

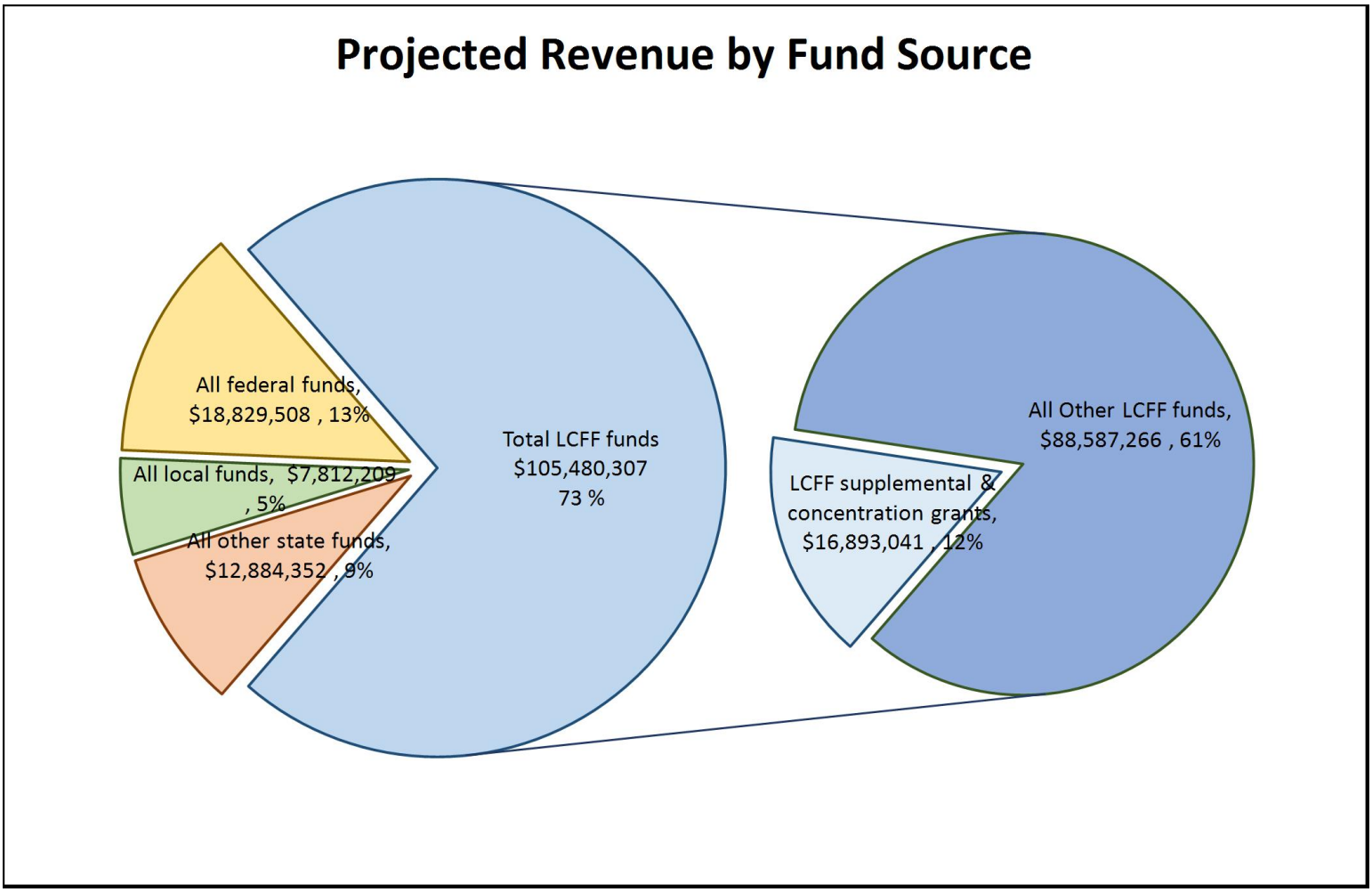
LOMPOC UNIFIED SCHOOL DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lompoc Unified School District
CDS Code: 46-69229-0000000
School Year: 2022-23
LEA contact information:
Brian Jaramillo
Assistant Superintendent
jaramillo.brian@lusd.org
(805) 742-3300

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

Budget Overview for the 2022-23 School Year

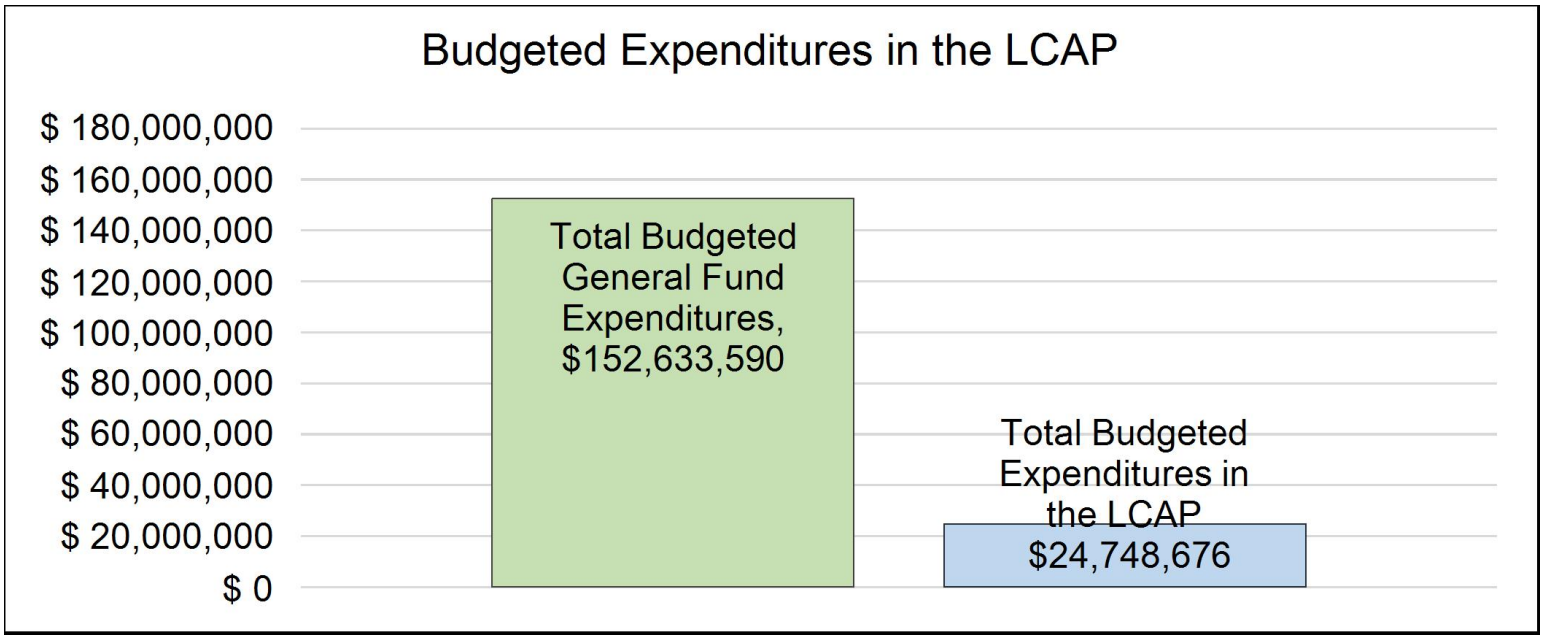


This chart shows the total general purpose revenue Lompoc Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lompoc Unified School District is $145,006,376, of which $105,480,307 is Local Control Funding Formula (LCFF), $12,884,352 is other state funds, $7,812,209 is local funds, and $18,829,508 is federal funds. Of the $105,480,307 in LCFF Funds, $16,893,041 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 Lompoc Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lompoc Unified School District plans to spend $152,633,590 for the 2022-23 school year. Of that amount, $24,748,676 is tied to actions/services in the LCAP and $127,884,914 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

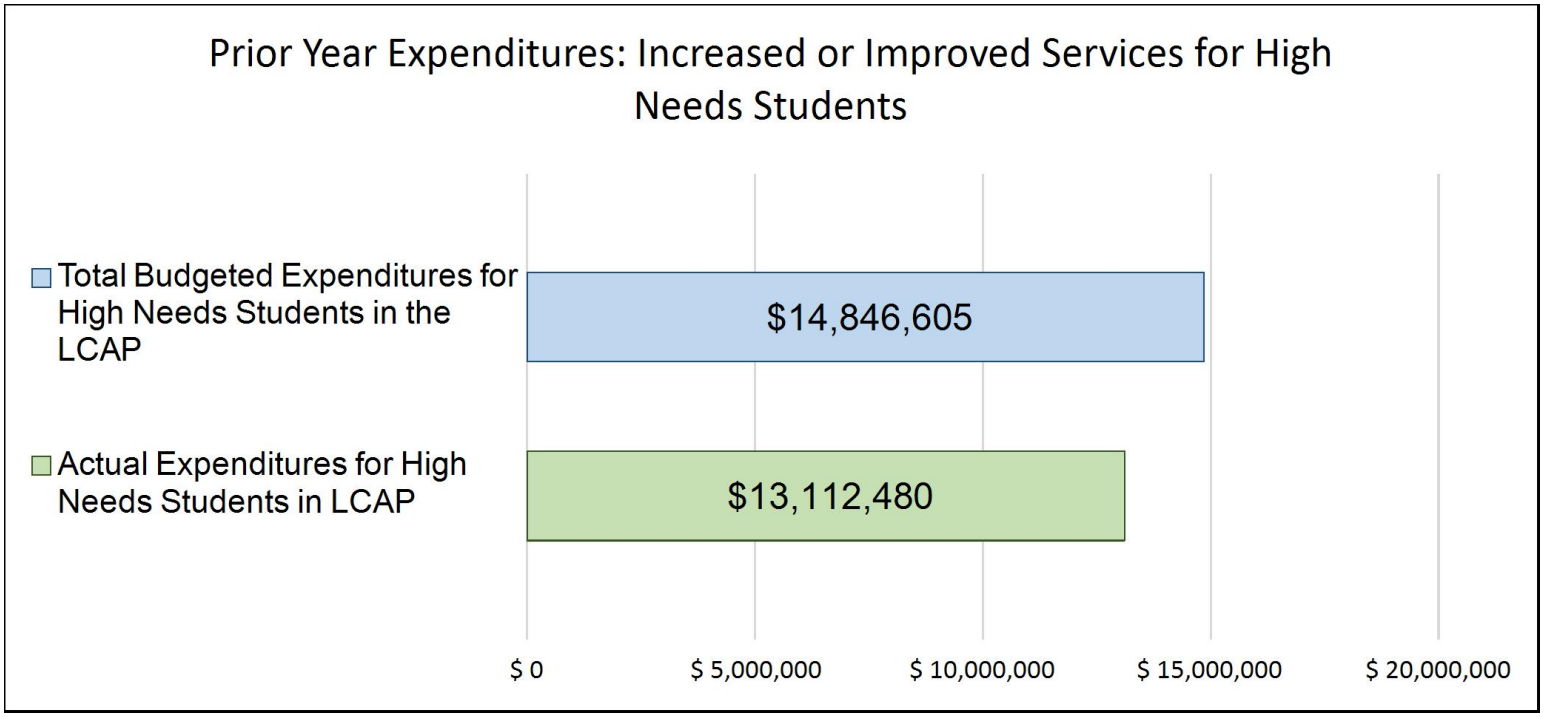
General fund expenditures not included in the LCAP except where noted include salaries and benefits for staff, instructional materials, services, other operating expenditures, equipment, capital outlay and transportation for students.

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

In 2022-23, Lompoc Unified School District is projecting it will receive $16,893,041 based on the enrollment of foster youth, English learner, and low-income students. Lompoc Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lompoc Unified School District plans to spend $20,607,223 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Lompoc Unified School District's LCAP budgeted $14,846,605 for planned actions to increase or improve services for high needs students. Lompoc Unified School District actually spent $13,112,480 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-1,734,125 had the following impact on Lompoc Unified School District's ability to increase or improve services for high needs students:

Lompoc Unified wasn't able to fill some bilingual paraeducator, library technician, teacher support provider and technology support positions. This resulted in estimated actual expenditures that are lower than originally estimated.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lompoc Unified School District	Brian Jaramillo Assistant Superintendent	jaramillo.brian@lusd.org 805) 742-3300

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

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

Educator Effectiveness Block Grant Plan
On November 9th during our LUSD board meeting, the district presented our EEBG plan and held a public hearing to gather input from the community and school board members. Following the public hearing, on Nov. 15th the district sent out a survey to all classified and certificated

staff requesting additional input on how they would like to be supported through the use of these funds. The survey was open from Nov. 15th through Nov. 29th. On Dec. 9th, the district presented the updated plan to the school board for approval and adoption.

Expanded Learning Opportunities Grant Plan
Over the course of five weeks in February and March, teachers, counselors, and administrators from all grade levels, inclusive of special education and ELD, met to contribute ideas, plan instruction that supports learning loss, discuss the social-emotional needs of all students and the ways Lompoc Unified School District can support through an extended learning opportunity in the summer of 2021 and beyond. LUSD formed a summer school think-tank committee that met on a total of five times on Feb. 2nd, Feb. 9th, Feb. 16th, Feb. 23rd, and March 2nd. They discussed and made plans to enhance the robust and personalized summer academies in 2021. This group of educators took their consolidated ideas and presented them to the board of education in early March, recognizing the urgent need to implement tools and strategies prior to summer.
Parents have expressed their desire to have enrichment opportunities for their students, credit recovery, physical activity, outdoor experiences, and interaction with peers via surveys and virtual meetings. Parents would like ongoing academic support for their students, specifically in the areas of math, English language arts, and ELD in order to be more college and career-ready. Parents have contributed ideas and were involved in the development of the plan via ELAC, DELAC, PAC, LCAP surveys, LCAP stakeholder meetings, and expressed their ideas at board meetings throughout the year. PAC provided input on March 15th and reviewed draft plans on April 12th and May 3rd. Staff provided input via the LCAP stakeholder meetings which were held via Zoom in March and April. Administrators provided input and reviewed a draft plan at the Administrative Council meeting on April 15th and specific meetings for Secondary principals on April 21st and Elementary principals on April 23rd. Paraeducators attending an ELO input meeting on April 28th. Education Services met in March and April to discuss and draft the plan with input from all stakeholder groups.

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

LUSD currently has 12 schools that have an enrollment of 55% or higher of students who are low-income, English learners and/or foster youth. These schools are Arthur Hapgood, Clarence Ruth, Bob Forinash Community Day School, La Canada, La Honda STEAM, Leonora Fillmore, Lompoc High, Lompoc Valley Middle, Los Berros VAPA, Maple, Miguelito, and Mission Valley. LUSD has increased the number of staff who provide direct services in the following ways:
At Bob Forinash Community Day School a special education teacher's FTE was increased by .5 or 3 hours.
From the ELO-G, LUSD contracted with Sports for Learning, a program that engages students outside in a blended learning curriculum for Social Emotional Learning & Physical Education/Activity. We added 10 Sports For Learning coaches, one for each elementary school site plus one additional for Leonora Fillmore.
LUSD plans to hire two additional School Psychologists.

Provide additional tiered academic support for literacy: Additional Literacy Specialist for Dual Language program at Arthur Hapgood Elementary.
Lompoc High School increased the number of hours from 5 to 7 for bilingual paraeducators.
Mental Health Therapist for Clarence Ruth.
Additionally we have increased our staff-to-student ratios as outlined below:

Staff-to-student ratio of classified staff providing direct services to students for schools with a student concentration of 55 percent or less: 49.4:1
Staff-to-student ratio of certificated staff providing direct services to students for schools with a student concentration of 55 percent or less: 18.3:1
Staff-to-student ratio of classified staff providing direct services to students for schools with a student concentration greater than 55 percent: 42.8:1
Staff-to-student ratio of certificated staff providing direct services to students for schools with a student concentration greater than 55 percent: 17.4:1

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

ESSER III Expenditure Plan
In the fall of 2021 the district held community engagement meetings related to ESSER III and asked the entire LUSD community for input via an online survey. District administrators met with the Leadership Team on September 9th to provide an overview of the ESSER III plan and gather input from district and site administrators and teacher support providers. On September 21st the district presented the ESSER III plan information to the District LCAP Advisory Committee and gathered input from administrators, teachers, classified staff, parents and community members who serve on that committee. The LCAP committee includes individuals representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students. A community survey was sent out on September 17th and the entire LUSD community including parents, teachers, classified staff, union members, students and community members. They had an opportunity to provide input and prioritize expenditures for the ESSER III plan, including open ended comments. The survey was sent out via Parent Square from the district office and sites. The survey was also directly emailed to members of the LUSD wellness committee on September 27th. The wellness committee has representatives from Civil Rights Groups and individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students. LUSD evaluated its stakeholder engagement opportunities and determined that Tribes are neither present nor served by LUSD.

A public hearing was held at the October 12th board meeting with opportunity for input. A final copy of the plan was presented to the School Board for approval at the October 26th board meeting.

