and infection. Kitchen staff would communicate with families on pre-orders, pick up times and nutritional restrictions in order to provide a consistent service model.

Menu items posted on the school web page

A scheduled pick up time and date where families can pick up student meals for entire week

A drive through curbside pick up

A school database to enter and monitor student meal accounts

When Southside Elementary returned to in-person instructional, some students attend school on campus for the hybrid learning model and others continued distance learning from home.

When in-person instruction opened on the campus the same "grab and go" meal distribution continued for all families. The food service staff worked to maximize the available meal resources to provide free meals to all families for the remainder of the 2020-2021 school year.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person Instructional Offerings	AA-1 - The school administration annually updates safety plans and oversees facility maintenance and school improvements.			
Pupil Learning Loss (Pupil Learning Loss Strategies)	AA-2 - The teachers and special education staff collaborate with each other to identify learning needs of program specific students to plan for differentiated instruction.			
Pupil Engagement and Outreach	AA-3 - The school administrator, teachers, and staff members promote and encourage home-school communication to engage families through: <ul style="list-style-type: none"> <li>• Websites, auto-dialer, social media, Aeries portal, Dojo, and Remind.</li> <li>• School to home emails that can be accessed through mobil or desktop devices</li> <li>• School wide surveys and forms</li> <li>• Families conferences</li> </ul>	2,420	1,200	
Pupil Engagement and Outreach	AA-4 - School administration and teachers utilize a multi-tiered system of supports which includes Positive Behavior Interventions and Supports (PBIS), school recognition programs, and other means of correction to ensure positive school climate and wellness for all students.			

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.

An analysis of the planned services and budgeted expenditures compared to the actual expenditures indicated a difference of \$1,220. The difference can be attributed to a lower cost of the school website. The cost was overestimated.

## 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.

Providing a high quality distance learning program for students was a tremendous challenge for the Southside staff. Despite the challenges the staff was able to provide a quality online platform with rigor and consistency. One of the greatest challenges was technology and connectivity to the online platforms. Connectivity was a challenge due to the locations of our rural community families or with households with multiple children on home networks. Secondly, there was no connectivity at the San Benito migrant labor camp. The school worked with outside providers to establish a reliable internet connection at the migrant labor camp for our migrant education students. This is a temporary solution for the students at the labor camp and a long term solution is needed to provide equal access for our migrant education students.

The need for parent outreach and support was another contributor to the LCAP goals. During the distance learning phase of the school year, it was evident that many parents needed support in order to help their children with online platforms. Many parents had never used the online platforms such as google classroom or zoom. If the students encountered issues with the platforms or could not login, parents were helpless in providing support for their students. School staff found it necessary in some instances to walk parents through the login process or system functionality of programs.

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

Combined measures are used to assess the anticipated learning loss for students impacted by the lack of in-person instruction. Learning loss will affect all students to some degree but will escalate for students with unique needs such as ELL students, low income students, students with special needs and foster youth. The formative assessments given to students in the areas of mathematics, language arts, science and social studies help to provide the teachers with data to help guide instruction and to identify the levels of intervention that might be needed to support a student. The summative assessment data is used to develop a baseline of student knowledge or performance or to gauge a student's level of growth over time. Summative assessment data can also be used as a measure to determine grade level and subject specific student performance, school wide performance, similar school comparative data, or to meet accountability measure developed by the state of California.

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.

Due to the COVID-19 global pandemic, the actions and services that were planned for the year were not obtainable due to the health and safety restriction, stay at home orders, and shifting guidance for schools. For the district to meet the increased service requirement, the district developed a program to address learning loss by providing a Saturday academy and a general education summer program. These programs were not originally identified as in the LCAP and were designed specifically to meet the academic needs of struggling students and learning loss. Moving forward the district plans to continue intervention programs from by stakeholder and academic assessments of students.



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

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

Southside's analysis of both the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan suggest that, as with all school systems nation wide, recent gains have been undermined by the pandemic, and longstanding achievement gaps have been exacerbated during distance learning. These challenges necessitate a renewed emphasis on tiered levels of support inside and outside the classroom, equitable access of technology, and community outreach and support.

Prior to COVID-19, Southside had seen multi-year progress on key indicators, particularly in lowering the suspension rates, chronic absenteeism, and student achievement levels on state assessments. On the California School Dashboard, it had reached the "green" performance levels for chronic absenteeism and suspension rates and the "blue" performance levels for English Language arts. Specifically student who were identified as hispanic, scored in the "green" performance level, 24 points above standard, in English Language Arts.

## 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:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

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

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

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- 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.
  - 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	1,289,950.50	1,221,573.00
	0.00	0.00
Federal Funds	0.00	44,588.00
LCFF	1,036,513.00	982,527.00
LCFF Supplemental and Concentration	320.00	174,047.00
Lottery	35,000.00	12,511.00
Other	72,124.00	4,500.00
Supplemental and Concentration	144,993.50	0.00
Title I	0.00	3,400.00
Title II	1,000.00	0.00

\* 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	1,289,950.50	1,221,573.00
1000-1999: Certificated Personnel Salaries	690,983.00	645,963.00
2000-2999: Classified Personnel Salaries	82,444.00	125,740.00
3000-3999: Employee Benefits	419,496.00	407,829.00
4000-4999: Books And Supplies	43,750.00	14,261.00
5000-5999: Services And Other Operating Expenditures	9,600.00	6,445.00
5800: Professional/Consulting Services And Operating Expenditures	39,927.50	19,385.00
5900: Communications	3,750.00	1,950.00

\* 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	1,289,950.50	1,221,573.00
1000-1999: Certificated Personnel Salaries	LCFF	686,861.00	645,963.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	2,900.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,222.00	0.00
2000-2999: Classified Personnel Salaries	Federal Funds	0.00	28,735.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	97,005.00
2000-2999: Classified Personnel Salaries	Other	28,735.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	53,709.00	0.00
3000-3999: Employee Benefits	Federal Funds	0.00	15,853.00
3000-3999: Employee Benefits	LCFF	330,852.00	330,519.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	320.00	61,457.00
3000-3999: Employee Benefits	Other	32,389.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	55,935.00	0.00
4000-4999: Books And Supplies		0.00	0.00
4000-4999: Books And Supplies	LCFF	1,000.00	500.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	1,250.00
4000-4999: Books And Supplies	Lottery	35,000.00	12,511.00
4000-4999: Books And Supplies	Supplemental and Concentration	7,750.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,000.00	695.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	4,000.00
5000-5999: Services And Other Operating Expenditures	Other	4,600.00	1,750.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	4,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	16,800.00	4,850.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	8,385.00
5800: Professional/Consulting Services And Operating Expenditures	Other	3,500.00	2,750.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	18,627.50	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	3,400.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	1,000.00	0.00
5900: Communications	LCFF Supplemental and Concentration	0.00	1,950.00
5900: Communications	Supplemental and Concentration	3,750.00	0.00

\* 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	1,245,579.00	1,203,643.00
Goal 2	24,545.50	12,145.00
Goal 3	11,984.00	2,445.00
Goal 4	7,842.00	3,340.00

\* 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	\$13,820.00	\$13,820.00
Distance Learning Program	\$76,498.00	\$76,332.13
Pupil Learning Loss	\$14,603.00	\$15,350.00
Additional Actions and Plan Requirements	\$2,420.00	\$1,200.00
All Expenditures in Learning Continuity and Attendance Plan	\$107,341.00	\$106,702.13

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$2,420.00	\$2,420.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$2,420.00	\$1,200.00
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$13,820.00	\$13,820.00
Distance Learning Program	\$74,078.00	\$73,912.13
Pupil Learning Loss	\$14,603.00	\$15,350.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$102,501.00	\$103,082.13

# 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
Southside School District	John Schilling Superintendent / Principal	jschilling@sbcoe.org (831) 637-4439

## Plan Summary [2021-22]

### General Information

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

#### Introduction:

Southside School is a single rural K-8 school and the only school in the Southside Elementary School district. Southside School was founded in 1888 and promoted the first graduating class between 1890-1893. Southside is located 11 miles south east of downtown Hollister in San Benito County. Southside's immediate community consists of the local residents of the San Benito Riverview community and Ridgemark estates. Like much of the rural area of San Benito region, the community is economically and ethnically diverse, mixing single family homes, ranches and the San Benito County Migrant Camp community. Southside's current location was constructed in 1978 and is now a K-8 school with 11 classrooms and 9.5 teachers, 5 classified staff and 1 administrator.

#### Student Profile:

Southside's enrollment totals are based upon the 2020 California Dashboard data currently at 215 students, with 48% male and 52% female students. The number of student receiving assistance for free and reduced lunch is 78 (34%). 17.5% of students, or 40 students, receive migrant federal student support. Southside school unduplicated FRPM/EL eligible count is 93 (40%). With new calculations based upon the 2020 California Dashboard data count, the school's demographic make-up is 121 or 56.8% identified as Hispanic Latino, 86 or 43% as white or unidentified, 16% of the students (34) are classified as English Language Learners and there are no students who are identified as foster youth. 9 students (4.2%) have been identified as homeless and have access to McKinney-Vento services. Southside has 12 (5.6%) of students who have been identified as receiving student services under the federal Individuals with disabilities Act.

#### Discussion:

Southside has a respected reputation for strong academics and community support. Southside's test scores typically exceed all elementary schools in San Benito County with a higher percentage of students meeting or exceeding standard by subject and grade level each year.

Southside is a TK- 8th grade school thus, metrics such as high school graduation rate, Advanced Placement exam pass rates, Early Assessment Program (EAP) scores, A-G qualification percentages, and High School drop out rates are not applicable for the school. In terms of student performance gaps, the largest difference in student performance falls in the area of math where the performance of white students (+10.3 points above standard) exceeds the performance of socioeconomically disadvantaged students (51.6 points below standard) and English learners (60.4 points below standard) based upon the 2019 CAASPP assessments. Southside utilizes contract services with the San Benito County office of Education for Business services, Internet Technology, Special Education and for staff professional development. Southside is proud to offer enrichment activities and athletics and other extra-curricular programs to support the school's philosophy for each student to become productive members of a diverse and changing society. Our plan focuses on developing a highly skilled staff to provide an inclusive learning environment a multi-tiered system of academic/social/behavioral student support. Our approach is to include our stakeholder groups in this community effort to include all students in rigorous and collaborative learning experiences.

## Reflections: Successes

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

The 2019 California state dashboard (the most recent version of this report) district performance overview for Southside Elementary highlights successes in the areas of Chronic absenteeism (green), Suspension rate (green) English Language Arts (blue), Mathematics (yellow) and all other performance indicators as standard met.

For the overall area of academic engagement in Chronic absenteeism (6.8%) declined by 2.3% school wide from the prior year. The dashboard data indicated that the sub-group of English Language learners who were chronically absent (14.3%) declined by 9.1%. for Socially economically disadvantaged students who were chronically absent (11.9%) declined by 3.8%, Hispanic students (7%) declined by 2.3%, white students (7%) declined by 2.4%. The sub group with the largest decline in the are of chronic absenteeism was the sub group of students identified with disabilities (6.3) with a decline of 15.2%.

In the area of Conditions and climate the school wide suspension rate for students suspended at least once (2.2%) declined by .8% from the prior year. The dashboard indicated that the sub groups of hispanic (2.2%) declined by 1.6% and the sub group of students with disabilities (1.3%) declined by 3.9%.

In the area of academic performance, the largest growth area was in English Language arts. Over the last three years Southside students have indicated improvement in the distance from standard in ELA. In 2017, 26.5 points above standard, in 2018, 36.6 points above standard and last year, 2019, 45.2 points above standard an increase school wide of 8.6%. The sub groups who demonstrated growth were Hispanic students (24 points above standard with an increase of .4 points. The sub group of white students (75.4 points above standard) increased by 28.1 points and our English only sub group (56.1 points above standard) increased by 13.4 points.