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

The ESSER III Expenditure Plan is aligned with the use of ESSER II, ESSER II, IPI grant, ELOG, SPED Learning Recovery, and LCAP funds. ESSER III expenditures are mostly an extension of the expenditures from other plans; therefore, the majority of expenditures for ESSER III have yet to begin. LUSD is in the planning phase of implementation of the expenditures in each area as described below.
Strategies for Continuous and Safe In-Person Learning: The ESSER III plan outlines facilities and classroom improvements at the elementary and middle school level, as well as sanitization supplies and shade structures. The engineering design of the elementary facilities improvements is in process. The project has also been submitted for approval to the CDE. The shade structures are in the engineering phase of the project. Successes: the shade structures design process is well underway with visits to the sites already begun. Challenges: the approval process for facilities has required additional information and is still pending. These additional items have been purchased as outlined in the plan: Tents for additional learning space,Picnic Benches for additional eating space,Masks (N95s, KN95s, 3-ply disposable, and cloth) for students and staff, Face Shields for students and staff, Nitrile gloves for maintenance, grounds, other staff, Washer and Dryer units and Detergent installed at each site, Microfiber rags, spray bottles and solution to sanitize desks and surfaces, Fans for the classroom, Desk shields for office staff, Hand sanitizers (foam) and dispensers installed throughout the schools and departments, Hand sanitizer pumps for office desks or other, Sanitizing wipes for site/department use, andTechnology sanitizing wipes.

Addressing the Impact of Lost Instructional Time: Summer Academies for 2022 will begin the planning phase in January 2022. Special Education support staff–the psychologists have been hired for this school year and are paid from ELOG funds. The additional mental health therapist position has not been filled by the agency the district is contracting with. Instructional materials will be part of the planning process for Summer Academies. Bilingual paraeducators and EL support is for the following two school years. Standards and guidance alignment projects began in summer 2021 and have continued throughout this school year. Valid and reliable assessment systems–NWEA was purchased with ELOG funds and has been implemented this school year. 9 art teachers–an attempt was made to hire art teachers but no interviews were conducted due to a lack of qualified applicants. An attempt to hire will occur in Spring 2022 for the 2022-2023 school year. Tutoring has been integrated into the ASES and extended learning opportunities for students and paid for by ELOG funds. 9 additional teachers is an item planned for the future. Successes: Summer Academies in 2021 served more students than ever at the elementary level, additional psychologists has helped with assessments and site support, standards and guidance alignment is building momentum with each cycle of inquiry. Funding will be used to hire 20 teachers, 5 paraeducators, 2 counselors, and 2 office staff for each summer session. This staff will be in addition to staff already identified in other plans or funding sources. Challenges: Hiring paraeducators and mental health therapists.

Use of Any Remaining Funds: Education Technology–Chromebooks have been purchased with ESSER I funds to ensure each student has access to technology. Elementary Deans–Recruited and hired for the 2021-2022 school year and paid for with ESSER II, IPI and ELOG funds.

Family Support Specialists–The agency that is hiring this position has not been able to recruit staff. Another attempt will be made in Spring 2022. Social Workers–Initially the district attempted to contract social workers with an agency. Without success, the district created an internal position and has now hired three social workers to be paid from ELOG and other grant funds. SEL Curriculum–Second Step has been purchased for all elementary and middle schools and in in the implementation phase. SEL Counselors & Training–15 SEL counselors were hired for the 2021-2022 school year and training has been provided throughout the school year by John and Jessica Hannigan and internally in the district. The Counselors are paid from ELOG funds for this school year. PBIS–all school sites are participating in PBIS training, either as part of Cohort 1 in Year 3 or as part of Cohort 2 in Year 1. Successes: Hiring counselors, social workers and Deans, as well as beginning implementation of SEL curriculum. Challenges: Implementing new SEL curriculum during a busy year, some Deans are internal candidates and cannot be placed until their current position is hired.

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

Fiscal Resources Alignment: ESSER III in alignment with ELO-G, ELO-P, ESSER I, ESSER II aligns to LUSD's LCAP Goal 1 Action 10- Enhance the robust and personalized summer academies in 2022 and 2023 to accelerate learning and meet the needs of students. Funding will be used to hire 20 teachers, 5 paraeducators, 2 counselors, and 2 office staff for each summer session. This staff will be in addition to staff already identified in other plans or funding sources. Instructional Materials- Purchase evidence-based intervention and learning acceleration programs for TK-12th grade, to be used during small group instruction, tutoring, and/or summer academy. LCAP Goal 1 Action 2: Continue to provide training and time for teachers to align curriculum, instruction, and assessment. Provide training and support for teachers to meet as teams to analyze data and plan for differentiated instruction to accelerate learning in 2022-2023 and 2023-2024 school year. LCAP: Continue to purchase Chromebooks, iPads, additional hardware and software to support technology integration and support student learning before, during, and after school. LCAP Goal 3 Action 1: Second Step and Suite 360 will be purchased yearly to support social and emotional learning. Continue to fund SEL Counselors at all levels to support PBIS and MTSS along with the implementation of SEL curriculum in the classroom for 2022-2023 and 2023-2024 school years. Continue positive behavior interventions and supports training for all school sites during the 2022-2023 and 2023-2024 school years.

Actuals from ELOG: 9 Elementary SEL counselors, 6 SEL Secondary counselors, 1 Mental health counselor, increased hours at LHS by 2 hours for bilingual para. After school tutoring offered at LHS, BV, Clarence Ruth, La Canada, Hapgood for both paras and teachers. PBIS ongoing Tier 1 and 3 training with the Hannigans. PBIS training in May with CORWIN.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

must, to the greatest extent practicable, use language that is understandable and accessible to parents.

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

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021



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
Lompoc Unified School District	Brian Jaramillo Assistant Superintendent	jaramillo.brian@lusd.org (805) 742-3300

Plan Summary [2022-23]

General Information

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

Lompoc is located 150 miles northwest of Los Angeles in Santa Barbara County. Lompoc is the support city for Vandenberg Air Force Base, the aerospace center on the West Coast. There is a diverse labor base in Lompoc, although agriculture, mining, oil development, and

aerospace are major categories in the area. Lompoc Unified School District is the largest employer with Lompoc Valley Medical Center and the Lompoc Federal Correctional Complex coming in 2nd and 3rd.

Lompoc Unified School District serves approximately 9,600 TK-12 students. The District offers a wide range of programs for students. There are opportunity classes at the middle and high school levels and there are specialists at all levels who provide support for multilingual students, migrant students, gifted and students with special needs. The district also offers a K-8 Dual Language Immersion pathway that will expand to the high school level in the coming years. LUSD is proud of its dedicated administrative, teaching, and support staff, involved families, community partnerships, equity work, and high graduation rates.

The District consists of nine elementary schools, two middle schools, two comprehensive high schools, one alternative high school, one community day school, one independent study, one charter school, and an adult education program. A demographic study reveals that 14.3% of students are English learners, 64.6% of families are considered socio-economically disadvantaged, 1% of our population is foster youth, 14.3% are students with disabilities, and LCFF unduplicated count is 66.25%.

The Lompoc Unified School District Mission Statement "The Board of Education is committed to district-wide actions which lead students to develop the skills, knowledge and character traits necessary to become responsible, thriving and contributing members of society " is the foundational principle that guide and direct the work and the culture in Lompoc Unified School District.

The School Board adopted revised Board Goals in Spring 2021:
1. ACADEMIC ACHIEVEMENT & INSTRUCTION - Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards.

2. COMMUNICATION- Promote positive, effective communication among our community, District, students, staff and stakeholders.

3. PROFESSIONAL LEARNING - Develop capacity of all staff to meet the academic needs of all of our students through ongoing professional development and collaboration.

4. CULTURE / SAFETY - Provide a safe and respectful learning environment where each student, parent/guardian, and staff member is valued.

5. COMMITMENT TO EXCELLENCE – Commit to excellence in education and awareness of Board responsibilities.
a. Participate in annual professional learning.
b. Maintain ongoing review and development of pertinent policies.
c. Monitor student and system performance.

6. SCHOOL FACILITY RESPONSIBILITIES - Updating and improving District-wide infrastructure

Reflections: Successes

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

2021 California School Dashboard:

91% of all students in LUSD are graduating high school. Graduation rate by student group: English Learners 75.3%, Homeless 82.2%, Socioeconomaclly Disadvantaged 88.7%, Students with Disabilities 68.2%, African American 76.2%, Filipino 93.3%, Hispanic 90.3%, White 94.6%, and Two or More Races 95.8%.

We have met all of the standards for implementation of academic standards, parent and family engagement, local climate, and access to a broad course of study.

2019 CA Dashboard
46.4% of English learners are making progress towards English language proficiency

18.3% of English learner students are Designated fluent English proficient in the 2020-21 school year, an improvement from 2019-20 school year.

Further review of local indicator data reveals:

As of spring 2021 45% of students are meeting or exceeding grade-level standards in Math

As of 2019-20, 59.35% of students are passing UC/CSU Math courses
As of 2019-20, 68.06% of students are passing UC/CSU ELA courses
As of 2019-20, 50.59% are enrolled in CTE courses

2020-2021 DataQuest
School attendance rate: 90.53%
Graduation rates for all pupils: 87.9%
Suspension rate: 0.3%
Expulsion rate: 0%
Level of school connectedness of pupils, staff, and parents as measured by 2020-2021 CA Healthy Kids Survey: 69% of 6th graders
97% of parents are contactable on Parent Square

The results of the Equity study indicate our Dual Immersion Program is a highlight in LUSD. The DI pathway started at Hapgood in 2010/11, LVMS in 2019/20 and will begin at LHS in 2021/22. The DI program matches all of the research and serves a diverse student population. Students are learning English at higher rates in the DI program as compared to traditional programs. In the DI program there are more EL students "on track" and less "on watch" regarding their path to English fluency than in SEI program. LUSD graduates 92% of all students, 90% of Hispanic students and 98% of White students with gaps diminishing over time. In 2019/20 LUSD had a graduation rate of 92%, the UC/CSU A-G rate is only 24%.

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.

2021: College and Career Indicator: 31.6% of students met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

2019 CA School Dashboard: (2020, 2021 Dashboard Data Suspended for the following metrics)

LUSD is in the "Orange" category for Chronic Absenteeism. The rate is 13.3% and is an increase by 1.3% from the previous year. African American, English Learner, Foster youth and Homeless students are in the "Red" category.

LUSD is in the "Orange" category for Suspension Rate. African American, English Learners, and students with disabilities are in the "red" category.

LUSD is in the "Yellow" category for College/Career with 38.4% of students prepared. English learners and students with disabilities are in the red category and SED students are in the "Orange."

LUSD is in the "Orange" category for Math achievement, 59.4 points below standard. English learners are in Red with all other subgroups, except Asian, White and Filipino students, in Orange.

LUDS is in the "Orange" category for ELA achievement, 18.7 points below standard. Students with disabilities are in Red with all other subgroups, except Asian, White and Filipino students, in Orange.

39% met or exceeded on ELA SBAC on Dashboard from 2019
13% of English Learners met or exceeded on ELA SBAC on Dashboard from 2019

25% met or exceeded on Math SBAC on Dashboard from 2019
8% of English Learners met or exceeded on Math SBAC on Dashboard from 2019

College and Career Indicators: In 2020 39.2% of students are prepared, 19.9% of students are approaching prepared; 40.9% of students are not prepared

2020-2021 CA School Dashboard:
LUSD assessed 25 of 648 11th grade students on the CAASPP Math assessment: 52% of 11th graders Met or Exceeded Standard of Math
LUSD assessed 28 of 648 11th grade students on the CAASPP ELA assessment: 85.72% of 11th graders Met or Exceeded Standard of Math

Local Indicators:

Currently, 14.77% of students are enrolling in AP courses
Currently, 49.63% of students are passing AP courses

As of spring 2021 37% of primary grade students are meeting or exceeding grade level standards in Early Literacy.

As of spring 2021 39% of students are meeting or exceeding grade level standards in Reading.

As of spring 2021 20% of Limited English Proficient students are meeting or exceeding grade level standards in Reading.
As of spring 2021 14% of Limited English Proficient students are meeting or exceeding grade level standards in Math.

As of spring 2021 11% of Special Education students are meeting or exceeding grade level standards in Reading.
As of spring 2021 14% of Special students are meeting or exceeding grade level standards in Math.

Chronic absenteeism rate: 13.9%

In 2020-21, 6.57% of English learners scored a Level 4 on ELPAC (done)

The results of the Equity study reveal the average elementary school student misses nearly 9 days of school each year. The data reveals there is a consistent gap in achievement between groups on ELA SBAC. In 2019/20 LUSD had a graduation rate of 92%, however the UC/CSU A-G rate is only 24%. The study also revealed gaps in teacher understanding in content, level of rigor, agreement as to what teachers should be teaching, levels of collaboration, and data usage amongst teachers and teacher teams. There are also areas for improvement around beliefs and expectations that all of our students can graduate UC/CSU eligible and believing that our schools and districts have or should have a strong college and high wage career going culture.

In response to these results LUSD will be partnering with Orenda Ed on the following:

Guidance Alignment

1. Focus on a premium education for all students by meeting State College and Career Indicators. Rally around the following outcomes for all students.
a. completion of the A-G course sequence with a C or better
b. 11th graders scoring 3 or better on SBAC
c. For CTE students, completion of a pathway.
2. Initiate an On-Track monitoring system with lead teachers, admin and wrap- around staff to check progress of students toward predictive indicators of these outcomes, five times during the year. Closely monitor student groups as a part of this process, to ensure that all students are successful.
3. Ensure A-G course access for all students, utilizing a “directed not invited” approach for student placement into A-G coursework. Then, apply the same framework for support, so students complete the coursework with a C or higher. Ensure this directed support occurs during the school day and that it is available early in each semester to ensure passing of courses, so that grade recovery is not needed. However, make sure that there is an option for grade/credit recovery that is directed, not invited, as soon as a student receives lower than a C in an A-G course. Strive to reduce the number of D/Fs in courses by continually monitoring and increasing varied supports, as needed.
4. Expand opportunities for AP coursework, perhaps with creative partnerships between two high schools due to limited enrollment, to support a wider range of AP courses, thus giving more opportunities to students. Make sure to provide additional supports as students engage in more rigorous coursework to ensure success.
5. Educate students on the transfer rates of various community colleges and the implications that different college-going scenarios may have on their future. Ensure students become savvy consumers of post-secondary discourse.
6. Guerilla market that a premium education is characterized by a student meeting A-G criteria to garner more stakeholder support. All students deserve a premium education.

Curriculum Alignment
1. Use the SBAC as the operational definition of “grade-level” with the Item Specifications providing models of question.
2. Initiate an On-Track monitoring system with teacher teams to check progress of students toward predictive indicators of these outcomes five times during the year,
3.a. Plan how to differentiate content within the classroom with small groups, accelerating and reviewing content, as needed. Coordinate resources. (elementary)
3. b. When monitoring students, identify students in need of more support, brainstorming with colleagues how to provide high-impact, lower-prep support before the end of the grading term to ensure students master the content and pass courses with a C or higher. Coordinate resources. (secondary)
4. Focus non-student teacher time on grade- level or course-alike teacher collaboration for common assessment creation, data reflection and backward planning.

The following actions/services are added to the LCAP to address LUSD's greatest needs:

Implementing a reimagined Summer Expanded Learning program to provide enriching and meaningful learning opportunities for students in addition to social-emotional supports and mitigating learning loss

Professional learning for teachers focused on clarifying instructional priorities, unpacking standards, designing learning targets, developing common formative assessments, and analyzing data
Prioritizing supports for early learners including bilingual paraeducators, support staff in TK, K classrooms, K-3 Literacy Specialists
Increasing hours for community liaisons
Improving two-way communication between the district and the LUSD community
Continue funding Teacher Support Providers to support new teachers
Continue training and resources for schools to strengthen PBIS programs and implement tiered systems of supports

The Expanded Learning Opportunities plan includes many strategies to support the areas of need including: High dosage tutoring, professional development to accelerate learning, additional academic services, Counselors at all levels to support academic achievement and social emotional learning, staffing and resources for special education, a bilingual Literacy Specialist for DI program, field trips and summer enrichment, SEL curriculum, Sports for Learning at the elementary schools, classes for credit deficient students, and additional hours and training for paraeducators.

LCAP Highlights

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

Lompoc Unified School District has maintained a clear and articulate focus on the goals of the District. The goals were established prior to the development of the first LCAP and have been the driving force behind the work done in the District to increase and improve services for all students, principally directed to low-income, English learners, and foster youth. LCAP goals are:

1. ACADEMIC ACHIEVEMENT & INSTRUCTION - Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards, including professional development and capacity building for teachers and staff.
2. COMMUNICATION- Promote positive, effective communication among our community, District, students, staff, and stakeholders.
3. CULTURE / SAFETY - Provide a safe and respectful learning environment where each student, parent/guardian, and staff member is valued.

Through the analysis of multiple measures of data including the California Dashboard and the required LCAP metrics, the recommended additions to the 2021-2024 LCAP Actions and Services include:

Implementing a reimagined Summer Expanded Learning program to provide an enriching and meaningful learning opportunities for students in addition to social-emotional support and mitigating learning loss
Professional learning for teachers focused on clarifying instructional priorities, unpacking standards, designing learning targets, developing common formative assessments, and analyzing data
Prioritizing support for early learners including bilingual paraeducators, support staff in TK, K classrooms, K-3 Literacy Specialists

Increasing hours for community liaisons
Improving two-way communication between the district and the LUSD community
Continue funding Teacher Support Providers to support new teachers
Continue training and resources for schools to strengthen PBIS programs and implement tiered systems of supports

The Expanded Learning Opportunities plan includes many strategies to support the areas of need including High dosage tutoring, professional development to accelerate learning, additional academic services, Counselors at all levels to support academic achievement and social-emotional learning, staffing and resources for special education, a bilingual Literacy Specialist for DI program, field trips and summer enrichment, SEL curriculum, Sports for Learning at the elementary schools, classes for credit deficient students, and additional hours and training for paraeducators.

In response to the data, surveys, and stakeholder input LUSD will be partnering with Orenda Ed on the following:

Guidance Alignment
1. Focus on a premium education for all students by meeting State College and Career Indicators. Rally around the following outcomes for all students.
a. completion of the A-G course sequence with a C or better
b. 11th graders scoring 3 or better on SBAC
c. For CTE students, completion of a pathway.
2. Initiate an On-Track monitoring system with lead teachers, admin, and wrap-around staff to check the progress of students toward predictive indicators of these outcomes, five times during the year. Closely monitor student groups as a part of this process, to ensure that all students are successful.
3. Ensure A-G course access for all students, utilizing a “directed not invited” approach for student placement into A-G coursework. Then, apply the same framework for support, so students complete the coursework with a C or higher. Ensure this directed support occurs during the school day and that it is available early in each semester to ensure the passing of courses, so that grade recovery is not needed. However, make sure that there is an option for grade/credit recovery that is directed, not invited, as soon as a student receives lower than a C in an A-G course. Strive to reduce the number of D/Fs in courses by continually monitoring and increasing varied supports, as needed.
4. Expand opportunities for AP coursework, perhaps with creative partnerships between two high schools due to limited enrollment, to support a wider range of AP courses, thus giving more opportunities to students. Make sure to provide additional support as students engage in more rigorous coursework to ensure success.
5. Educate students on the transfer rates of various community colleges and the implications that different college-going scenarios may have on their future. Ensure students become savvy consumers of post-secondary discourse.
6. Guerilla market that a premium education is characterized by a student meeting A-G criteria to garner more stakeholder support. All students deserve a premium education.

Curriculum Alignment, Lompoc Standards Alignment Project
1. Use the SBAC as the operational definition of “grade-level” with the Item Specifications providing models of question.

2. Initiate an On-Track monitoring system with teacher teams to check progress of students toward predictive indicators of these outcomes five times during the year,
3.a. Plan how to differentiate content within the classroom with small groups, accelerating and reviewing content, as needed. Coordinate resources. (elementary)
3. b. When monitoring students, identify students in need of more support, brainstorming with colleagues how to provide high-impact, lower-prep support before the end of the grading term to ensure students master the content and pass courses with a C or higher. Coordinate resources. (secondary)
4. Focus non-student teacher time on grade- level or course-alike teacher collaboration for common assessment creation, data reflection and backward planning.

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.

Maple High School, Lompoc Valley Middle School

Support for Identified Schools

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

The Coordinators of Education Services will support our schools eligible for comprehensive support by reviewing the need assessment, looking at the CSI indicators, reviewing the Dashboard data, analyzing past goals/actions, and discussing their current status. The Coordinators will assist both sites in brainstorming action items (materials, resources, supports) and finalizing the plan and budget allocations. Both sites are collecting more information from their teachers, staff, parents, and students through surveys. The Coordinators will also review each site's SPSA plan and other data such as California Healthy Kids Survey, CAASPP data, Benchmark data, and educational partner input to support the site in plan development. The Coordinators will support the schools by taking the lead with budget allocations, documentation, and reporting. Both sites completed a detailed needs assessment where staff ranked the school’s effectiveness in several areas such as information and analysis, student achievement, quality planning, professional development, leadership, partner engagement, and continuous improvement. The Coordinator will assist the principal in analyzing this data and using it to inform the CSI plan and goal areas. Identified CSI schools will meet with both Coordinators of Education Services to review CSI criteria, data, and next steps. District and site administrators will also leverage a partnership with Orenda Ed in order to plan for and implement research-based school improvement strategies. The evidence-based strategy of Positive Behavior Intervention Support is in year 3 at Lompoc Valley Middle School and will be supported by District administration. Lompoc Valley Middle School is employing instructional coaching in partnership with EdPro Design to provide professional development to their teachers. Maple High School partnered with Girls Inc to provide leadership opportunities for

women. Maple High School provides yoga for students. Maple High School also partners with Mind Bloom Wellness to offer therapy and counseling services to students.

Monitoring and Evaluating Effectiveness

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

The Coordinators will meet with each site administrator at least three times annually to review the plan including goal areas, action items, budget allocations, and progress on goals. The Coordinators will assist with progress monitoring by reviewing the alignment of CSI and SPSA goals, mid-year survey feedback, progress on benchmarks, changes in students' feeling of connectedness, parent engagement, attendance rates, suspension rates, and graduation rates. The Coordinators will assist the school in developing mid year and end of year survey or progress monitoring tools to assess the effectiveness of the plan to support school improvement. For example, the Coordinators will encourage the site administrator to give staff an opportunity to provide mid year feedback (similar to the beginning of the year needs assessment) to determine progress and make adjustments to the plan for the remaining months of the school year.

Engaging Educational Partners

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

For the 2021-2022 school year, LUSD held seventeen regular board of education meetings and six special board meetings. LUSD held six Superintendent's LCAP Advisory Committee Meetings on Sep 21, Nov 2, Dec 7, Feb 1, Mar 29, and May 3. District and site committees (ELAC, DELAC) are included in the representation of the Superintendent's LCAP Advisory Committee to provide input to the process of monitoring, measuring, and revising planned actions and goals. The Superintendent's LCAP Advisory Committee is comprised of parents/families, administrators, principals, collective bargaining units (LFT, CSEA), teachers, and community members.

LUSD sought input and feedback from educational partners including parents, families, students, classified/certificated staff, and community members through the use of our Spring LCAP survey. LUSD presented their Mid-Year Annual Update and One-Time Supplement to their educational partners on Feb 8 at the board of education meeting and invited input from the board and the public.

Parents, staff, and community members have contributed ideas and were involved in the assessment of year 1 with the LCAP as well as the development of the 2022-2023 revision via ELAC, DELAC, and LCAP surveys, Superintendent's LCAP Advisory Committee meetings, and at various board meetings throughout the year.

LUSD also sought input and feedback from SELPA on June 13th.

LUSD held a public hearing for the 2022-2023 LCAP on June 14th, 2022 to allow the community to give input before the final plan is voted on.

A summary of the feedback provided by specific educational partners.

Parents and families expressed their desire to have enrichment opportunities for their students, credit recovery, physical activity, outdoor experiences, and interaction with peers via surveys and virtual meetings. Parents would like ongoing academic support for their students, specifically in the areas of math, English language arts, and ELD in order to be more college and career-ready. The trends that emerged include a desire for more physical activity, art and music, strengthening the Seal of Biliteracy pathway, improving connectivity, adding workshops for parents, increasing communication from the district, providing students with enrichment, adding additional CTE courses, adding counselors to elementary schools, reducing class size, offering in-person tutoring.

Teachers and staff would like to see extended hours for paraeducators and library technicians, training for Special Education staff, an improved school climate, workshops for parents, clubs for kids, Internet, basic supplies at sites, SEL programming, restorative justice, more support for Kindergarten and First Grade, support for DI, differentiated professional development, additional Counselors, unified information from district, additional paraeducators and a reduction in combination classes.

LUSD 's community partners provided feedback related to the needs of military families who live on the Vandenburg Space Force Base. In addition they would like to see an improvement with facilities/buildings, attention to overall health and wellbeing of students including nutrition and mental wellness. Our community partners would like to strengthen our partnership via grants, collaborating on the district's wellness policies and expanding contracts with outside agencies such as CADA and FSA.

Administrators shared a desire to increase support for AVID, reduce class size, add counselors to elementary, add APEX licenses for secondary students, expand para educators and provide in person tutoring for students.

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

The LCAP, as well as our Expanded Learning Opportunities, was influenced by educational partner input. Based on feedback the district included actions in the ELO plan specific to family workshops, a summer expanded learning program, professional learning opportunities for teachers, in-person tutoring, strategic professional development to accelerate learning, Counselors at all levels to support academic achievement and social-emotional learning, staffing and resources for special education, a bilingual Literacy Specialist for DI program, field trips and summer enrichment, SEL curriculum, Elevo (physical education and SEL) at the elementary schools, classes for credit deficient students, and additional hours and training for paraeducators. Based on educational partner feedback the LCAP includes many of the 2017-20 actions such as site allocations, professional development, additional staffing for elementary schools, Literacy Specialists, bilingual instructional assistants, secondary courses and sections, APEX licenses, community college partnerships, the Community Day School, AVID training, PE teachers, Counselors, STEM experiences, technology staffing and support, special education staffing and support, CTE pathways, summer school, support for foster youth, parent outreach efforts, using communication tools, supporting sites with liaisons and translators, offering parent workshops, PBIS training, the attendance monitoring system, ASES and BGC, community partnerships with outside agencies, outreach consultants, SROs, Nurses and Health Clerks, Noon duty aides and crossing guards, staffing and support for special education, and staffing and support for maintaining school grounds and facilities, as well as an increase in support for professional development, field trips for students, an increase in resources for homeless students, and an increase in hours for liaisons.

Goals and Actions

Goal

Goal #	Description
1	Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards.

An explanation of why the LEA has developed this goal.

Improving academic achievement continues to be the highest priority for Lompoc Unified and was solidified in Spring 2021 when the School Board revised Board Goal 1 to focus on improving academic achievement and instruction. While the district has seen improvements in the areas of Graduation rates and Reclassification rates, most other metrics indicate that the majority of students are not meeting or exceeding grade level standards. There is a significant and persistent gap in academic achievement outcomes for English Learners, Foster Youth and Homeless students as evidence by SBAC, STAR, course enrollment data, and College and Career Indicators. The actions listed for Goal 1 support the priority of improving instruction and student learning across content areas and supporting all students in college and career readiness. Goal 1 is aligned with our efforts to align guidance and curriculum, and offer a premium education to all students. LUSD is prioritizing professional development for teachers and staff because research and evidence reveals that strengthening collective efficacy is the number one way to improve outcomes for students. Several actions below highlight the importance of a continued effort to provide professional development and promote collaboration among administrators, certificated staff, and classified staff. Survey results and community partner engagement efforts revealed that classified staff would like additional opportunities for training and for supporting students in the classroom. Goal 1 actions are also inclusive of Board Goal 3: Develop capacity of all staff to meet the academic needs of all of our students through ongoing professional development and collaboration. Teachers have expressed a desire for more personalized professional development activities as well as time to collaborate with Professional Learning Community teams. Actions related to professional learning, mentoring, and coaching are included in Goal as we know that building staff capacity can have a direct impact on improving learning outcomes for students. While the metrics below indicate all of our teachers are credentialed, we recognize the need to provide additional support for new teachers, coaching for administrators, time for teachers to design lessons and common assessments, and support for all staff to strengthen instructional skills.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Improve SBAC ELA achievement Districtwide English learners	39% met or exceed on SBAC on Dashboard from 2019	Did not participate in SBAC testing in 2020-21.			44% meeting or exceeding standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	13% of EL students met or exceed on SBAC on Dashboard from 2019				23% of EL students meeting or exceeding standards
Improve SBAC Math achievement Districtwide English learners	25% met or exceed on SBAC on Dashboard from 2019 8% of EL students met or exceed on SBAC on Dashboard from 2019	Did not participate in SBAC testing in 2020-21.			30% meeting or exceeding standards 18% of EL students meeting or exceeding standards
Improve RFEP (% of students Redesignated Fluent English Proficient)	18.3% of EL students are Redesignated fluent English proficient in the 2020-21 school year	2021-22 a total of 1504 students that were classified as EL took the ELPAC and 109 students were Reclassified. 7.25% of EL students are Redesignated Fluent English Proficient.			25% of students will be considered RFEP
Improve College & Career Readiness Indicator	in 2020 39.2% of students are prepared, 19.9% of students are approaching prepared; 40.9% of students are not prepared Of the 39.2% of students who are	Due to Covid, state law suspended the recording of this indicator for 2020-2021			48% of students will be prepared. Of the 48% of students who are prepared, 15% will be English Learners, 72% will be socioeconomically disadvantaged, and 10% will be students with disabilities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	prepared, 5.9% are English Learners, 62.9% are Socioeconomically disadvantaged and .8% are students with disabilities. Of the 19.9% who are approaching prepared, 17.2% are English Learners, 76.1% are Socioeconomically disadvantaged, and 10.4% are students with disabilities. Of the 40.9% of students who are not prepared, 25.5% of students are English Learners, 80.7% are socioeconomically disadvantaged, and 28.7% are students with disabilities.				
Improve A-G requirement course completion rate	In 2020 of the students who are considered "prepared" for college & career (CCI), 70% met the A-G requirement; of students who are	In 2021 Of the students who are considered "prepared" for college & career (CCI), 31.6% met the A-G requirement.			Of the students who are considered "prepared" for college & career (CCI), 75% met A-G requirement; of students who are considered

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	considered "approaching prepared" 18.7% met A-G requirements; of the students considered "not prepared" 0% met A-G course requirements				"approaching prepared" 25% met A-G requirements; of the students considered "not prepared" 0% met A-G course requirements
Improve AP course enrollment rate	Currently, 14.77% of students are enrolling in AP courses	2021-2022 AP Enrollment is 16.14%			20% of students will be enrolling in AP courses.
Improve AP pass rate	Currently, 49.63% of students are passing AP courses.	2021-2022 80.75% of students are passing AP courses.			55% of students will be passing AP courses.
Increase % of students passing UC/CSU Math courses	As of 2019-20, 59.35% of students are passing UC/CSU math courses.	2020-2021 32.10% of students are passing UC/CSU Math courses.			65% of students will be passing UC/CSU Math courses.
Increase % of students passing UC/CSU ELA courses	As of 2019-20, 68.06% of students are passing UC/CSU ELA courses	2020-2021 32.08% of students are passing UC/CSU ELA courses.			75% of students will be passing CSU/UC ELA courses.
Improve K-12th grade STAR Reading % of students meeting or exceeding grade level standards	As of spring 2021 39% of students are meeting or exceeding grade level standards in Reading.	Metric no longer available; Replaced with NWEA MAP Growth Reading			50% of students will be meeting or exceeding grade level standards as measured by STAR Reading assessment.
Improve K-12th grade STAR Math % of	As of spring 2021 45% of students are	Metric no longer available; Replaced			55% of students will be meeting or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students meeting or exceeding grade level standards	meeting or exceeding grade level standards in Math.	with NWEA MAP Growth Math			exceeding grade level standards as measured by STAR Math assessment.
Improve EL Progress toward English Proficiency	In 2019-20 9.35% of English learners scored a Level 4 on ELPAC	In 2020-21 13.98% English learners scored a Level 4 on ELPAC			15% of English learners will score a Level 4 on ELPAC
Continue Implementation of Content and Performance Standards	All California State Standards will be implemented	All California State Standards will be implemented			All California State Standards will be implemented
Maintain that all EL Students Will Have Access to Core and ELD Standards	All EL Students Will Have Designated and Integrated EL Instruction in Content Courses	All EL Students Will Have Designated and Integrated EL Instruction in Content Courses			All EL Students Will Have Designated and Integrated EL Instruction in Content Courses
Improve CTE enrollment rate	As of 2019-20, 50.59% are enrolled in one or more CTE course	2020-2021 47.93% are enrolled in one or more CTE course			55% of students will be enrolled in one or more CTE courses.
Maintain credentialed teacher rate	100% of teachers are credentialed.	98% of teachers are credentialed.			100% of teachers will be credentialed.
Maintain rate of credentialed teachers teaching outside of subject area	100% of credentialed teachers teaching in approved subject area	97% of credentialed teachers teaching in approved subject area			100% of credentialed teachers teaching in approved subject area
Maintain percentage of students with copy of own textbook	100% of students have access to their own copy of textbooks.	100% of students have access to their own copy of textbooks.			100% of students have access to their own copy of textbooks.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain textbook adoption rate (aligned to standards)	100% aligned textbook adoptions	100% aligned textbook adoptions			100% aligned textbook adoptions
Maintain percentage/number of EL, FY, LI and SWD students who have access to approved course of study.	100% of students will have access to approved course of study.	100% of students will have access to approved course of study.			100% of students will have access to approved course of study.
Maintain % of SED/EL pupils with sufficient access to standards-aligned instructional materials	100% of SED/EL pupils with sufficient access to standards-aligned instructional materials	100% of SED/EL pupils with sufficient access to standards-aligned instructional materials			100% of SED/EL pupils with sufficient access to standards-aligned instructional materials
Maintain full implementation and sustainability of implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks (ELA, ELD, Math, NGSS)	Full implementation and sustainability of implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks (ELA, ELD, Math, NGSS)	Full implementation and sustainability of implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks (ELA, ELD, Math, NGSS)			Full implementation and sustainability of implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks (ELA, ELD, Math, NGSS)
Improve from "initial implementation" to "full implementation" of policies or programs to support	Initial implementation of policies or programs to support staff in identifying areas where they can	Initial implementation of policies or programs to support staff in identifying areas where they can			Full implementation of policies or programs to support staff in identifying areas where they can