Moving forward, the district plans to build upon these successes by increasing professional development for teachers in the areas of SEL, NGSS, ELA, and Mathematics. Secondly the district plans to continue to use the iReady diagnostic assessment and intervention programs to monitor student program and to provide tiered levels of intervention. Lastly, the district will continue to focus on stakeholder engagement, student equity, and school to home communication.

## 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.

Throughout the country, COVID-19 has had a substantial impact on students, particularly unduplicated students and other historically marginalized groups. It is no different at Southside school.

The California state 2019 dashboard district performance overview for Southside Elementary highlights challenges in the areas of Chronic absenteeism with a sub group in the area of yellow, Suspension rate with a sub group in the area of orange, in English Language Arts with three sub groups declining, Mathematics with a school wide decline of 2.8 points in comparison to the prior year.

For the overall area of academic engagement in Chronic absenteeism (6.8%) declined by 2.3% school wide from the prior year. The dashboard data indicated that the sub-group of Homeless students was measured at 23.5% and increased in chronic absenteeism by 15.2%.

In the area of Conditions and climate the school wide suspension rate for students suspended at least once (2.2%) declined by .8% from the prior year. The dashboard indicated that two sub groups increased in being suspended at least once. The sub group of English Learners (4.8%) increased by .7% and the sub group of white students (2.3%) increased by 2.3%.

In the area of academic performance, the largest challenge area and the largest need for growth school wide is in Mathematics. School wide the student performance in math dropped by 2.8 points at 8 points below standard. The subgroups with the largest declines were student identified as socially economically disadvantaged (51.6 points below standard) with a decline of 11.8 points. The sub group of Hispanic students (21.9 points below standard) declined by 4.5 points. Two sub groups improved in math but their position from meeting standard remains an area of need. Our English Language learner sub group is 60.4 points from standard and our sub group of students identified with disabilities is 131.2 points from standard. In the area of English language arts, these two sub groups (EL and students with disabilities) remain groups with an identified need. Our ELA scores overall increased school wide but the sub group of EL (24.7 points below standard) declined by 26 points. The sub group of students with disabilities (82.1 points below standard) declined by 15.2 points.

A review of the diagnostic data from the iReady diagnostic assessments indicate that Southside students suffered a drop in performance in both reading and math when comparing the 2019-2020 final diagnostic report to the most current assessment.

Math 19-20	Math 20-21	Reading 19-20	Reading 20-21
Tier 1 = 54%	Tier 1 = 36%	Tier 1 = 63%	Tier 1 = 53%
Tier 2 = 31%	Tier 2 = 36%	Tier 2 = 20%	Tier 2 = 25%
Tier 3 = 15%	Tier 3 = 27%	Tier 3 = 17%	Tier 3 = 21%

As a comparison, 83 students scored 2 or more grade levels above in 2019-2020 in reading and 51 students score the same in 2020-2021. The district will continue to use the iReady diagnostic and intervention system. This will provide teachers with the tools to identify student learning gaps and to provide access to academic resources to support low performance and learning gaps in English Language arts and Mathematics.

## LCAP Highlights

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

Working closely with the Southside staff and stakeholders within the district, four goals have been identified for focus.

### Goal 1

Provide a highly trained qualified workforce within the organization. Teacher credentials and certifications have been reviewed and verified to ensure that a highly-qualified staff is employed to provide educational services to students. Staff development sessions interrupted due to COVID-19 and virtual meetings have replace traditional staff development. Two full time instructional assistants will continue to be used part time to provide targeted services for Migrant, ELL and special needs students.

### Goal 2

The school will continue to acquire California state approved common core instructional materials in in core academic subject areas. The timeliness and approval process of the state adopted instructional materials system prolongs the purchase of materials and the implementation of curriculum due to teachers accessibility and time to familiarize themselves with the new materials. Staff members will attend professional development sessions for training with the new materials as they become more readily available. Students will participate in the iReady diagnostic formative assessments. The school has worked with the technology department at the county office of education to



establish two computer adaptive intervention programs. This is the third year the school has utilized the iReady diagnostic assessment system with curriculum specific support. Secondly, to focus in the area of early literacy the district has used the online platform footsteps2brilliance.

### Goal 3

Student engagement has been a challenge during distance learning and the absence of providing extra-curricular activities and clubs for students. The school will try to bring back to after school clubs and incorporate PE into the instructional day. The school will work collaboratively with school partnership organizations to develop community outreach activities for students as well as after-school athletics. Currently the school has maintained an attendance rate of 95% at the start of attendance period 3. The school has not recommended any students for expulsion this year and by comparison, the suspension rate has declined by .8% from last year. No students have been recommended SARB.

### Goal 4

The school information and communication systems have drastically improved in the last three years. The California Healthy Kids Survey tool was not used for the last 2 years but is planned for the 2021-2022 school year. The school has made a point to use real data to guide school improvement and reform efforts. Overall school to parent communication has been a priority and feedback from parents has been very positive yet different during distance learning. The school has made a concentrated effort and will continue to focus on providing all school communication to parents in both English and Spanish.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### Support for Identified Schools

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

N/A

**Monitoring and Evaluating Effectiveness**

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

N/A

# Stakeholder Engagement

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

During the 2019-2020 school year Southside Elementary engaged stakeholders as part of the Local Control Accountability Plan (LCAP) development process. As our school responded to the COVID-19 pandemic this engagement continued, resulting in gathering input that informed the development of the Learning Continuity and Attendance Plan in September 2020 and for the LCAP in the spring of 2021. Feedback gathered in both the 2019-2020 school year and 2020-2021 school year impacted the actions included in this plan. Efforts to solicit stakeholder feedback include surveys, parent meetings, conversations with students and parents, planning committees, union meetings, and Board of trustee meetings. Southside sent multiple emails to parents in English and Spanish with survey links and messages of encouragement to participate. The information was used to guide the direction of the development of the LCAP plan.

## Surveys:

- Distance Learning Parent Survey - Administered on-line from May 15th 2020 to June 15th 2020

This survey asked parents/guardians about the spring 2020 Southside distance learning program and how individual student needs were being met, learning loss and ways to strengthen the distance learning program. 74 families participated in this survey.