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks in History Social Science for Elementary students	improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks in History Social Science for Elementary students	improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks in History Social Science for Elementary students			improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks in History Social Science for Elementary students
Improve 1st-11th grade NWEA MAP Growth Reading % of students performing grade-level standards	Metric was implemented 2021-2022 school year.	2021-2022 31.8% of students in grades 2nd-8th met or exceeded proficiency in Reading			55% of students in grades 1st-11th will meet or exceed proficiency in Reading
Improve 1st-11th grade NWEA MAP Growth Math % of students performing at grade-level standards	Metric was implemented 2021-2022 school year.	2021-2022 21.1% of students in grades 2nd-8th met or exceeded proficiency in Math			50% of students in grades 1st-11th will meet or exceed proficiency in Math

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Site allocations to meet specific needs of community	Increase services at school sites based on the individual needs of the school aligned to LCAP goals and 8 state priorities. Examples of increased services budgeted at the site include hiring additional computer instructional assistants, bilingual and library instructional IA hours, part-time support teachers, materials/supplies, technology, home/school liaisons, FSA counselor hours, PD, non-capitalized equipment, STEAM activities, arts/music programs, intervention teacher, tutoring and EL counselor. Individual school sites identified	$3,007,434.00	Yes

Action #	Title	Description	Total Funds	Contributing
		actions and goals via SPSAs for increased services to improve academic proficiency of English learners, low-socioeconomic and foster youth. School site councils (SSC) approve the development of site budgets for SPSAs. The matrix used to determine increased services available at each site is based on the number of students in each area: 1) Unduplicated Count, 2) Number of English learners and 3) Unduplicated Count above 55%. School Plans for Student Achievement will be approved by SSC and by LUSD School Board in Fall 2021. 10% of Title 1 funds have not been budgeted, but in a site Hold Harmless Account until final allocation from the State is determined and is not allocated in the budget below. Sites will only be approved to expend funds for services and programs directly tied to LCAP goals. Please see the Addendum following Goal 1 for specific site actions.		
1.2	Professional Development and mentoring for administrators and certificated staff, and programs related to increasing academic achievement (Revised action description language for 2022-2023)	Provide professional development for all TK through 12th-grade teachers, counselors, and specialists to build their capacity in educational pedagogy and assessment. The topics of the PD will be related to curriculum, instruction, and assessment practices, implementation of Common Core State Standards, Science textbook adoption for Elementary, CORE reading academy, systematic phonemic awareness instruction for TK-2nd, ELD curriculum for Secondary, designated and integrated ELD for all teachers, and technology integration in order to meet the District's initiatives of high achievement for all students and closing the achievement gap, especially targeting low-income students, English learners, and foster youth. District and site leadership will help teams calibrate and align grade-level expectations through a deep dive into state standards and assessment expectations. Each grade level or content team identifies essential targets and skills and develops common assessments to inform instruction on a continuous cycle every 5-6 weeks. Formal	$829,887.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reflection and planning accelerate achievement for targeted student groups. This also includes access to the Accelerated Reader supplemental program for all elementary sites designed to improve students' Lexile levels. In conjunction with SBCEO's preliminary and clear administrative services credential program, LUSD will provide a mentor/coach to each candidate holding administrative positions in LUSD. The mentor/coach provides intensive, individualized support and assistance and assures that a leadership action plan for each administrative candidate is rooted in ongoing observation. Professional institutes for administrators (e.g. ACSA Academies). LUSD will cover the costs of District teachers in year 1 and year 2 of SBCEO's Teacher Induction Program (TIP). (Revised action description language for 2022-2023) In order to meet the District's initiatives of high achievement for all students and closing the achievement gap, especially targeting low-income students, English learners, and foster youth, the District will provide professional development for all PK through 12th-grade teachers, counselors, and specialists to build their capacity in educational pedagogy, assessments, and data literacy. The topics of the PD will be related to curriculum, instruction, and assessment practices, implementation of Common Core State Standards, Science textbook adoption for Elementary, CORE reading academy, systematic phonemic awareness instruction for PK-2nd, ELD curriculum for Secondary, designated and integrated ELD for all teachers, and technology integration. In partnership with our Equity Partner, Orenda, the District and site leadership implement year two of the Lompoc Standards Alignment Project, LSAP. The LSAP will use		

Action #	Title	Description	Total Funds	Contributing
		grade-level matrices with high-impact Common Core Standards to guide grade level/content area's scope and sequence. Teachers will assess student learning every 6 weeks using the common assessments created by the LSAP Assessment Task Force. During PLC, teachers will use the data from the common assessments to address the needs of their students, specifically, those who represent our unduplicated population. During Guided Planning PLCs, educators will also collaborate to calibrate the best instructional materials and instructional strategies to meet the needs of their high achieving, English Learners, African America, and Students with Disabilities. Each grade level or department. The Lompoc Standards Alignment project is a continuous cycle of improvement. These programs are used to increase academic achievement. IXL Reading and Math is a standards-aligned program that will be used to support the individualized needs of all elementary students. Students will benefit from IXL through learning recovery and acceleration in both ELA and Math. NWEA is our K-12 District Benchmark. The NWEA MAP Test (Measures of Academic Progress) is an adaptive achievement and growth test. It creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each individual student. Accelerated Reader is a digital comprehension tool that supports elementary students' development in reading by monitoring their reading fluency progress. In conjunction with SBCEO's preliminary and clear administrative services credential program, LUSD will provide a mentor/coach to each candidate holding administrative positions in LUSD. The mentor/coach provides intensive, individualized support and assistance and assures that a leadership action plan for each administrative candidate is rooted in ongoing observation. Professional institutes for administrators (e.g. ACSA Academies). LUSD will cover the costs of District teachers in year 1 and year 2 of SBCEO's Teacher Induction Program (TIP).		

Action #	Title	Description	Total Funds	Contributing
1.3	Certificated and classified staffing support for ELA, language, and math achievement and language development: TSPs, TK/K support staff and K-3 Literacy Specialists and Library technicians (Revised action description language for 2022-2023)	Kindergarten support teachers will provide support to the classroom with the implementation of the kindergarten instructional program. Support teachers will provide supplemental instructional service principally directed to English learner, low income and foster students. The District will provide a 4 hour Transitional Kindergarten instructional aide (paraeducator) to the nine TK classrooms and they will provide support to the instructional program. Their specific responsibility will be assisting the certificated teacher in providing instruction to individuals and small groups of TK students who may not receive the academic support at home. Literacy Specialists will continue to work at each elementary school to support literacy at grades K-3. The Literacy Specialist will identify students with intensive literacy needs and provide intensive and strategic support for students to achieve grade level proficiency. They will provide small group instruction to support classroom instruction and monitor the student's weekly progress and work to increase the number of student's proficient in reading by grade 3. An additional Literacy Specialist will be assigned to Hapgood Dual Language Immersion program to support students literacy skills in Spanish. District library technicians provide support and guidance with supplementary reading programs, contribute to the development of a library master plan and update catalog circulation database and other essential functions that promote learning. Provide bilingual instructional assistants to sites based on the number of English learners for the purpose/s of providing support to the instructional program within assigned classroom. Specific responsibility will be assisting a certificated teacher in providing instruction to individuals or small groups of limited or non-English speaking students and serving as a resource to other school personnel requiring assistance with non- English speaking persons. Teacher Support Providers (TSP) support new classroom teachers in assisting with full implementation of Common Core State Standards,	$3,350,903.00	Yes

Action #	Title	Description	Total Funds	Contributing
		District core instructional program and the California Standards for Teaching Profession in order to eliminate any disparity that results from low-income and minority students being taught by inexperienced teachers. The TSPs will assist inexperienced teachers in building interactive classroom environments that support all learners and serve as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students, including students with diverse learning needs. One TSP will work with elementary teachers, one with secondary and the third TSP will work with special education teachers. TSPs also produce newsletters, trainings, Math curriculum maps, and ELA curriculum maps. (Revised action description language for 2022-2023) Support teachers will provide supplemental instructional service principally directed to English Learners, low-income and foster students. Kindergarten support teachers will provide support to the classroom with the implementation of the kindergarten instructional program. The CDE requires a 1:12 ratio for PK classrooms. The District will provide a 6-hour Pre Kindergarten instructional aide (paraeducator) to the nine PK classrooms and they will provide support to the instructional program. Their specific responsibility will be to assist the certificated teacher in providing instruction to individuals and small groups of PK students who may not receive academic support at home. This will no longer be funded by the LCAP and moved to general funds. Literacy Specialists will continue to work at each elementary school to support literacy in grades K-3. The Literacy Specialist will identify students with intensive literacy needs and provide intensive and		

Action #	Title	Description	Total Funds	Contributing
		strategic support for students to achieve grade-level proficiency. They will provide small group instruction to support classroom instruction and monitor the student's weekly progress and work to increase the number of students proficient in reading by grade 3. An additional Literacy Specialist will be assigned to Hapgood Dual Language Immersion program to support students' literacy skills in Spanish. District library technicians provide support and guidance with supplementary reading programs, contribute to the development of a library master plan, and update catalog circulation database and other essential functions that promote learning. Provide bilingual instructional assistants to sites based on the number of English learners for the purpose/s of providing support to the instructional program within the assigned classroom. Specific responsibility will be assisting a certificated teacher in providing instruction to individuals or small groups of limited or non-English speaking students and serving as a resource to other school personnel requiring assistance with non-English speaking persons. Teacher Support Providers (TSP) support new classroom teachers in assisting with the full implementation of Common Core State Standards, District core instructional program, and the California Standards for Teaching Profession in order to eliminate any disparity that results from low-income and minority students being taught by inexperienced teachers. The TSPs will assist inexperienced teachers in building interactive classroom environments that support all learners and serve as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students, including students with diverse learning needs. TSPs also produce newsletters, professional development training, Math curriculum maps, and ELA curriculum maps.		

Action #	Title	Description	Total Funds	Contributing
1.4	Leadership Committees (CCC, ELD, SBCEO) (Revised action description language for 2022-2023)	Elementary and Secondary Common Core Council will work in content departments or grade level teams to articulate and plan instructional content and pacing that is coherent and aligned with content Frameworks and State Standards. Elementary grade level chairs TK – 6 serve as instructional leaders for grade level cohorts throughout the District performing duties essential to the efficient operation of the grade level including developing curriculum maps and formative assessments. Grade level chairs will collaborate, plan and present District information to all elementary sites and grade-level cohorts. SCCC and ECCC will work closely to lead professional learning communities at their respective sights and support teams in curriculum, instruction, and assessment alignment. The LUSD English Language Development (ELD) Leadership Team will be comprised of site Principals, ELD Department Chair from the secondary schools and a primary and upper elementary teacher from each of the elementary schools. The ELD Leadership Team will review the work and focus at sites developing understanding of the ELA/ELD Framework, CA ELD Standards and implementation of integrated and designated ELD. The ELD Leadership Team will work to provide a District-wide ELD progress monitoring assessment that will be utilized to explicitly articulate the content knowledge and skills English learners need to improve English language development in core content. SBCEO ELD Consultant will provide professional learning, ongoing monthly on-site support and training to principals and staff at school sites by building of capacity in developing integrated and designated ELD in all content areas and monitoring of progress. (Revised action description language for 2022-2023) Elementary and Secondary Common Core Council will work in content departments or grade-level teams to articulate and plan instructional content and pacing that is coherent and aligned with content Frameworks and State Standards. Elementary grade level chairs PK	$71,284.00	Yes

Action #	Title	Description	Total Funds	Contributing
		– 6 serve as instructional leaders for grade-level cohorts throughout the District performing duties essential to the efficient operation of the grade level including developing curriculum maps and formative assessments. Grade level chairs will collaborate, plan and present District information to all elementary sites and grade-level cohorts. SCCC and ECCC will work closely to lead professional learning communities at their respective sights and support teams in curriculum, instruction, and assessment alignment. In alignment with the released California Arts Framework LUSD has created an Arts Council. The PK-12 Arts Council will focus on developing students' artistic literacy and PK-12 pathway, implementing the California Arts Standards for public schools, and ensuring an equitable arts education for every student. The LUSD English Language Development (ELD) Leadership Team will be comprised of site Principals, the ELD Department Chair from the secondary schools, and a primary and upper elementary teacher from each of the elementary schools. The ELD Leadership Team will review the work and focus on sites developing an understanding of the ELA/ELD Framework, CA ELD Standards, and implementation of integrated and designated ELD. The ELD Leadership Team will work to provide a District-wide ELD progress monitoring assessment that will be utilized to explicitly articulate the content knowledge and skills English learners need to improve English language development in core content. SBCEO ELD Consultant will provide professional learning, ongoing monthly on-site support, and training to principals and staff at school sites by building capacity in developing integrated and designated ELD in all content areas and monitoring of progress.		
1.5	College & Career Readiness and Preparation	LUSD will provide support for all students with a District-wide commitment for all 10th grade students to take the PSAT, 11th graders who desire to take the PSAT for the National Merit Scholarship Program and 11th grade students to take the SAT test. Students completing AP courses will take the College Board	$2,852,707.00	Yes

Action #	Title	Description	Total Funds	Contributing
	(Revised action description language for 2022-2023)	Advanced Placement tests at no cost to them. SAT Bootcamps will be provided during August, after school and on Saturdays prior to the SAT testing to prepare students. Services are principally directed to EI, FY and LI students who typically do not take either test due to cost of the test. It is LUSD's experience that FY, EL and LI students are at greater risk of not achieving grade level standards, not progressing towards graduation and are underrepresented in college. Support sections, including reading, will be provided within the course of the day at the secondary sites to increase and support "a-g" courses for students whom without the additional support might not take the course or fall behind and not complete it. Utilizing the online curriculum accessible through APEX licenses, LUSD provides alternatives for students to receive "a-g subject requirements" through credit recovery. Provide opportunities for students to retake courses for credit recovery for all subject areas during the school year and during the summer months. Continue implementing coherent partnership between LUSD and Allan Hancock Community College with articulated pathways and opportunities for high school students to receive an AA degree concurrently with their high school diploma. Provide enrichment opportunities at the high school through Saturday school. The plan to hold Saturday School for LUSD's neediest students is in response to the community's desire for extended learning. Support secondary math programs by providing funds for freshman support and support sections to increase and support "a-g" courses for students who without the support would not take the course or fall behind and not complete it. Support college and career readiness by funding summer AVID training for 1 admin and 2 teachers at sites interested in expanding and strengthening their program to include: CHS, LHS, VMS, Maple,		

Action #	Title	Description	Total Funds	Contributing
		LC, LH, Ruth, MG, FL, BV. Support and fund college field trips as able. College age tutors will work with LUSD AVID students in tutorials. In addition, partner with Cal-SOAP to provide tutors at each high school to increase academic support, formal outreach and mentoring to under- represented students. Provide a tutor to each of the District's elementary schools and middle schools to help students with reading and math skills. The use of Cal SOAP tutors shall supplement existing services provided by CSEA bargaining unit instructional para- educators and shall in no way cause any reduction and/or elimination of those CSEA para-educator services. District secondary counselors increase access and strengthen services to support all students with an emphasis on English learners, foster youth, African American and Latino males, low socio-economic, Special Ed and first generation students. High school counselors will also support the Bridges to Success program by attendance at regular meetings with Allan Hancock College (AHC). The partnership between AHC and LUSD works to collaboratively promote student success. LHS to partner with UCSB on Destination College Advising Corps (DCAC) and Mathematics, Engineering Science Achievement (MESA) programs to increase college attainment for underrepresented, first-generation college, and low-income students by fostering a college-going culture. The DCAC program places recent college graduates (DCAC College Advisers) into high schools to work with all seniors and a cohort of 9th-12th grade students, which includes all MESA students. (Revised action description language for 2022-2023) District secondary counselors and administrators engage in the Guidance Alignment process to focus on a data-driven approach to increasing the college and career readiness of high school graduates.		

Action #	Title	Description	Total Funds	Contributing
		LUSD Guidance Alignment tracks 7th through 12th-grade students in research-based indicators of career college readiness, with an emphasis on English learners, foster youth, African American students, students in families with low socio-economic, and students with IEPs. The indicators at each grade level are analyzed at 5 checkpoints each school year with an action plan of interventions at each school site to make improvements in certain indicators for identified students. The indicators include Pupil Engagement, Academic Outcomes, Access to College prep classes, and Access to Post-secondary Educational Options. Support sections, including reading and math, will be provided within the course of the day at the secondary sites to increase and support “a-g” courses for students who without the additional support might not take the course or fall behind and not complete it. Utilizing the online curriculum accessible through APEX licenses, LUSD provides alternatives for students to receive “a-g subject requirements” through credit recovery, which includes re-taking classes to earn a grade of “C” or better. Provide opportunities for students to retake courses for credit recovery for all subject areas during the school day, after school, Saturday School, Spring Break, and during the summer months. Continue implementing a coherent partnership between LUSD and Allan Hancock Community College to support student transitions to post-secondary opportunities. Concurrent Enrollment, College Now, and AHC articulation provide opportunities for high school students to work towards an AA degree concurrently with their high school diploma. High school counselors will also support the Bridges to Success program by attendance at regular meetings with Allan Hancock College (AHC). The partnership between AHC and LUSD works to collaboratively promote access to post-secondary opportunities through completion of FAFSA, visits to AHC career days, and facilitation of applications to the college.		

Action #	Title	Description	Total Funds	Contributing
		Support college and career readiness by funding summer AVID training for 1 admin and 2 teachers at sites interested in expanding and strengthening their program to include: CHS, LHS, VMS, Maple, and La Cañada. Support and fund college field trips as able. College-age tutors will work with LUSD AVID students in tutorials. Remove Cal-SOAP tutors from the LCAP, they are now funded through ELO-P. LHS to partner with UCSB on Destination College Advising Corps (DCAC) and Mathematics, Engineering Science Achievement (MESA) programs to increase college attainment for underrepresented, first-generation college, and low-income students by fostering a college-going culture. The DCAC program places recent college graduates (DCAC College Advisers) into high schools to work with all seniors and a cohort of 9th-12th grade students, which includes all MESA students. Continue to fund the AP exams. Students completing AP courses will take the College Board Advanced Placement tests at no cost to them. In alignment with the College Board, 11th graders who desire to take the PSAT for the National Merit Scholarship Program and 11th-grade students to take the SAT test will be offered one Saturday for this assessment at no cost.		
1.6	Whole child enrichment (PE/outdoor) & STEAM programming (Revised action description language for 2022-2023)	In order to support equity in LUSD and knowing the LCFF unduplicated count and percentage of households that have not been traditionally able to access this type of learning opportunity, funding will be provided to ensure that all 6th grade students in LUSD will experience attending an outdoor science school. Students will attend the 3 day Catalina Island Marine Institute. The Catalina Island Marine Institute focuses on science, technology, engineering and math. Provide resources for District to build outside participation in STEAM Festival yearly and STEM Expo that engages EL, FY, LI students in extracurricular science activities. Expenses include extra duty time for	$2,784,468.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teacher to organize events and materials and supplies to run the event. In order to support equity and access for EL, FY, LI students to a well-rounded education, LUSD will provide funds to support 5th grade students field trip to CHS Aquarium and all schools will receive funding for music and art enrichment. In 2021-22 a CHS teacher will participate in Leadership Lompoc Valley in order to develop a deeper network of local partnerships that will especially benefit the Aquarium. Provide each elementary school with a P.E. teacher to promote a healthy lifestyle for English learners, foster youth and low income students. This releases the classroom teacher from teaching P.E. and teachers have a flexible schedule that provides smaller student-teacher ratio for more personalized instruction. Support P.E. teachers in purchasing new and updated equipment each year, aligned with SPARK curriculum, for unduplicated pupils. In order to support equity and access for EL, FY, LI students to a well-rounded education and access to STEM learning, provide transportation for all LUSD 5th graders to visit STARBASE Vandenberg. (Revised action description language for 2022-2023) In order to support equity in LUSD and knowing the LCFF unduplicated count and percentage of households that have not been traditionally able to access this type of learning opportunity, funding will be provided to ensure that all 6th-grade, middle school, and high school students in LUSD will experience attending an outdoor science school. 6th grade students will attend the 3-day Catalina Island		

Action #	Title	Description	Total Funds	Contributing
		Marine Institute. The Catalina Island Marine Institute focuses on science, technology, engineering, and math. Nature Bridge offers Middle and High school students with an opportunity for hands-on learning at the Dangermond preserve. Provide resources for District to build outside participation in STEAM Festival yearly and STEM Expo that engages EL, FY, LI students in extracurricular science activities. Expenses include extra duty time for teachers to organize events and materials and supplies to run the event. In order to support equity, access, and a well-rounded education for English Learners, Foster Youth, and Low-Income students, LUSD will provide funds to support 5th-grade students' field trips to CHS Aquarium and all schools will receive funding for music and art enrichment. To increase STEM learning and a well-rounded education LUSD 5th graders will also receive transportation and a visit to STARBASE Vandenberg. Continued funding for a CHS teacher to participate in Leadership Lompoc Valley in order to develop a deeper network of local partnerships that will especially benefit the Aquarium. Provide each elementary school with a P.E. teacher to promote a healthy lifestyle for English learners, foster youth, and low income students. This releases the classroom teacher from teaching P.E. and teachers have a flexible schedule that provides a smaller student-teacher ratio for more personalized instruction. Support P.E. teachers in purchasing new and updated equipment each year, aligned with SPARK curriculum. In order to increase services for our unduplicated students LUSD will partner with Elevo Learning for our Title 1 Elementary Schools and Lompoc Valley Middle School. Elevo Learning will have staff members work with students at all of our elementary schools to implement sports activities as part of our movement in our SEL daily routine.		

Action #	Title	Description	Total Funds	Contributing
		They will also have staff at Lompoc Valley Middle School working with students during the day and after school.		
1.7	Staffing and programming to support technology integration	The Education Technology Media Specialist will support classroom integration of technology. The ETMS will plan, coordinate, organize and manage the use of print, digital and related information technologies and equipment. The ETMS will work with the Director of Information Technology and Education Services to support classroom instruction using digital curriculum. This support will help classroom teachers with the online curriculum delivery. The ETMS will ensure that teachers have support in logging in to the platforms and medias providing the curriculum. ETMS will coordinate the operation of the District's library/media centers and provides leadership and direction to classified library media techs. The ETMS will collaborate with staff in using the core curriculum and a variety and range of materials to support the curriculum. The ETMS will coordinate and deliver professional development related to the core curricular materials and utilization of technology. Site Technology Support Assistants will support classroom instruction and technology integration. They will provide support to classroom teachers with setting up instructional programs for core curriculum and support materials for all subjects, support for administering the CAASPP and other online assessments, information and guidelines for safe internet activity, instruction and training on technology related initiatives and troubleshooting technology. Continue to purchase and use a device management system (MDM) to manage mobile devices, with the capability of deploying apps for professional development, student enrichment, special education instruction, and apps for language development. Historically, and based on local data, EL, FY and LI students have not had access to technology at school or at home. In addition, there are persistent gaps between groups of students on ELA and Math	$707,973.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assessments. This action will ensure that teachers who support unduplicated students have the knowledge and skills necessary to integrate technology, that staff are available to support these students at home and at school, and that there is specific and strategic support for tools and techniques to support language development.		
1.8	Staffing support for special education (Remove action and replace with action 1.14)	Continue to provide one additional Special Education Coordinator and one Program Specialist to support the implementation of student IEP's, monitor instruction and provide staff development to educational specialists in ELA, math and social emotional instructional programs. With 68% unduplicated count, hiring a Special Education Coordinator and a Program Specialist will be principally directed towards SWD are EL, FY and LI students. Continue ongoing support to the co-teaching sites with 3 hours a month or 12 hours a semester release time for general education and special education planning in order to meet the needs of students with unique needs. (Remove action and replace with action 1.14) This will allow a broader goal to target inclusion practices and the connection between personnel support of academic achievement for students with IEPs. See 1.14		
1.9	CTE Programming and staffing (Revised action description language for 2022-2023)	Provide a robust CTE program with teachers offering courses at the two comprehensive high schools and one continuation high school to expand career readiness options. Program specialist will continuously develop pathways with the help of the CTE teachers and administrative assistant support. Services will be principally directed towards FY, LI and EL students. It is LUSD's experience that FY, LI and EL students are at greater risk of not achieving grade level	$1,457,019.00	Yes

Action #	Title	Description	Total Funds	Contributing
		standards, not progressing towards graduation and are underrepresented in college. (Revised action description language for 2022-2023) Provide a robust CTE program with teachers offering courses at the two comprehensive high schools and one continuation high school to expand career readiness options. One 0.5 FTE counselor and career center technician at each traditional high school along with a CTE Coordinator will continuously support and develop pathways with the help of the CTE teachers and administrative assistant support. Services will be principally directed toward Foster Youth, Low Income, and EL students. It is LUSD's experience that FY, LI and EL students are at greater risk of not achieving grade-level standards, not progressing towards graduation, and are underrepresented in college.		
1.10	Expanded Learning / Summer Programming (Revised action description language for 2022-2023)	LUSD will offer extended instructional learning time during Summer 2021, Summer 2022 and at sites during the 2021-22 school year. This includes funding for Administrators, Teachers, Literacy Specialists, Bilingual and SPED paraeducators, counseling and mental health services, nurses, transportation, software, supplemental programs, SEL integrated physical activities, and enriching and hands-on field trips to Camp Whittier and the CHS Aquarium to support math and science. The summer program will include academic support in core areas such as reading, writing, and math in addition to enrichment and hands-on activities in science, art, music, and social science. LUSD is partnering with several organizations to provide mental health, physical education, and social-emotional enrichment during the summer including CADA, FSA, and Sports for Learning. Over 600 students are invited to the Elementary summer learning program, approximately 150 middle school students will have the opportunity to be part of this unique summer learning opportunity, and over 600 high	$146,763.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school students will have time and support for credit recovery. Community liaisons, district and school staff have been working with the most vulnerable populations of students in Lompoc Unified School District to include students who are homeless, in foster care and/or are socioeconomically disadvantaged. While all students are welcome to apply, staff have gone above and beyond to reach these students to ensure they are aware of and have priority in the summer expanded learning program. (Revised action description language for 2022-2023) LUSD will offer extended instructional learning time during Summer 2021, Summer 2022, and at sites during the 2021-22 school year. This includes personnel funding for Administrators, Teachers, Literacy Specialists, Bilingual and SPED paraeducators, counseling and mental health services, nurses, transportation, software, supplemental programs, SEL integrated physical activities, and enriching and hands-on field trips to Camp Whittier and the CHS Aquarium to support math and science. LUSD will fund the instructional materials to support the summer program which will include academic support in core areas such as reading, writing, and math in addition to enrichment and hands-on activities in science, art, music, and social science. LUSD is partnering with several organizations to provide mental health, physical education, and social-emotional enrichment during the summer including CADA, FSA, and Elevo. High school students will have time and support for credit recovery. Community liaisons, district, and school staff have been working with the most vulnerable populations of students in Lompoc Unified School District including students who are homeless, in foster care, and/or are socioeconomically disadvantaged. While all students are welcome to apply, staff have gone above and beyond to reach these students to ensure they are aware of and have priority in the summer expanded learning program.		

Action #	Title	Description	Total Funds	Contributing
1.11	Community Day School (Revised action description language for 2022-2023)	Bob Forinash Community Day School serves expelled students and other high- risk youths. The instructional day includes academic programs that provide challenging curriculum and individual attention to student learning modalities and abilities. Development of pro-social skills and student self-esteem and resiliency are also included in a student's individualized learning. (Revised action description language for 2022-2023) Bob Forinash Community Day School will use evidence-based interventions, strategies, and activities to ensure our at-promise student needs are met and that our students are being prepared to transition to a traditional educational setting with the tools, confidence, and motivation required for academic and social success. We strive to ensure our students leave Bob Forinash Community Day School with a personal understanding of their ability to succeed academically, socially, and emotionally as they transition back into a traditional school setting. Bob Forinash will also provide space for Mission Valley Independent School starting in the 2022-23 school year. Independent study is an optional alternative instructional strategy for PK-8 students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.	$950,735.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	District personnel to support LCAP implementation (Revised to update language and action for 2022-23)	The District will provide personnel to supports sites in order to support monitoring LCAP goals, actions and expenditures to ensure the actions are tied to District and school goals to ensure increased and improved services to students. (Revised to update language and action for 2022-23) To ensure continuous, increased and improved services for unduplicated students, District personnel will work with school sites to provide additional support in the form of monitoring the progress and action of LCAP goals and related expenditures.	$557,673.00	Yes
1.13	Support for Foster Youth & Homeless students (Revised to update language and action for 2022-23)	Address needs of homeless and FY families by connecting them to appropriate resources. 1.0 FTE Homeless and FY Liaison builds the professional capacity of home school liaisons to provide case management to families to connect them to school and community resources, as well as regular contact regarding student attendance. The Liaison provides support to Spanish-speaking families, homeless, foster youth and immigrant families. Foster Focus program, funds to purchase instructional materials foster youth and homeless, LUSD staff will participate in ongoing communication and collaboration between other LEAs, county agencies and nongovernmental organizations regarding foster and homeless youth to ensure immediate enrollment, partial credits for mid-semester changes, adequate transportation to school and graduation credit exemptions as appropriate. LUSD will collaborate with SBCEO Transitional Youth Services to provide training to District staff to ensure foster youth have access to AB 216 rights. AB 216 exempts a pupil in foster care who transfers between schools any time after the completion of the pupil's second year of high school from all coursework and other requirements adopted by the governing board of the school District that are in addition to the statewide coursework requirements. District	$259,676.00	Yes

Action #	Title	Description	Total Funds	Contributing
		administrators and staff will participate in a McKinney-Vento training offered by SBCEO. (Revised to update language and action for 2022-23) Address the needs of homeless and FY families by connecting them to appropriate resources. 1.0 FTE Homeless, 0.5 FTE FY Liaison, and School Social Workers build the professional capacity of home school liaisons to provide case management to families to connect them to school and community resources, as well as regular contact regarding student attendance. The social workers and liaisons provide support to Spanish-speaking families, homeless, foster youth, and immigrant families. Foster Focus program, funds to purchase instructional materials for foster youth and homeless, LUSD staff will participate in ongoing communication and collaboration between other LEAs, county agencies and nongovernmental organizations regarding foster and homeless youth to ensure immediate enrollment, partial credits for mid-semester changes, adequate transportation to school and graduation credit exemptions as appropriate. LUSD will collaborate with SBCEO Transitional Youth Services to provide training to District staff to ensure foster youth have access to AB 216 rights. AB 216 exempts a pupil in foster care who transfers between schools any time after the completion of the pupil's second year of high school from all coursework and other requirements adopted by the governing board of the school District that are in addition to the statewide coursework requirements. District administrators and staff will participate in a McKinney-Vento training offered by SBCEO.		
1.14	Access to grade-level curriculum for students with IEPs	With a 68% unduplicated count, hiring a Special Education Coordinator and a Program Specialist will be principally directed toward English Learners, Foster Youth, and Low-Income students. Continue to provide one additional Special Education Coordinator and	$378,026.00	Yes

Action #	Title	Description	Total Funds	Contributing
		one Program Specialist to improve inclusive practices at school sites, provide appropriate support during resource and RSP instruction, improve accommodations in the general education setting, and support site special education teams. Continue ongoing support to sites implementing co-teaching strategies with 3 hours a month or 12 hours a semester release time for general education and special education planning in order to meet the needs of students with unique needs.		

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.

Goal 1 actions that were done differently in the 2021-2022 year include changing the District Benchmark from STAR to NWEA, implementation of the Lompoc Standards Alignment Project (LSAP), inability to hire bilingual instructional assistants due to a hiring shortage, inability to fill all TSP positions due to a hiring shortage, costs of Common Core Councils decreased due to an expired MOU, fewer Saturday Schools due to lack of participation at school sites, inability to utilize CAL-SOAP tutors due to shortage of tutors, Elevo, formerly known as Sports For Learning, was expanded to provide their program during the school day.

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

The differences for 1.1 shows a decrease in expenditures because school sites did not spend all of the money allocated to them.

The differences for 1.2 shows a decrease in expenditures because of the inability to hire presenters for new programs. Also contributing to the decrease was the drop in the cost of switching assessment programs from Renaissance to NWEA. We are decreasing the cost of Renaissance Place because we are keeping Accelerated Reader but we no longer use STAR as our district benchmark. We added the following academic programs IXL, NWEA, and Renaissance Place (STAR, AR). IXL is a digital program that supports math and ELA instruction for all elementary schools. NWEA is replacing Renaissance STAR as our district benchmark for grades K-11th.

The differences for 1.3 show a decrease in expenditures because the PK paraeducators, formerly known as the TK PTST, are being funded by general funds for the 2022-2023 and ongoing years.

The differences for 1.4 shows a decrease in costs because we no longer stipened teachers for the Elementary Common Core Council due to an expired MOU.

The difference for 1.5 shows a decrease in costs because, in alignment with the College Board recommendation, we are no longer requiring all students in 11th grade to take the SAT, however, we are still offering it as an option to students who would like to take it.

The difference for 1.6 shows a decrease in costs because we split funded Elevo and had a decrease in enrollment of sixth-grade students attending the Catalina Island Marine Institute field trip.