- Budget Advisory Survey - Administered on-line from May 21st 2020 to May 27th 2020

This survey was for the budget advisory committee to prioritize budget items in anticipation of possible budget reductions for the 2020-2021 school year. Survey items asked participants to consider areas of certificated staff, classified staff, curriculum programs and school related programs and services. Four committee members participated in this survey.

- Southside Re-opening of School Survey - Administered on-line from June 8th 2020 to July 3rd 2020

This survey asked parents/guardians about the 2020-2021 school program models, health and safety priorities and technology needs. 107 families participated in this survey.

- On-line Chrome book technology Survey - Administered from August 8th 2020 to August 31st 2020

This survey and form asked parents if they needed chrome books at home for distance learning instruction. The survey included the acknowledgment of the Southside Elementary technology loan agreement. 79 families participated in the survey and the survey included a Spanish language version.

- Extended Learning Opportunities Summer School Survey - Administered online from April 10th 2021 to April 21st 2021

This survey was to measure the parent interest in providing extended learning opportunities and a summer school program. Seventy (70) parents participated in the survey and the survey included a Spanish language version.

- Parent Engagement and Feedback Survey - Administered on-line from April 21st 2021 to May 2nd 2021

This survey was designed to provide parent feedback for the LCAP plan. Seventy three (73) parents participated in the survey and the survey included a Spanish language version.

#### Parent Meetings:

The Southside parent club meetings are conducted once a month and to accommodate our diverse membership meetings alternate each month from AM meetings to PM meetings. Each meeting includes parent club business, budgets and activities as well as an update from the administration. The site principal provides updates on school business, curriculum, activities, staffing, and community related items. Parent club members and the public are encouraged to ask questions and provide feedback for the administration. Due to the COVID-19 pandemic in person meetings we canceled since April 2020. Communication with the school and parent club transitioned to emails, zoom and phone calls.

A second Southside parent group that meets 6-8 times a year is the Parent Advisory Committee (PAC). The PAC members and PAC Board are comprised of our parents of students identified in our Migrant Education program. This group functions as the district English Language Parent Advisory Committee (ELAC). Our meetings include our migrant education liaison who is a classified staff member, parents of English Language learners, our site administrator, and a variety of guest speakers that might appear for different topics of discussion. A typical PAC meeting will have between 12 and 20 participants. The Southside PAC board regularly reviews and provides feedback on the LCAP plan each year.

#### PAC meeting Dates:

June 29th 2019 - Migrant student and family Community Health fair

September 5th - Back to School Meeting

December 19th - Presentation from the Region 1 program manager

July 14th - Feedback on the Southside distance learning program and feedback

August 4th - Guest speaker on mental health for students and parents

September 17th - Presented the Learning Continuity and Attendance plan for review and feedback

#### Conversations with Students and Parents:

Teacher and office staff outreach regarding student participation and engagement in distance learning and/or not engaging in internet communications took place from March 2020 to June 2020. During the 2019-2020 stay-at-home order, teachers collected participation and attendance data with students on a daily basis. Once students were identified as not participating, personal student/family contact was made to determine participation barriers and support was provided to eliminate barriers. If students continued to be absent or continued to avoid participation the student name was sent to the office staff for additional support.

#### Planning Committees:

Two special committees were formed to address specified issues related to school operations. At the end of the 2019-2020 school year a budget advisory committee (BAC) was formed to make recommendations to the board of trustees in anticipation of budget reductions anticipated for the 2020-2021 school year. The committee was comprised of a certificated staff member, a board member, a parent, a classified staff member and the school administrator. The recommendations from the BAC were sent to the board of trustees meeting held on May 29th 2020.

#### BAC meeting Dates:

May, 15th - Organizational meeting and goal setting

May 20th - Budget item discussion and information from the San Benito County office of Education Associate Superintendent of Business

## Services

May 22nd - Budget prioritization and survey development

The second special committee that was formed was the re-opening of school committee. This committee was comprised of a certificated staff member, the food service manager, a classified staff member and the school administrator. The recommendations of the re-opening committee were used to develop the Southside Elementary Hybrid Learning model in anticipation of students being on campus for some portion of the school day.

## Re-opening of School Committee Meeting Dates:

June 11th - Analysis of data from the parent/guardian distance learning survey and re-opening of school survey were reviewed and discussed

June 18th - Options for hybrid learning models were reviewed and discussed

June 25th - Re-opening of school survey data was discussed, food service options for families, bell schedules, and a recommendation for the hybrid learning model was discussed

July 22nd - Finalization of the hybrid learning model, bell schedules, and parent communication

October 21st - Planning Meeting

January 28th - Schedules and discussion

February 4th - Board presentation planning

March 4th - New schedules

March 11th - Board updates on schedules and contracts

## Consultation with San Benito County SELPA

Southside was notified by the State of California department of Special Education Monitoring department that Southside school was required to report on Special Education targeted monitoring activities. The district worked with the local San Benito County SELPA director to conduct a root cause analysis and prepare a Performance Indicator Review plan (PIR) of programs respond the the state in the areas of item 3c, English Language Arts Achievement and element 6b, Preschool least restrictive environment, separate setting. Meetings with the SELPA direct and the district occurred on 10/15/20, 11/4/20, 11/7/20, 12/17/20 & 4/21/21. Document draft submissions of the root cause analysis and revisions were sent via email to the SELPA director on 11/18/20, 11/19/20, 12/7/20 and a final document prepared for the State on 12/10/20. After review of the Southside PIR plan the Sate contacted the district for a final revision that was submitted and approved on 3/10/21.

## Union Meetings:

The Southside Educator Association (SEA) and the school administration traditionally meet two to three times a year to discuss the yearly Sunshine letter and consult related to the collective bargaining agreement. Due to the COVID-19 pandemic a memorandum of Understanding (MOU) was needed to clarify the safe working conditions and safety protocols needed to implement the distance learning program. The SEA and the school administration meet five times between May 2020 and August 2020. Due to the fluid changes to the local health recommendations and the restrictions imposed by the Governor's office, the MOU helped to establish clarification on face coverings, social distancing, sanitization/disinfecting, entering and exiting school, and the California Department of Public Health recommendations and guidance for schools. The MOU was discussed and approved by the Board of Trustees on August 19th, 2020 at a Special meeting of the board. A second MOU was needed for the safe return to school for in-person instruction. The district and the SEA met six times between December 2020 and April 2021 to finalize the safe return of staff and students to campus.