The difference for 1.8 shows a decrease in costs because we are eliminating this goal to replace it with 1.14.

The difference for 1.9 shows an increase in costs because we are funding a 0.5 FTE Counselor and Career Center technician.

The difference for 1.11 shows an increase in costs because we are increasing hours for two positions at Bob Forinash Community Day School, 1.0 hours for the Admin II, and 0.5 hours for the registrar to assist with the encumbrance of the Mission Valley Independent School.

The difference for 1.13 shows a decrease in costs because we used other grant funding.

The difference for 1.14 shows an increase in costs because we are eliminating 1.8 and encumbering the expenditures into 1.14 to write a new goal for access to grade-level curriculum for students with IEPs.

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

Action 1.1 was effective because we were able to meet their fiscal needs to support SPSA as measured by the continuation of content and performance standards being fully implemented.

Action 1.2 was effective as evidenced by the full implementation and sustainability of implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks (ELA, ELD, Math, NGSS). We improved from "initial implementation" to "full implementation" of policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks in History-Social Science for Elementary students

Action 1.3 was ineffective because we were unable to fill multiple positions including bilingual instructional assistants, TK/K support teachers, and TSPs. In addition due to sub shortage Literacy Specialists were frequently pulled out of their traditional role to provide sub coverage for classes. The metrics that indicated this as ineffective are our decrease in improving RFEP (% of students Redesignated Fluent English

Proficient) and our decrease in improving EL Progress toward English Proficiency. We will continue with this action in the 2022-2023 school year with the intent to fill these positions.

Action 1.4 was effective as indicated by the metric of continuing implementation of Content and Performance Standards and continuing to maintain 100% of SED/EL pupils with sufficient access to standards-aligned instructional materials.

Action 1.5 was ineffective as evidenced by continuing to improve College & Career Readiness Indicator, improve the A-G requirement course completion rate, improve the AP course enrollment rate, Improve the AP pass rate, Increase % of students passing UC/CSU Math courses, and Increase % of students passing UC/CSU ELA courses. Our A-G requirement course completion rate decreased 70% to 31.6%. Our AP Enrollment rate increased from 14.77% to 16.14%. Our AP Passing Rate increased from 49.63% to 80.75%. Our percentage of students passing UC/CSU Math courses decreased from 59.35% to 32.10%. Our percentage of students passing UC/CSU ELA courses decreased from 68.06% to 32.08%. We will continue with this action in the 2022-2023 school year with the intent to provide access to A-G course completion and UC/CSU ELA and Math courses for our EL, FY, and LI students.

Action 1.6 was effective as indicated by the metric of maintaining full implementation and sustainability of implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks (ELA, ELD, Math, NGSS).

Action 1.7 was effective as indicated by the metric of continued Implementation of Content and Performance Standards reporting 100%, the metric maintaining that all EL Students Will Have Access to Core and ELD Standards reporting 100%, and the metric of maintaining the percentage/number of EL, FY, LI and SWD students who have access to the approved course of study reporting 100%.

Action 1.8 was eliminated to be rewritten as Action 1.14.

Action 1.9 was ineffective as indicated by the metric of improving the CTE enrollment rate which decreased from 50.59% to 47.93%. We will continue with this action in the 2022-2023 school year with the intent to increase enrollment to provide multiple pathways to career success after high school for our EL, FY, and LI students.

Action 1.10 was effective as indicated by the metric of continued Implementation of Content and Performance Standards reporting 100%, the metric maintaining that all EL Students Will Have Access to Core and ELD Standards reporting 100%, and the metric of maintaining the percentage/number of EL, FY, LI and SWD students who have access to the approved course of study reporting 100%.

Action 1.11 was effective as indicated by the metric of continued Implementation of Content and Performance Standards reporting 100% and the metric of maintaining full implementation and sustainability of implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks (ELA, ELD, Math, NGSS).

Action 1.12 does not have a metric to measure effectiveness.

Action 1.13 was effective as indicated by the metric of maintaining the percentage/number of EL, FY, LI, and SWD students who have access to the approved course of study reporting 100%.

Action 1.14 is a new action for the 2022-2023 year and will be measured by the metric of maintaining the percentage/number of EL, FY, LI, and SWD students who have access to the approved courses of study.

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

The changes made to 1.1 were to include expenditures directly linked to the school site's action moving forward. The elimination of the Addendum was to reflect those specific site actions within the goal. This change came from direct feedback from our county education office support.

The changes made to 1.2 were to reflect the name change from TK to PK and include the District providing professional development for all PK through 12th-grade teachers, counselors, and specialists to build their capacity in educational pedagogy, assessments, and data literacy. The addition of our partnership with our Equity Partner, Orenda, was added to describe how the District and site leadership implement year two of the Lompoc Standards Alignment Project, LSAP. The LSAP will use grade-level matrices with high-impact Common Core Standards to guide grade level/content area's scope and sequence. Teachers will assess student learning every 6 weeks using the common assessments created by the LSAP Assessment Task Force. During PLC, teachers will use the data from the common assessments to address the needs of their students, specifically, those who represent our unduplicated population. During Guided Planning PLCs, educators will also collaborate to calibrate the best instructional materials and instructional strategies to meet the needs of their high achieving, English Learners, African America, and Students with Disabilities. The Lompoc Standards Alignment project is a continuous cycle of improvement. The addition of programs is used to increase academic achievements such as IXL Reading and Math and NWEA as used for our K-12 District Benchmark.

The changes made to 1.3 reflect the Universal Pre Kindergarten plan and requirements from the CDE. UPK requires a 1:12 ratio for PK classrooms. The addition of a 6-hour Pre Kindergarten instructional aide (paraeducator) to the nine PK classrooms was added however this will no longer be funded by the LCAP and moved to general funds. The update of the description of the Teacher Support Providers (TSP) was changed to reflect the growth of the position. This year we added two more TSP positions.

The changes made to 1.4 include an addition of an Arts Council. The PK-12 Arts Council will focus on developing students' artistic literacy and PK-12 pathway, implementing the California Arts Standards for public schools and ensuring an equitable arts education for every student.

The changes made to 1.5 include an update on actions. District secondary counselors and administrators engage in the Guidance Alignment process to focus on a data-driven approach to increasing the college and career readiness of high school graduates. LUSD Guidance Alignment tracks 7th through 12th-grade students in research-based indicators of career college readiness, with an emphasis on English learners, foster youth, African American students, students in families with low socio-economic, and students with IEPs. The indicators at each grade level are analyzed at 5 checkpoints each school year with an action plan of interventions at each school site to make improvements in certain indicators for identified students. The removal of Cal-SOAP tutors from the LCAP is because they are now funded through ELO-P. The change in the action of 11th-grade students to take the SAT test reflects that they will be offered one Saturday for this assessment at no cost.

The changes to 1.6 support equity, access, and well-rounded education for English Learners, Foster Youth, and Low-Income students, by adding an action to provide funds to support 5th gra ers to receive transportation and a visit to STARBASE Vandenberg. An action was added in order to increase services for our unduplicated students, LUSD will partner with Elevo Learning for our Title 1 Elementary Schools and Lompoc Valley Middle School. Elevo Learning will have staff members work with students at all of our elementary schools to implement sports activities as part of our movement in our SEL daily routine. They will also have staff at Lompoc Valley Middle School working with students during the day and after school.

The changes to 1.8 were to remove this action and replace it with action 1.14. This came from feedback with our Special Education Department. It will allow a broader goal to target inclusion practices and the connection between personnel support of academic achievement for students with IEPs. See 1.14

The changes to 1.9 show the addition of one 0.5 FTE counselor and career center technician at each traditional high school. This position along with the CTE Coordinator will continuously support and develop pathways with the help of the CTE teachers and administrative assistant support.

The changes to 1.10 describe how LUSD will fund the instructional materials to support the summer program which will include academic support in core areas such as reading, writing, and math in addition to enrichment and hands-on activities in science, art, music, and social science. The company name change from Sports for Learning to Elevo is reflected.

The changes to 1.11 reflect an expansion of the previous goal and action for the Bob Forinash Community Day School. Bob Forinash will house for Mission Valley Independent School starting in the 2022-23 school year. Independent study is an optional alternative instructional strategy for PK-8 students whose needs may be best met through study outside of the regular classroom setting.

The changes made to 1.12 reflect an update in language to reflect student interests.

The changes made to 1.13 are updated to include the additions of 0.5 FTE FY Liaison and School Social Workers.

The addition of goal 1.14 cancels out goal 1.8 to better reflect our plan to provide access to grade-level curriculum for students with IEPs. The addition of the co-teaching language is added to the goal to reflect ongoing support to sites implementing co-teaching strategies with 3

hours a month or 12 hours a semester release time for general education and special education planning in order to meet the needs of students with unique needs.

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

2021-2024 LUSD LCAP Addendum
Goal 1 action 1: Site Actions & Expenditures

Site	Action(s)	Expenditures
Arthur Hapgood	Instructional Aides to support ELD and math intervention; Outside agency contract for Counseling services; Professional learning conference for Dual Immersion teachers; leveled readers for students; additional noon duty supervision	201,943
Buena Vista	Reading plus licensing agreement; supplemental instructional materials to support tiered interventions; substitutes to release teachers to attend professional learning	74,652
Cabrillo High School	Additional safety supervision for students; additional clerical support for attendance; supplemental instructional materials; licensing agreements for math intervention	174,623
Calerence Ruth	Additional safety supervision for students; additional clerical support for attendance & family outreach; outside agency contract for counseling services;	143,902
Crestview	Substitutes to release teachers to attend PBIS training; PBIS materials; license agreement for math;additional technology	15,104
La Canada	Instructional aides to support ELD and math; additional hours for bilingual home school liaison;additional clerical hours to support attendance; library books for	190,495
La Honda	Instructional aides to support ELD and math; additional hours for bilingual home school liaison;PBIS materials; technology	160,937
Leonora Fillmore	After school tutoring (paid teachers); instructional aides for after school programming; additional hoursfor student supervision/safety; additional hours for bilingual home school liaison; translation services; supplemental nstructional materials and printing for after school programming.	168,984
Lompoc High	Additional sections for ELD, Reading, and Math; Instructional aides; BRAVE camp; professional development for teachers; technology	464,591
Lompoc Valley Middle	Instructional aides; after school enrichment; additional clerical hours for attendance; student safety liaison; translation/interpretation; iReady mathintervention software	463,675
Los Berros	Substitutes to release teachers to attend professional learning; Staff for ELD and animationprogram; additional hours for clerical to support attendance; supplemental instructional materials; Conference costs for arts integration and school leadership	88,543

Maple High	Supplemental instructional materials; Conferences/Professional learning for teachers and admin; college field trips	203,351
Miguelito	After school tutoring and enrichment; supplemental instructional materials; IXL math license; outside agency contract for counseling services	148,767
Bob Forinash	Supplemental instructional materials	4,180
Vandenberg Middle	Substitutes for teachers to attend professional learning; additional clerical hours for attendance; parent engagement activities; consulting service tosupport teacher professional learning	103,967
Mission Valley	Books for students; supplemental instructional materials; professional learning for teachers	29,335

Goals and Actions

Goal

Goal #	Description
2	Promote positive, effective communication among our community, District, students, staff and educational partners.

An explanation of why the LEA has developed this goal.

Improving communication continues to be a priority for Lompoc Unified and was solidified in Spring 2021 when the School Board revised Board Goal 2 to focus on promoting positive and effective communication among the entire learning community. While the district has seen improvements in the overall number of parents and community members receiving communication and completing surveys, anecdotal feedback and open ended comments on surveys indicate this is an area we'd like to strengthen. It was a challenge to obtain representation from all parent groups during distance learning. While some parents were able to attend district and site committee meetings via Zoom, other parents representing unduplicated students, were not able to attend either due to Internet connectivity issues or lack of awareness. Of the 1,099 responses on the LCAP survey, 16% do not have a student in the district, 14% have a student with an IEP, 3.6% have a student with a 504 accommodation plan, 11% have a student who is an English Learner, .5% represent Foster Youth, 8.6% are parents of GATE identified students, .03% represent homeless population, 30% represent Free and/or Reduced meal plan population and 34% do not represent any of the groups listed. It is an important priority for Lompoc to increase and improve engagement with our families who represent English Learners, Foster Youth, Homeless and socioeconomically disadvantaged students. We have seen improvements with 97% of our parents receiving Parent Square communication, however metrics indicate that attendance at PAC, DELAC, Site Council, and ELAC meetings is down, especially for unduplicated student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of parents who are receiving electronic Parent Square messages.	97% of parents are contactable on Parent Square.	2021-2022 95% of parents are contactable on Parent Square			99% of parents will be contactable on Parent Square.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase participation rate by 20% for completion of parent surveys, such as LCAP, CHKS, and Climate.	816 parents completed the 2020-21 LCAP survey.	133 parents completed the 2021-22 LCAP survey.			1,000 parents will complete the LCAP survey, CHKS, and Climate survey.
Increase parent input and decision making participation as measured by attendance at the District Parent Advisory Committee, District English language Advisory Committee, and the Superintendent's Equity Committee	Currently 50% of parents attend Parent Advisory Committee Meetings and 75% of parents attend DELAC meetings.	2021-2022 The Parent Advisory Committee Meetings returned to the Superintendent's LCAP Advisory Committee and 25% of parents attended and 75% attend DELAC meetings.			75% of parents will attend district committee meetings.
Increase parent participation at site events, meetings, as measured by attendance at Back to School Night, Open House, Parent/Teacher Conferences, and Parent Cafes or workshops offered by the Adult School.	Will collect a baseline measure for attendance at site events in 2021-22 school year.	Discontinued metric for the 2022-23 school year.			
Increase the parent participation at classes and	The Lompoc Adult School served 135 parents of K-12 students this year with	2021-2022 The Lompoc Adult School served 159 parents of K-12 students			The Lompoc Adult School will serve 200 parents.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
workshops offered by Lompoc Adult School.	those parents representing 298 K-12 children.	representing 337 K-12 children			
Increase parent attendance at IEP meetings and parent input at IEP meetings	Will collect a baseline measure for attendance at IEP meetings in 2021-22 school year.	2021-2022 100% of parents/guardians were in attendance at IEP meetings and gave input.			100% of parents/guardians were in attendance at IEP meetings and gave input.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Outreach & Communication with community	Increase outreach to English learners' parents in their primary language via electronic means, flyers, newsletters, meetings, letters, home visits. In Spring 2021 the district implemented Parent Square and will continue to use this tool for all electronic communication. Parent Link is used to increase parent, family, and community engagement for all TK-12 families and students. Emergency messaging, language translation, surveys, and custom messages give LUSD and its schools a tool to get school-related information to parents and the community. Daily bright spot emails to staff, weekly community transmittals to all staff and families, monthly HR newsletters to staff, monthly TSP newsletters to staff, Facebook updates, website updates, and district and side updates sent via Parent Square (email, post, text, call). Maintain District webpage with information such as upcoming events, calendars, services, menus, Curriculum, Instruction, Assessment, all department information, district plans, and human resources information	$116,483.00	Yes
2.2	Community Liaisons & Translators		$613,143.00	Yes

Action #	Title	Description	Total Funds	Contributing
	(Revised action description language for 2022-2023)	Continue to address the needs of unduplicated families by connecting them to appropriate resources. Build the professional capacity of home school liaisons to provide case management to families to connect them to school and community resources, as well as regular contact regarding student attendance. Liaisons provide support to all students and families with needs, particularly Spanish-speaking families, homeless, foster youth, and immigrant families. A 0.5 District liaison supports the home school liaisons to meet the specific needs of those particular groups (this position is being moved to Goal 1.13 for 2022-23). LUSD will have 1.5 FTE District translators who function as interpreters and translators. These positions aid communication with the District's Spanish community by converting messages or texts from English into Spanish either orally or in writing. Ensure that all school information sent home is translated into major languages represented at the schools. Provide oral translation for advisory meetings and parent conferences at the District level. Board agendas will be translated to Spanish based on the feedback from our Educational Partners in DELAC. LUSD has .5 transportation support to aid communication with parents regarding busing. A Hmong bilingual instructional assistant to provide support for academic goals of English learner students. LUSD has a contract with Babble to provide translation services as needed. (Revised action description language for 2022-2023) Revised to move 0.5 District liaison supports the home school liaisons to meet the specific needs of those particular groups to Goal 1.13 for 2022-23.		

Action #	Title	Description	Total Funds	Contributing
		Revised action to include Board agenda translation in Spanish based on the feedback from our Educational Partners in DELAC.		
2.3	Parent Committees (Revised action description language for 2022-2023)	Provide training and support for DELAC and ELAC members. Include parents who represent unduplicated student populations on Superintendent's LCAP Advisory Committee. Expand parent representation on other committees Wellness, Safety, and Special Education. Include childcare, translators, and the minute taker for DELAC meetings. (Revised action description language for 2022-2023) Revised language to remove PAC because this committee was created during COVID, we are now back to the Superintendent's LCAP Advisory Committee.	$2,260.00	Yes
2.4	Workshops and resources for parents (Revised action description language for 2022-2023)	Adult Education will launch Parent Education as a remote option class as our adults have indicated a preference to continue learning from home. Also, as part of the First 5 Early Learning grant, we will be offering Parent Cafes, covering the five protective factors. These Parent Cafes are facilitated by trained parents who will receive stipends for their facilitation through the grant. The LUSD Resource Center will support families by connecting them to community resources, parenting classes and assistance with home-school communication. District-wide workshops will be available to help families to provide further support to their students through parenting skills, academic preparation and school engagement. The center will also provide information about and referrals to local community organizations that can provide assistance to families with regards to health, financial, legal and social-emotional issues.	$147,794.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Yoga and Zumba classes in Spanish. (Revised action description language for 2022-2023) The second year of the LUSD Early Learning Project implementation will begin, focused on creating a Prenatal to grade 3 (PN-3) infrastructure. Through this project, data and evaluation systems will be created, a cross-sector leadership team including parents will be developed, and teachers of children from the community early learning programs and district staff will begin meeting through the Early Learning Network. These Network participants will work to align curriculum, teaching strategies, and assessments to create one comprehensive PN-3 system supporting children. Evaluation measures will include rates of preschool enrollment prior to kindergarten and KSEP scores to demonstrate the continuum of data tracking for high-needs students that begins prior to school entry. As well, Parental Engagement of Families from Latino Backgrounds (PEFL) and Parents' Assessment of Protective Factors (PAPF) assessments will be completed by parents of incoming Kindergartners to demonstrate the percentage of families that provide language and literacy opportunities for young children in their home as a strategy towards school success, and the percentage of families that understand how to support child development and apply it to their parenting practices.		

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.

The difference in the planned actions and actual implementation of Goal 2 includes the change of holding Parent Advisory Committee(PAC) meetings and returning to holding the Superintendent's LCAP Advisory.

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

The difference for 2.2 shows a decrease in costs for the 0.5 District Liason because we moved this position to goal 1.13 as they support Foster and Homeless Youth.

The difference for 2.4 shows a change in funding sources including A104 California Adult Education Program CAEP appointment (not a grant) and First Five Early Learning Project Grant.

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

Action 2.1 was effective as indicated by 95% of parents who are contactable and receiving electronic Parent Square messages.

Action 2.2 does not have a metric to measure effectiveness.

Action 2.3 was ineffective as indicated by the participation rate of both the LCAP Advisory Committee and DELAC meetings. We did not meet the metric of increasing parent input and decision-making participation as measured by attendance at the District Parent Advisory Committee, District English language Advisory Committee, and the Superintendent's Equity Committee. We will continue with this action in the 2022-2023 school year with the intent to increase participation specifically of parents and families representative of EL, FY, and LI students.

Action 2.4 was effective as indicated by the increase of parent participation at classes and workshops offered by Lompoc Adult School. In 2021-2022 the Lompoc Adult School served 159 parents of K-12 students representing 337 K-12 children.

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

The changes to 2.2 include the modification of moving the 0.5 district liaison to Goal 1.13 for 2022-23. Additionally, the revised action to include Board agenda translation in Spanish is based on the feedback from our Educational Partners in DELAC.

The changes to 2.3 are to revise language to remove PAC because this committee was created during COVID. We are returning to the Superintendent's LCAP Advisory Committee. The metric for measuring increased parent participation at site events is being revised to measure parent attendance and participation at District Committees (Superintendent's LCAP Advisory Committee, DELAC/ELAC).

The changes to 2.4 show revision to the action description language. The second year of the LUSD Early Learning Project implementation will begin, focused on creating a Prenatal to grade 3 (PN-3) infrastructure. Through this project, data and evaluation systems will be created, a cross-sector leadership team including parents will be developed, and teachers of children from the community early learning programs and district staff will begin meeting through the Early Learning Network. These Network participants will work to align curriculum, teaching strategies, and assessments to create one comprehensive PN-3 system supporting children. Evaluation measures will include rates of preschool enrollment prior to kindergarten and KSEP scores to demonstrate the continuum of data tracking for high-needs students that begins prior to school entry. As well, Parental Engagement of Families from Latino Backgrounds (PEFL) and Parents' Assessment of Protective Factors (PAPF) assessments will be completed by parents of incoming Kindergartners to demonstrate the percentage of families that provide language and literacy opportunities for young children in their home as a strategy towards school success, and the percentage of families that understand how to support child development and apply it to their parenting practices.

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

Goals and Actions

Goal

Goal #	Description
3	Provide a safe and respectful learning environment where each student, parent/guardian, and staff member is valued.

An explanation of why the LEA has developed this goal.

In Spring 2021 the School Board revised Board Goal 4 to focus on Culture and Safety. LUSD is prioritizing this area in order to create safe and respectful learning environments where all teachers, staff, parents, and students feel valued and connected. Survey results indicate that all stakeholders would like to see more resources for social-emotional learning, mental health, physical education, positive behavior interventions and supports, tiered systems of supports, training for special education staff, and strategies to improve attendance. Dashboard indicators reveal an attendance rate of 93.22% and chronic absenteeism rate of 13.9% as well as persistent gaps for subgroups of students (students with disabilities, English Learners, and socioeconimically disadvantaged students). LUSD plans to strengthen after school programming, and improve quality interactions with families and students to promote improved attendance and remove barriers to attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase school attendance District-wide	All students: 93.22% English Learners: 93.79% Foster Youth: 87.82% Special Education: 90.50% Free/Reduced Lunch: 92.70%	2020-2021 All students: 90.53% English Learners: 88.78% Foster Youth: 85.15% Special Education: 87.27% Free/Reduced Lunch: 88.44%			All students: 95% English Learners: 95.5% Foster Youth: 90% Special Education: 93% Free/Reduced Lunch: 94%
Decrease chronic absenteeism at all schools	All students 13.9% English Learners 14.77% Foster Youth N/A	2020-2021 All students 18.3%. Due to the limited information on			All students 12% English Learners 12.5% Foster Youth N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Special Education 21.70% Socio-Economically Disadvantaged 17.18%	California Dashboard no student group information is available.			Special Education 19.5% Socio-Economically Disadvantaged 15.5%
Decrease dropout rates of high school pupils	All students 2.09% English Learners 6.84% Foster Youth 0.00% Special Education 3.26& Socio-Economically Disadvantaged 2.60%	2020-2021 All students .85% Due to the limited information on California Dashboard no student group information is available.			All students 2% English Learners 6% Foster Youth 0.00% Special Education 2.9% Socio-Economically Disadvantaged 2%
Increase graduation rates for all pupils	All students 93% English Learners 83.76% Foster Youth 91.67% Special Education 68.48% Socio-Economically Disadvantaged 90.80%	2020-2021 All students 87.9% Due to the limited information on California Dashboard no student group information is available.			All students 95% English Learners 86% Foster Youth 94% Special Education 72% Socio-Economically Disadvantaged 93%
Decrease suspension	All students 3.7% English Learners 3.70% Foster Youth 7.90% Special Education 7.70%	2020-2021 All students 0.3% Due to the limited information on California Dashboard no student group			All students 3.5% English Learners 3% Foster Youth 6% Special Education 6% Socio-Economically Disadvantaged 3.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socio-Economically Disadvantaged 4.70%	information is available.			
Decrease expulsion rates	All students 0.05% English Learners 0.13% Foster Youth 0.00% Special Education 0.07% Socio-Economically Disadvantaged 0.06%	2020-2021 All students 0% English Learners 0% Foster Youth 0% Special Education 0% Socio-Economically Disadvantaged 0%			All students 0.04% English Learners 0.05% Foster Youth 0.00% Special Education 0.05% Socio-Economically Disadvantaged 0.04%
Increase the level of school connectedness of pupils, staff and parents as measured by California School Parent Survey.	90% as of last CHKS in 2018-19.	CHKS in 2020-2021 Elementary: 70% Secondary: 58%			93%
Increase level of sense of safety of pupils, staff and parents	86% as of last CHKS in 2018-19.	CHKS in 2020-2021 Elementary: 80% Secondary: 62%			90%
Overall facility rating	Good	Good			Good
Decrease middle school dropout rates	0%	0%			0%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Tiered System of Supports (Revised action description language for 2022-2023)	(To ensure continuous increased, and improved services for unduplicated students the District will increase) opportunities on a site by site basis focused on the implementation of Positive Behavioral Intervention & Supports System, or PBIS as part of the Multi-Tiered System of Support (MTSS) using the PBIS Champion Model System as a framework for creating a comprehensive systems approach for the design and delivery of PBIS at LUSD schools. The framework provides criteria and how-to steps for developing, implementing, monitoring, and sustaining each level of the system in order to support our EL, FY, and LI students who are struggling with behavior, chronic absenteeism, and school connectedness. Ed Service department will partner with PBIS sites to offer weekly/monthly implementation support based on student data. (Revised action description language for 2022-2023) To ensure continuous increased, and improved services for unduplicated students the District will fund 1 SEL Counselor at all school sites and increase opportunities on a site by site basis focused on the implementation of Positive Behavioral Intervention & Supports System, or PBIS as part of the Multi-Tiered System of Support (MTSS) using the PBIS Champion Model System as a framework for creating a comprehensive systems approach for the design and delivery of PBIS at LUSD schools. The framework provides criteria and how-to steps for developing, implementing, monitoring, and sustaining each level of the system in order to support our EL, FY, and LI students who are struggling with behavior, chronic absenteeism, and school connectedness. Ed Service department will partner with PBIS sites to offer weekly/monthly implementation support based on student data.	$1,742,299.00	Yes
3.2	Mediation, SARB, and Attendance Monitoring system	Decrease chronic absenteeism through the LUSD Attendance Mediation Program, which includes school incentives for attendance, letters to parents, classroom interventions, parent contacts, home visits, administrative meetings and referrals to SARB. Home school liaisons work with parents on parenting strategies during individual conferences and through parenting classes at the school sites. A2A.	$10,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Decrease dropout rates of all students. Site administration team performs regular attendance review, grade analysis and behavior history for at-risk students and schedules SSTs to evaluate and implement individualized action plan. Increase graduation rates for all students. Utilize recommendations from prior year's data-driven evaluation to identify the critical factors of high school graduation with recommendations to increase graduation rate.		
3.3	After School Programming (Remove action 3.3 for 2022-2023)	The ASES programs at five LUSD elementary schools provide an opportunity to merge school reform strategies with community resources. The goal is principally directed to support local efforts to improve assistance to EL, FY, and LI students and broaden the base of support for education in a safe, constructive environment. It is the intent of the ASES program to provide safe and educationally enriching alternatives for children and youth during non-school hours. The program creates incentives for establishing locally driven before and after-school education and enrichment programs. Provide an additional after-school program through the Boys and Girls Club to be held at La Honda but serve all elementary schools within the District. The goal is principally directed to support local efforts to improve assistance to students who might be home alone and to broaden the base of support for education in a safe, constructive environment. (Remove action 3.3 for 2022-2023) We will continue to provide these services funded through ASES and ELO-P but we will remove this from the LCAP since it is not funded with LCFF funds.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The ASES programs at five LUSD elementary schools provide an opportunity to merge school reform strategies with community resources. The goal is principally directed to support local efforts to improve assistance to EL, FY and LI students and broaden the base of support for education in a safe, constructive environment. It is the intent of the ASES program to provide safe and educationally enriching alternatives for children and youth during non-school hours. The program creates incentives for establishing locally driven before and after-school education and enrichment programs. The goal of afterschool programming is principally directed to support local efforts to improve assistance to students who might be home alone and to broaden the base of support for education in a safe, constructive environment. These programs will continue to be expanded across the district through Expanded Learning Opportunity Programs.		
3.4	Partnerships with community organizations and agencies to increase safety and supports	Contract with outside agencies such as CADA and FSA to provide social/emotional support for students and families. CADA and FSA specialists provide specific support to students at Bob Forinash Community Day School. CDS will also partner with a local Santa Barbara agency to provide Restorative Justice programming and resources for students and staff. Restorative Justice is a set of principles and practices that help to build healthy collaborative communities. It is not a program; it is an approach. The goal of restorative approaches is to build community and restore relationships while establishing and “living” common values. Restorative Justice Practices support all aspects of the educational school environment with students, teachers, administrators, and parents. Restorative Justice Coaching will support teachers and administrators to weave restorative practices into all aspects of school life and will include: Coaching, consulting, modeling and training (as needed) in	$1,182,566.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Restorative Practices, Proactive Community Building Circles, Conflict Resolution (Harm) Circles, Restorative Conferences and Mediation, Support to School Staff as Needed Student Safety Community Liaisons provide support to the instructional process with specific responsibilities for the safety and welfare of students while on school grounds; monitoring visitors; contacting parents of students who are not in attendance regularly; enforcing school and District rules and regulations. Outreach Consultants at LHS and LVMS work with the high at-risk population working to bring all services together for families. The District, in conjunction with the City of Lompoc and Santa Barbara County Sheriffs Department, agree to terms of an MOU that establish the scope of services to be provided by School Resource Officers (SROs) and School Resource Deputies (SRDs). The SRO/SRD works in a proactive role with students and LUSD officials to counsel and advise the LUSD on important student-police related issues, as well as working on campuses on a daily basis in order to assist students in learning how to de-escalate situations or conflicts with both peers and adults. Fee to WestEd to implement the CA Healthy Kids Survey. District administrators and community members are working together on an Anti-gang task force to increase safety and improve the climate in the communities surrounding the schools.		
3.5	Staffing to support health and wellbeing including Nurses, Health Clerks,	District nurses and health clerks beyond the required amount to improve attendance through health promotion, disease prevention and disease management. Academics are improved because nurses enable better performance because healthy students are in classrooms ready to learn. Nurses are also provided with professional	$1,739,050.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Crossing Guards and Noon Duty Aides	development and will attend the National Association of School Nurses conference in Summer 2021. District Wellness Committee promotes health and wellness and updates Wellness Policy as required. All schools to participate in self-assessment for wellness using assessment tool developed by District's Wellness Committee. Noon duty aides provide support to the instructional process with specific responsibilities for the safety and welfare of students while on school grounds to ensure student safety. Crossing Guards help students cross the street at key locations and help develop the skills to cross streets safely at all times.		
3.6	Staffing and Professional learning for special education	Provide professional development opportunities one day a month for special education SDC teachers in both academics and behavior. With 69% unduplicated count, this action is principally directed towards EL, FY and LI students. Fund full time behaviorists to provide training to staff and create student-specific programs for students with autism or who have exhibited substantial behavioral challenges in the school setting.	$423,090.00	Yes
3.7	Staffing and resources to maintain and improve conditions of school facilities and grounds	Continue to improve the level of LUSD facility maintenance and cleanliness by monitoring custodial staff distribution with the addition of custodians staff principally directed towards the older city schools where the highest concentration of EL, FY and LI attend and where the use of the building and grounds are at a much higher use due to the after school ASES program. Continue to improve the level of LUSD facility maintenance and cleanliness by monitoring grounds maintenance staff distribution with the addition of grounds maintenance staff principally directed towards the older city schools where the highest concentration of EL, FY and LI attend and where	$1,518,158.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the use of the building and grounds are at a much higher use due to the after school ASES program. LUSD's Maintenance and Operations Department implement/monitor schedule of prioritized facility upgrades.		
3.8	Supplies for homeless students	To purchase clothing, basic necessities, and other resources for homeless students and families.	$31,704.00	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.

The difference in the planned actions and actual implementation of Goal 3 is the removal of the Boys and Girls Club from La Honda because it is being replaced by ASES in action 3.3.

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

The material difference for action 3.5 increased due to adding additional positions for health clerks and nurses.

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

Action 3.1 was both effective and ineffective as indicated by multiple metrics. We were ineffective in Increasing school attendance District-wide as evidenced by a decrease in 3% of attendance. This is in part due to ongoing COVID-related absences. We were effective at decreasing expulsion rates to 0% and decreasing the suspension rates to 0.3%. We will continue with this action in the 2022-2023 school year with the intent to school attendance.

Action 3.2 has an in-progress metric.

Action 3.3 was ineffective as indicated by the decrease in the level of school connectedness of pupils, staff, and parents as measured by the California School Parent Survey showing a decline from 90% of students to 70% of elementary students and 58% of secondary students.

Additionally, it is measured by the decrease in the level of sense of safety of pupils, staff, and parents from 86% of students to 80% of elementary and 62% of secondary. Due to distance learning obstacles, participation in this survey decreased. We will continue with this action in the 2022-2023 school year with the intent to increase school connectedness for our EL, FY, and LI students.

Action 3.4 was ineffective as indicated by the decrease in the level of school connectedness of pupils, staff, and parents as measured by the California School Parent Survey showing a decline from 90% of students to 70% of elementary students and 58% of secondary students. Additionally, it is measured by the decrease in the level of sense of safety of pupils, staff, and parents from 86% of students to 80% of elementary and 62% of secondary. Due to distance learning obstacles, participation in this survey decreased. We will continue with this action in the 2022-2023 school year with the intent to increase school connectedness and a sense of safety for our EL, FY, and LI students.