#### Presentation to the Board of Trustees and Stakeholders

Regular updates and information about the Southside Elementary development process and plans are provided to the board of trustees and stakeholders. Presentations related to the Learning Continuity and Attendants Plans were as follows:

August 5th 2020 - Information about the need for a special meeting of the board was presented to accommodate the timeline needed for district review and approval.

August 19th 2020 - Information and an update was provided to the board

September 2nd 2020 - The board reviewed and discussed the draft Learning Continuity and Attendance Plan for the 2020-2021 school year.

September 16th 2020 - The board approved the Southside Elementary Learning Continuity and Attendance Plan for the 2020-2021 school year.

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

Gathering stakeholder feedback is an essential part of ensuring programs and services are offered to meet the needs of all families. The following big ideas and trends emerged from the ongoing process of gathering stakeholder input.

##### Surveys:

Distance Learning Parent Survey - Big ideas/trends that emerged from the community were:

Over 73% of parents had never participated in a distance learning program

Over 58% of parents they were not at all prepared or very little prepared for distance learning

65% of parents use a personal laptop at home with students to participate in distance learning

Internet: 95% of parents used in home wifi to access the internet and 3% had no internet in the household

The most common platforms used in distance learning were Google Classroom, Zoom, and iReady

74% of parents indicated that the COVID-19 pandemic has had a negative impact on their child's learning

In terms of school to home communication, parents indicated that they were satisfied with the communication from the school, from teachers 68% and from the administration 65%

School Re-opening Survey - Big ideas/trends that emerged from the community were:

The greatest challenge faced by parents during the school shut down was social isolation 48%

56% of parents said that face to face instruction was the most important factor to consider when reopening school

13% of parents said that they wanted 100% distance learning or independent study as an option for students until a vaccination was available for COVID-19

48% of parents said that the safety of students and minimizing health risk was the most important topic to consider when re-opening school

64% of parents said that hand washing and hand sanitization was the most important safety measure to consider when reopening school

33% of parent did not want students to wear face coverings

On-line Chrome book technology Survey- Big ideas/trends that emerged from the community were:

5th grade had the lowest requests for chrome books 4

6th grade had the largest request for chrome books 18

22% of families needed more than one device

Extended Learning Opportunities Summer School Survey:

70% of parents were interested in extended learning options

69% were interested in a summer program

63% were not interested in a morning meal program in summer

52% were interested in having both breakfast and lunch provided at a summer program

Parent Engagement and Feedback Survey

Parent Meetings:

Parent Advisory Committee (PAC) meetings two themes surfaced. First, a need to increase the frequency of teacher to student and teacher to parent communication. Secondly, that packet work needed to be supported by the classroom teacher and or the support staff for English Language Learner (ELL) students. The Southside PAC serves the function of the ELPAC in the the make up of the groups included parents of English Language learners. Due to the small size of the school two groups are not need and the single PAC group can function as a dual entity.

Conversations with Students and Parents:

Through conversation with students and parents about the barriers identified during distance learning the big ideas/trends were:

Families had difficulty connecting to online programs

More technology was needed such as chrome books and hotspots

Families struggled to keep students motivated and engaged

Students needed more contact time with teachers

Planning Committees:

Considerations included monetary cuts the needed to be made to the district budget to avoid over spending and budget shortfalls

Protocols for safe school operations are needed

A hybrid learning program is needed for in person instruction

A hybrid schedule is needed to stagger students arrival and dismissal times

Southside Educator Association:

Impact of budget cuts to staff member compensation

Reduction of classified support staff

Reduction of programs to support the instructional program

Reduction or elimination of individual classroom budgets

Board of Trustees:

Concerns about the financial solvency of the district

Layoffs and reductions in the work force

Cuts to the instructional program due to budget reductions

Reduction of financial reserves

Impact state budget reductions to future budget projections

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

The LCAP takes into special consideration the general sentiments expressed by the students, parents, teachers, staff and community members. Feedback from stakeholders is collected through activities described in the Stakeholder Engagement section of this document. Big ideas/trends emerged through the stakeholder process and were considered as the aspects of this plan were developed. The following actions were specifically influenced by stakeholder input:



### In-Person Instructional Offerings:

Now that it is safe to do so, families have two learning model options to choose from including the hybrid learning model option for the remainder of the 2020-2021 school year. The hybrid learning model includes four days of in-person instruction combined with distance learning and independent work.

### Actions Related to In-Person Instructional Offerings:

The administration, teachers and staff develop and implement safe and healthy learning and work environments guidelines and protocols based upon resources, recommendations, and information provided by the California Department of Education, California Department of Public Health, the San Benito County Office of Education, and the San Benito Public Health Department to address the safety needs of all students and staff members.

### Distance Learning Program - Continuity of Instruction

The distance learning model includes daily classroom synchronous and asynchronous classroom sessions combined with independent work. Student assignments will be graded in the distance learning program.

### Distance Learning Program - Access to Devices and Connectivity:

Chrome books are available to every student who requests one. families in the migrant education program who do not have internet access are provided an internet hotspot.

### Distance Learning Program - Distance Learning Professional Development:

### Distance Learning Program - Support for students with Unique Needs

Teachers will work with support staff to develop individual learning plans to support students on IEP's and 504's, who are identified as ELL, foster youth or homeless

### Distance Learning Program - Action for supplemental online programs:

Teachers and students will be provided access to the iReady diagnostic and curriculum support programs to support distance learning instruction

### Actions Related to Distance Learning

DL-1 - The administration, teachers and staff create and implement a distance learning model that includes daily virtual interactive instruction and individual learning plans to support students in IEP's, who are identified

# Goals and Actions

## Goal

Goal #	Description
1	Recruit, support and retain a highly skilled and diverse workforce committed to the success of all students and establish an effective learning environment for all students. (State priority 1 & 2)

An explanation of why the LEA has developed this goal.

To ensure that students do well academically and meet grade level standards, they must have teachers who are properly credentialed and appropriately assigned to their classes; instructional materials that are aligned to the common core state standards; and school facilities that are maintained in good repair.

Specifically:

100% compliance with the teacher credential requirements

100% compliance with the teacher assignment requirements

100% compliance with the instructional materials requirements

95% of the school in good or exemplary repair

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of compliance with teacher credential and assignment requirements	100% compliance with the teacher credential requirements				100% compliance with the teacher credential requirements
(School Accountability Report Card)	100% compliance with the teacher				100% compliance with the teacher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	assignment requirements				assignment requirements
Rate of compliance with the instructional materials requirements (Resolution on the Sufficiency of Textbooks)	100% compliance with the instructional materials requirements, ELD, Next generation science standards, and California Common Core state standards.				100% compliance with the instructional materials requirements
Percentage of the school in good or exemplary repair. (Facility Inspection Tool)	95% of the school in good or exemplary repair.				95% of the school in good or exemplary repair.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Assistance to Teachers	Provide assistance to teachers through the Beginning Teacher Support and Assessment (BTSA). This service helps to strengthen the quality of classroom instruction and includes training on ensuring positive relationships with students, communicating with hard-to-reach families, and supporting English Learners and other at risk students.	\$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2</b>	Technology infrastructure and support services	Enhance Southside's technology infrastructure and support services. This enhancement builds on student, family, and staff experiences during distance learning and ensures that on-line/digital resources and integral to the educational process. English language learners specifically focused on English Learners. (17,026 MOU, 2,554 Chromebooks, 693 KAMI, 4331.80 GoGuardian, 1008 Google Enterprise, 540 Dreambox, 38,500 promethean boards, 11,600 Saturday academy)	\$76,252.80	Yes
<b>3</b>	Facility/Maintenance Support	Due to the age of the facility repairs to maintain the buildings are increasing. Provide general support in an effort to expedite repairs for an improved campus environment that will contribute to school culture and climate.	\$15,000.00	No
<b>4</b>	Pilot and adopt new ELD and ELL instructional materials	New materials are needed to support the English language Learner population that will provide English language acquisition. Materials will support general education English Language Arts curriculum. Secondly, intervention, extended learning opportunities and enrichments programs are needed to meet the needs of all students (15,000 art, 5,470 Homework club).	\$20,470.00	Yes
<b>5</b>	Enhance the TK-Kindergarten Program to a full 1.0 FTE	Provide an additional .5 to the TK - Kindergarten position to increase the position to a full day program	\$38,950.00	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	Our school will use standards based state adopted instructional materials in core content areas and use research based instructional methodologies to provide a high quality, rigorous academic experience for all students. The goal is to increase all student achievement and to establish a systematic way to respond with additional instructional support for students who do not demonstrate success or proficiency. (state priority 4, 7, and 8)

An explanation of why the LEA has developed this goal.

To prepare students for secondary school and the transition to high school, students must grow academically and demonstrate proficiency in key areas on a regular basis.

Specifically:

Southside has made progress in English Language Arts and Math, the achievement gap persists between subgroups, with unduplicated students lagging behind grade level peers

While redesignation rates have continued to improve, overall progress for our English Learners still has room for growth.

Inequities have been magnified during the pandemic, Southside must focus on learning loss and recovery, particularly for unduplicated students

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who meet or exceed standards in English Language Arts. (Smarter Balanced Assessments)	The baseline for this metric will be set following the next administration of the CAASPP.				All Students Baseline + 6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who meet or exceed standards in Mathematics. (Smarter Balanced Assessments)	The baseline for this metric will be set following the next administration of the CAASPP.				All Students Baseline + 6%
Percentage of English Language Learners making progress towards English language proficiency	The baseline for this metric will be set following the next administration of the CAASPP. ELPAC & iReady performance levels				All Students Baseline + 6%
Redesignation of English Language Learners	2018-2019 16.67% proficient on the ELPAC assessment, Master Schedule				matching the state redesignation rate of 13%
California Science Test (CAASPP)	Baseline data from the 2018-2019 assessment				Increase of 5% of students meeting or exceeding standard in 5th and 8th grade

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Instruction	The district will provide certificated, classified and administrative staff with professional development to help update staff skills and to focus on best practices relating to improving student learning and academic achievement. The focus of the professional development will include	\$5,333.00	Yes

Action #	Title	Description	Total Funds	Contributing
		training on the student management system, Aeries, and the iReady diagnostic intervention program.		
<b>2</b>	Instruction Related Services	The quality of classroom instruction is dependent upon the content knowledge, pedagogical skills, belief systems of teachers, and the alignment of Common Core standards based curriculum. Such teacher characteristics are developed through an array of of instruction related services which span from induction programs, curricular support, professional development, and regular collaboration with colleagues. They also involve professional feedback to promote a cycle of continuous improvement, as well as supports that enable differentiation for unduplicated students. (NGSS materials for middle school grades 9,260)	\$9,260.00	No
<b>3</b>	English Learner Support	Provide support to English Learners and their families. These efforts include translation services, English Language Proficiency Assessments for California (ELPAC), parent involvement, extended learning opportunities, native language support, and technology support.	\$3,000.00	No
<b>4</b>	English Learner Support	Instructional aides will provide technology support, academic interventions, parent communication, and assessments support for low income, english leaners, migrant and foster youth students on an as needed basis.	\$63,297.00	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 school will establish a school wide system to promote effective social behavior for all students and engage students to insure academic success. (state priority 5 & 6)

An explanation of why the LEA has developed this goal.

Regular attendance and engaged learning are vital to raising academic success, reducing achievement gaps and developing a positive school environment

Specifically:

Chronic absenteeism has increased during the pandemic and has a negative impact on student engagement

Suspension rates have improved over the past two years, but inequities still exist, and they should be an area of focus as students return to in-person instruction

Southside was in year three of PBIS before the pandemic forced a stay at home order, it is critical to reinstitute the PBIS student recognition program to strengthen school culture and establish a positive school climate

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate (CALPADS)	School wide 95.6%				School wide 97%
Chronic Absenteeism Rate (California School Dashboard)	District 6.8% State 10.1%				District 3.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate (DataQuest)	District 2.2% Stata 3.4%				District 1.6%
California Healthy Kids survey	Satisfaction rate from 2017-2018				in crease of 5% in satisfaction rates for parents and students
Middle School Drop out rate/Expulsion Rate	School wide 0%				Maintain 0%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	PBIS	Building a positive school culture with defined behavioral expectations is critical to providing an engaging academic environment. As Southside welcomes students back for in-person instruction, student recognition must be implemented. The lead PBIS teacher needs to be identified and the Southside parent club needs to be included in the planning and distribution of student awards. The intent is to provide PBIS as a platform with intervention steps as an alternative to student suspension.	\$3,400.00	Yes
2	Administer the California Healthy Kids survey to Parents and students	Survey analysis will review and measure parent and student satisfaction rates and school connectedness (1,500 CAHKS).	\$1,500.00	No
3	SARB	Interventions need to be identified for students who are approaching the 10% absent list. Truancy letters and parent meeting need to become a routine intervention prior to referring a student to the SARB board.	\$0.00	No

# 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
4	The school will actively pursue family and community partnerships to seek input on the school's policies, practices and direction and to improve parent-school communication. (state priority 3 & 6)

An explanation of why the LEA has developed this goal.

To promote parent and community support, Southside must create a welcoming climate and resource center for parents to create a sense of belonging for all. The culture and climate of the school must be conducive to learning, embrace diversity, and encourage social-emotional development.

Specifically:

The district needs to develop a Social-Emotional Learning Survey to measure the communities well being and make this an area of focus as the pandemic has taken a toll on the students and families, particularly unduplicated students.

Southside has received positive marks on the School Climate Survey over the past three years, but the idea of a safe, inviting, engaging and supportive campus must be prioritized as students transition from distance learning to in-person instruction.

Parent participation in school meetings and in the decision making process must continue to improve, especially among the families of unduplicated students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of favorable responses in the Social-Emotional Learning Survey (District Data)	The baseline for this metric will be set using the baseline survey				Baseline + 6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of favorable responses in the School Climate Survey (California Healthy Kids Survey)	The baseline for this metric will be set using the baseline survey				Baseline + 6%
Percentage of parents who express satisfaction with their opportunities to participate in meeting and in the school decision making process. (District Data)	The baseline for this metric will be set using the baseline survey and satisfaction rates.				Baseline + 6%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Survey	Develop a district Social-Emotional Learning Survey to be administered to parents and community members. Use the data to align the needs of the community to available resources in the community.	\$0.00	No
2	Parent Engagement/Outreach	Provide additional parent engagement and outreach supports for parents including resources in the community for a specified need. Highlight social, emotional and behavioral health related supports for students and families. Connect families to community resources such as mental health referrals, housing referrals, food, immigration services, and Medi-Cal enrollment. (cyberschool 695)	\$695.00	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
8.47%	140,684

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.

The following actions are being provided districtwide and directed to and effective in meeting the needs of low-income students, English Learners, and foster youth. The actions are categorized by LCAP goals. For each action a description is provided for the relevant needs, conditions, or circumstances of its unduplicated students; the design, content, methods, or location of the service; and how the service meets the student needs.

#### Goal 1

##### Technology Infrastructure and Support Services

- Even when students have Chromebooks or other devices, their internet connectivity may be unreliable and prevent them from getting the most out of distance learning or otherwise completing their work outside the classroom. Many supplemental educational resources are also digital, requiring tools such as hotspots and headphones to take advantage of the features that provide immediate feedback to struggling learners. Unduplicated students face this barrier more severely than their peers do. For example, in the On-line Chrome book technology Survey and the Distance Learning Parent Survey, 22% of low income parents expressed the need for hotspots, higher than the district average. Similar discrepancies exist for English Learners.
- Southside has distributed hotspots and Chromebooks to families, with an emphasis on providing technology to unduplicated students and migrant education students. In general, these tools have been deployed in larger numbers to students residing the San Benito Count Migrant Labor Camp. Additional outreach has been conducted to students experiencing homelessness in the form of direct personal contact.



- Southside worked with a number of local and government agencies to provide a more reliable connection to the internet at the Migrant Labor camp. In October and November of 2020 through a coordinated effort, an antenna was installed at the camp to bring the Southside network to a specified location at the camp facility. Assistance from the San Benito County office of Education, has provided a network connection to our hardest to reach students and helps ensure that they can benefit from more reliable internet connectivity.

## Goal 2

### Instruction Related Services

- In general, Southside's achievement gap has negatively impacted low-income students and English Learners - something that has been exacerbated by the pandemic. Learning opportunities during standard instruction are insufficient in closing the gap. Extended, targeted supports are necessary. From past experience and from teacher recommendation, the services provided by the instructional aides have been identified as an important resources for unduplicated students and other high needs students.
- Instructional aides have been tasked to work with teachers in classrooms where the achievement gaps is the hardest to close. They help provide more individualized instruction and targeted intervention to low-income students, English Language Learners, and migrant education students who are struggling and require additional attention. They also free up the teacher's ability to devote more instructional time directed at the needs of unduplicated students.
- The placement of instructional aides in classrooms with substantial academic needs and higher concentrations of unduplicated students ensures that the supports are individualized and targeted.

### English Learner Support

- Southside's English Learner population has seen some growth, specifically on the Math portion of the 2019 CAASPP assessment but showed a significant drop in English Language Arts their progress toward English Language proficiency continues to be an area of concern. Their needs range from direct academic services, family support, and enhanced capacity for resources at the school.
- English Learner support has primarily come from our bilingual instructional aides who provide individual and small group intervention that help students overcome language barriers. Secondly our migrant education summer school provides language acquisition support and English Language development.
- English Learner services are specifically designed to address the unique needs of students who face language barriers. They are based on formative assessment, interviews at the point of enrollment to help formalize the intervention needs of the students and for curriculum planning.

## Goal 3

### PBIS

- The emphasis on reaching students and parents who have struggled to remain engaged principally benefits unduplicated students, who are experiencing higher rates of chronic absenteeism, trauma exposure, and other challenges beyond academics. A positive reinforcing school environment is fundamental in establishing the school as a safe haven. The climate and culture of acceptance

build self esteem and provides a network of support for students and helps to reduce the challenges faced by unduplicated students.

#### Goal 4

##### Parent Engagement/ Outreach

- Low-income students and English Learners have historically experienced significant trauma and had limited access to social, emotional, and behavioral health-related services in their community. Their families have also has the greatest needs in terms of engagement, particularly when it comes to language access.
- Southside School acts as a resource center for unduplicated students and families providing referrals, community connections, and application assistance to connect families to resources in the community. Additional parent engagement and outreach efforts benefit the neediest families, who require extra support to overcome challenging circumstances.

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

Low-income, English Learners and foster youth face substantial hurdles. They remain at great risk of suffering learning loss and academically falling further behind their peers; experiencing social-emotional trauma; and becoming disengaged. Southside is working with local agencies and stakeholders to develop programs to align resources to increase or improve services for unduplicated students.

#### Goal 1

##### Technology Infrastructure and Support Services

- The distribution of hotspots and other technology materials helps increase the number of unduplicated students who can fully participate in educational activities, as limited resources would ordinarily prevent them from accessing Google Classroom and other web-based instructional resources. According to the surveys completed by our low-income and English Learner families identified additional devices and internet connectivity as concerns at higher rates than their counterparts.
- Additional outreach defines the way in which services to unduplicated students are improved. For example, school staff has specifically contacted low-income and migrant education students about hotspots and related supplies, making arrangements for unique distribution methods that reflect their needs for a more personalized approach. There has also been direct coordination with local agencies to install hardware for internet connectivity for unduplicated students at the migrant labor camp so that students at the camp can fully participate in learning opportunities. Such services extend beyond the base level of support.

#### Goal 2

##### Instruction Related Services

- The placement of instructional aides in high needs classrooms increases the opportunities that unduplicated students have to receive academic interventions, particularly in English Language arts and Mathematics. The quality of educational services for low-income and English Learner students improves as well. With support staff providing assistance, teachers have the ability to assess the needs of struggling students with great frequency, so instruction can be differentiated and interventions can be targeted.

#### English Learner Support

English Learner services are primarily for unduplicated students and families who face language barriers. The contribution of the bilingual instructional aides deliver targeted interventions, related parent meetings, and migrant summer school, support student language acquisition and family engagement. These interventions for unduplicated students contributes to increased language proficiency and progress toward grade level standards, enhancing the support that students might otherwise receive in other academic interventions.

#### Goal 3

##### PBIS

Unduplicated students express the sense of belonging and school connectedness at lower rates than their peers. School climate and positive school culture builds cross cultural relationship and cultivates adult and student practices that create a more inclusive school community. The PBIS intervention support program enhances the education experiences of low-income and English Learner students who experience both academic and non-academic challenges at high rates than their peers.

#### Goal 4

##### Parent Engagement/ Outreach

Additional parent outreach and services also utilize one on one communication and other methods that go beyond traditional mass communications, which tend to be insufficient for families of low-income and English Learner students. Southside acts like a resource center for families residing at the migrant labor camp that has the highest concentration of unduplicated students. Due to the nature of the migrant families unpredictable transitional housing, Southside provides the connection between families, school staff and community partners. The intensity of trauma-related, depressive, disruptive, and anxious behaviors experienced by unduplicated students necessitates an integrated set of supports rather than isolated approaches. Providing the connection for families improves upon what low-income students, English Learners, and foster youth might otherwise receive.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$149,701.00	\$26,196.80	\$24,260.00	\$38,500.00	\$238,657.80

Totals:	Total Personnel	Total Non-personnel
Totals:	\$103,747.00	\$134,910.80

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Assistance to Teachers	\$1,500.00				\$1,500.00
1	2	English Learners Foster Youth Low Income	Technology infrastructure and support services	\$17,026.00	\$20,726.80		\$38,500.00	\$76,252.80
1	3	All	Facility/Maintenance Support			\$15,000.00		\$15,000.00
1	4	English Learners	Pilot and adopt new ELD and ELL instructional materials	\$15,000.00	\$5,470.00			\$20,470.00
1	5	English Learners Foster Youth Low Income	Enhance the TK-Kindergarten Program to a full 1.0 FTE	\$38,950.00				\$38,950.00
2	1	English Learners Foster Youth Low Income	Instruction	\$5,333.00				\$5,333.00
2	2	All	Instruction Related Services			\$9,260.00		\$9,260.00
2	3	All	English Learner Support	\$3,000.00				\$3,000.00
2	4	English Learners Foster Youth Low Income	English Learner Support	\$63,297.00				\$63,297.00
3	1	English Learners Foster Youth Low Income	PBIS	\$3,400.00				\$3,400.00
3	2	All	Administer the California Healthy Kids survey to Parents and students	\$1,500.00				\$1,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	All	SARB					\$0.00
4	1	All	Survey					\$0.00
4	2	English Learners Foster Youth Low Income	Parent Engagement/Outreach	\$695.00				\$695.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$143,701.00	\$208,397.80
<b>LEA-wide Total:</b>	\$143,701.00	\$208,397.80
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$107,580.00	\$107,580.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Technology infrastructure and support services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,026.00	\$76,252.80
1	4	Pilot and adopt new ELD and ELL instructional materials	LEA-wide	English Learners	All Schools	\$15,000.00	\$20,470.00
1	5	Enhance the TK-Kindergarten Program to a full 1.0 FTE	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$38,950.00	\$38,950.00
2	1	Instruction	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,333.00	\$5,333.00
2	4	English Learner Support	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$63,297.00	\$63,297.00
3	1	PBIS	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,400.00	\$3,400.00
4	2	Parent Engagement/Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$695.00	\$695.00

Annual Update Table Year 1 [2021-22]

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

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

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.