Action 3.5 was ineffective as indicated by the decrease in the level of school connectedness of pupils, staff, and parents as measured by the California School Parent Survey showing a decline from 90% of students to 70% of elementary students and 58% of secondary students. Additionally, it is measured by the decrease in the level of sense of safety of pupils, staff, and parents from 86% of students to 80% of elementary and 62% of secondary. Due to distance learning obstacles, participation in this survey decreased. We will continue with this action in the 2022-2023 school year with the intent to increase school connectedness and a sense of safety for our EL, FY, and LI students.

Action 3.6 was ineffective as indicated by the decrease in the level of school connectedness of pupils, staff, and parents as measured by the California School Parent Survey showing a decline from 90% of students to 70% of elementary students and 58% of secondary students. Additionally, it is measured by the decrease in the level of sense of safety of pupils, staff, and parents from 86% of students to 80% of elementary and 62% of secondary. Due to distance learning obstacles, participation in this survey decreased. We will continue with this action in the 2022-2023 school year with the intent to increase school connectedness and a sense of safety for our EL, FY, and LI students.

Action 3.7 was ineffective as indicated by the decrease in the level of school connectedness of pupils, staff, and parents as measured by the California School Parent Survey showing a decline from 90% of students to 70% of elementary students and 58% of secondary students. Additionally, it is measured by the decrease in the level of sense of safety of pupils, staff, and parents from 86% of students to 80% of elementary and 62% of secondary. Due to distance learning obstacles, participation in this survey decreased. We will continue with this action in the 2022-2023 school year with the intent to increase school connectedness and a sense of safety for our EL, FY, and LI students.

Action 3.8 was ineffective as indicated by the decrease in the level of school connectedness of pupils, staff, and parents as measured by the California School Parent Survey showing a decline from 90% of students to 70% of elementary students and 58% of secondary students. Additionally, it is measured by the decrease in the level of sense of safety of pupils, staff, and parents from 86% of students to 80% of elementary and 62% of secondary. Due to distance learning obstacles, participation in this survey decreased. We will continue with this action in the 2022-2023 school year with the intent to increase school connectedness and a sense of safety for our EL, FY, and LI students.

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

The change to 3.1 reflects revised language to reflect student priorities.

The changes to 3.3 show the additional action description of afterschool programming directed to support local efforts to improve assistance to students who might be home alone and to broaden the base of support for education in a safe, constructive environment. Additionally, it is updated to show these programs will continue to be expanded across the district through Expanded Learning Opportunity Programs.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
16893041	1338137

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.85%	4.24%	$3,483,076.00	24.09%

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

Required Descriptions

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

Improving academic achievement continues to be the highest priority for Lompoc Unified. There is a significant and persistent gap in academic achievement outcomes for English Learners, Foster Youth and Homeless students, and Low-Income students as evidenced by 2019 SBAC results and 2021 STAR data. LUSD is prioritizing professional development for teachers and staff because research and evidence reveal that strengthening collective efficacy is the number one way to improve outcomes for students. Survey results and educational partner engagement efforts revealed that classified staff would like additional opportunities for training and for supporting students in the classroom. Teachers and administrators have expressed a desire for more personalized professional development activities as well as time to collaborate with Professional Learning Community teams. We recognize the need to provide additional support for new teachers, coaching for administrators, time for teachers to design lessons and common assessments, and support for all staff to strengthen instructional skills.

Dashboard measures indicate LUSD is in the "Orange" category for Math achievement, 59.4 points below standard. English learners are in Red with all other subgroups, except Asian, White and Filipino students, in Orange. LUSD is in the "Orange" category for ELA achievement, 18.7 points below standard. Students with disabilities are in Red with all other subgroups, except Asian, White and Filipino students, in Orange. Other state and local indicators show 39% of all students met or exceeded on ELA SBAC on Dashboard from 2019 with only 13% of

English Learners meeting or exceeding on ELA SBAC. 25% of all students met or exceeded on Math SBAC with only 8% of English Learners met or exceeded on Math SBAC. As of spring 2021 39% of all students are meeting or exceeding grade level standards in Reading. As of spring 2021 20% of Limited English Proficient students are meeting or exceeding grade level standards in Reading. As of spring 2021 14% of Limited English Proficient students are meeting or exceeding grade level standards in Math. As of spring 2021 11% of Special Education students are meeting or exceeding grade level standards in Reading. As of spring 2021 14% of Special Education students are meeting or exceeding grade level standards in Math. As of spring 2021 37% of primary grade students are meeting or exceeding grade level standards in Early Literacy. In 2019-20, 9.35% of English learners scored a Level 4 on ELPAC.

LUSD is in the "Green" category for Graduation Rate with 93.7% graduation rate. 86.4% of English Learners graduated, 83.3% of Homeless students graduated, and 73.9% of students with disabilities graduated. LUSD is in the "Yellow" category for College/Career with 38.4% of students prepared. English learners and students with disabilities are in the red category and SED students are in the "Orange." 8.7% of ELs are prepared, 2.9% of students with disabilities are prepared, and 28.5% of LI students are prepared.

In 2020 39.2% of all students were considered "prepared" for college based on the CCI. Of the students considered "prepared" 13% are English Learners and 33.9% are LI students. 19.9% of all students are considered "approaching prepared" based on CCI. Of the students "approaching prepared" 21.3% are English Learners and 20.8% are LI students. 40.9% of all students are considered "not prepared" based on CCI. Of the students "not prepared" 64.8% are English Learners and 45.3% are LI students.

After assessing the needs, conditions, and circumstances outlined of our EL, FY, and LI students as outlined above, we will address these conditions of our EL, FY, and LI students by developing and implementing strategic professional learning opportunities, establishing leadership teams and committees, purchase instructional resources and programs to accelerate learning, provide staffing and supports for new teachers who work primarily with EL, FY and LI students, staffing and support for early learners, early literacy, and English language development.

The Goal 1 actions were collaboratively established to ensure continuous, increased and improved services for unduplicated students, specifically foster youth, English Learners, and low income students:

Action 1.1: the District will allocate funds to school sites based on individual needs to increase services for these students.

Action 1.2: provide professional development District wide, partner with Equity partners for the LSAP, implementent IXL, NWEA, AR as programs used to increase academic achievment

Action 1.3: hire personnel (paraeducators, Lit Specialists, TSPs, Library technicians, bilingual instructional assistents) to support EL, FY, and LI students

Action 1.4: the District will support Elementary and Secondary CCC and add an additional arts council. The District will continue to grow the ELD leadership team

Action 1.5: District secondary counselors and administrators engage in the Guidance Alignment process to focus on a data-driven approach to increasing the college and career readiness of high school graduates, Utilizing the online curriculum accessible through APEX licenses, LUSD provides alternatives for students to receive “a-g subject requirements” through credit recovery, Concurrent Enrollment, College Now, and AHC articulation provide opportunities for high school students to work towards an AA degree concurrently with their high school diploma, and support summer AVID training for admin and teachers.

Action 1.6: to support equit we offer: Starbase, Catalina Island Marine Institute trip, STEAM Festival and STEM Expo, PE teacher, and partner with Elevo

Action 1.7: hire a ETMS, STSAs, and purchase an MDM

Action 1.9. increase CTE program support with increased hours for CTE Career Center Technician

Action 1.10: offer extended instructional learning time during the summer

Action 1.11: absorb Mission Valley independent study school and increase hours for classified personnel

Action 1.12: monitor LCAP progress and implementation

Action 1.13: funds to purchase instructional materials for foster youth and homeless students, and fund personnel

Action 1.14: continue co-teaching and special education coordinator

The above actions are being provided on an LEA-wide basis and we expect that all students with lower rates of academic achievement will benefit. The actions meet needs most associated with the experiences of socio-economically disadvantaged status, we expect that the academic achievement rate for our EL, FY, and LI students to increase.

Improving communication continues to be a priority for Lompoc Unified. While the district has seen improvements in the overall number of parents and community members receiving communication and completing surveys, anecdotal feedback and open-ended comments on surveys indicate this is an area we'd like to strengthen. It was a challenge to obtain representation from all parent groups during distance learning and as we returned to in-person. While some parents were able to attend district and site committee meetings via Zoom, other parents representing unduplicated students, were not able to attend either due to Internet connectivity issues or lack of awareness. We have seen improvements with 97% of our parents receiving Parent Square communication, however, metrics indicate that attendance at Superintendents LCAP Advisory committee, DELAC, Site Council, and ELAC meetings is down, especially for unduplicated student groups.

After assessing the needs, conditions, and circumstances of our EL, FY, and LI students, as summarized above, we learned that the participation and parent engagement rate of our EL, FY and LI students is significantly lower than the rates for all students. In order to address this condition of our EL, FY, and LI students, we will develop and implement parent outreach and communication programs, provide community liaisons and translators, encourage all parents of students to join and attend parent committee meetings and provide workshops to parents. Goal 2, Actions 1, 2 will support liaisons in providing case management to families to connect them to school and community resources as well as regular contact regarding student attendance who typically do not access school resources. Goal 2, Actions 1, 2 will support increased outreach to English learner's parents in their primary language via: electronic means, flyers, newsletters, meetings, letters, home visits. In Parent Square and will be the primary tool for all electronic communication in order to reach all families, but especially parents of EL, FY and LI students who rely on text messaging. Goal 2, Action 2 will also provide translators at district and site level to ensure that all written communication is translated and that all oral communication is interpreted into the parent's primary language. Goal 2 Action 4 summarizes how Adult Education will launch Parent Education as a remote option class as our adults have indicated a preference to continue learning from home. Also, as part of the First 5 Early Learning grant, we will be offering Parent Cafes, covering the five protective factors. These Parent Cafes are facilitated by trained parents who will receive stipends for their facilitation through the grant. The LUSD Resource Center will support families by connecting them to community resources, parenting classes and assistance with home- school communication. District-wide workshops will be available to help families to provide further support to their students through parenting skills, academic preparation and school engagement. The center will also provide information about and referrals to local community organizations that can provide assistance to families with regards to health, financial, legal and social-emotional issues. LUSD plans to provide training and support for DELAC and ELAC members as well as include parents on Superintendent's Advisory Committee and expand parent representation on other committees such as Safety and Special Education. Goal 2, Action 3 will be principally directed toward EL, FY and LI students as parents of EL student serve on ELAC and DELAC, we will expand EL, FY, LI income parent representation on other committees. Training for parents of EL, FY, LI students will increase participation and engagement and ensure that families are receiving district communication. In addition add School Board meeting agendas will be translated and provided to our parents to encourage participation in meetings.

Goal 2, Actions 1, 2, 3 and 4 are being provided on an LEA-wide basis and we expect/hope that all families with lower rates of attendance and participation in school or district events will benefit. However, because of the significantly lower rate for EL, FY, and LI students, and because the actions meet needs most associated with the experiences of a socio-economically disadvantaged status, we expect that the participation and engagement rate for our EL, FY, and LI students and families will increase more than the average rate of all other students.

LUSD is prioritizing this area in order to create safe and respectful learning environments where all teachers, staff, parents, and students feel valued and connected. LUSD is in the "Orange" category for Chronic Absenteeism. The rate is 13.3% and is an increase by 1.3% from the previous year. African American, English Learner, Foster youth and Homeless students are in the "Red" category. LUSD is in the "Orange" category for Suspension Rate. African American, English Learners, and students with disabilities are in the "red" category.

Dashboard indicators reveal an attendance rate of 93.22% and an overall rate chronic absenteeism rate of 13.9%. After assessing the needs, conditions, and circumstances of our EL, FY, and LI students, we learned that the chronic absenteeism rate is 14.6% for EL students, 16.2% for LI students, 27.9% for Homeless students, and 35.1% for Foster Youth.

The overall suspension rate for all students is 3.6%. After assessing the needs, conditions, and circumstances of our EL, FY, and LI students, we learned that 6.9% of English Learners were suspended at least once, 10.2% of students with disabilities were suspended at least once, 20% of foster youth were suspended at least once, and 7.3% of LI students were suspended at least once. In addition, survey results indicate that all stakeholders would like to see more resources for social-emotional learning, mental health, physical education, positive behavior interventions and supports, tiered systems of supports, training for special education staff, and strategies to improve attendance and behavior.

Dashboard data related to absenteeism and college and career along with parent survey data indicate that EL, FY and LI students are at greater risk of not achieving grade level standard, not progressing towards graduation and are underrepresented in college by not attending school. In order to address this condition of our EL, FY, and LI students, LUSD plans to improve quality interactions with families and students to promote improved attendance, strengthen after school programming, provide health services to students and families, provide supervision to students before, during and after school, and provide EL, FY and LI students and families with additional outside resources. Goal 3, Actions 1 and 2 are designed to address some of the root causes of absenteeism and suspension. The framework provides criteria and how to steps for developing, implementing, monitoring and sustaining each level of the system in order to support our EL, FY, and LI students who are struggling with behavior, chronic absenteeism and school connectedness. Mediation, SARB, and Attendance Monitoring system will chronic absenteeism through the LUSD Attendance Mediation Program, which includes letters to parents, classroom interventions, home visits, administrative meetings and referrals to the School Attendance Review Board.

Goal 3, Action 3 ensures we have after school programming in place to provide an opportunity to merge school reform strategies with community resources. It is the intent of the ASES program to provide safe and educationally enriching alternatives for children and youth during non-school hours for students who might be home alone as is principally directed towards EL, FY and LI students. The after school program will support local efforts to improve assistance to students who might be home alone and to broaden the base of support for education in a safe, constructive environment.

Based on survey and climate data, School Resource Officers represent an effective means of decreasing student discipline, decreasing truancy, enhancing school safety and providing a positive school culture particularly with the EL, LI and FY student populations. Goal 3, Action 4 will provide Student Safety Community Liaisons support to the instructional process with specific responsibilities for the safety and welfare towards principally directed FY, LI and EL students while on school grounds; monitoring visitors; contacting parents of principally directed EL, FY and LI students who are not in attendance regularly; enforcing school and District rules and regulations. Outreach

Consultants at LHS and LVMS are principally directed to work with high at-risk EL, FY and LI students. They are working to bring all services together for these families. Goal 3, Action 4 will provide funding for School Resource Officers to support school safety and foster positive school experiences principally directed towards EL, FY and LI students.

Goal 3, Action 5 provides additional nursing services to improve attendance through health promotion, disease prevention and disease management. Services will be principally directed towards EL, FY and LI students due to higher rates of chronic absenteeism. District nurses and health clerks beyond the required amount to improve attendance through health promotion, disease prevention and disease management. Academics are improved because nurses enable better performance because healthy students are in classrooms ready to learn. District Wellness Committee promotes health and wellness and updates Wellness Policy as required. All schools to participate in self-assessment for wellness using assessment tool developed by District's Wellness Committee. Additional noon duty aides provide support to the instructional process with specific responsibilities for the safety and welfare of students while on school grounds to ensure student safety. Crossing Guards help students cross the street at key locations and help develop the skills to cross streets safety at all times. It is LUSD's experience that EL, FY and LI students benefit most from this support and coordination of services.

Goal 3, Action 6 will provide staffing and professional learning for special education staff. 69% of our students with disabilities are EL, FY or LI students and therefore staffing, training and support for behavior will reduce suspension rates for these groups of students.

Goal 3, Action 8 will provide supplies for homeless students as we know our homeless students do not typically have access to basic supplies, food, clothing, and outside resources to promote attendance and positive behavior.

Goal 3, Actions 1-6, 8 are being provided on an LEA-wide basis and we expect/hope that all students with lower attendance rates, higher absenteeism rates, higher suspension rates rate will benefit. However, because of the significantly higher absenteeism and suspension rates for EL, FY, and LI students, and because the actions meet needs most associated with the experiences of a socio-economically disadvantaged status, we expect that the absenteeism and suspension rates for our EL, FY, and LI students will decrease more than the average rate of all other students.

The actions continuing from the 2017-20 LCAP are considered to be effective based on educational partner survey feedback, educational partner meetings, CA Dashboard data, local indicators and other metrics.

The LCAP educational partner survey indicates that 63% of all respondents felt the district made progress to significant on Goal 1 actions. Based on feedback from teachers, staff, students and parents, and student progress, many of the 17-20 actions were carried over such as site allocations, professional development, additional staffing for elementary schools, bilingual instructional assistants, secondary courses and sections, APEX licenses, community college partnerships, the Community Day School, AVID training, PE teachers, Counselors, STEM experiences, technology staffing and support, special education staffing and support, CTE pathways, summer school, and support for foster youth. Literacy Specialists have a visible, positive effect size on improving outcomes for students, based on data collection and analysis.

64% of respondents indicated that LUSD made progress or significant progress related to Goal 1 actions, specifically the support for teachers and administrators. New teachers report feeling very supported by LUSD due to mentoring from TSPs and funding of their TIP program. TSPs are highly regarded as providing successful coaching, observations, feedback and support to our new teachers. Administrators appreciate the opportunity to attend district-funded ACSA academies as well as other institutes. Parents, students and staff shared that the family liaisons and translators are very successful in helping families feel connected and engaged with school sites. 43% of the LCAP survey respondents felt the district made progress on Goal 2 actions with 28% responding that the district has made significant progress with this goal. Therefore, many of the 2017-20 actions were carried over such as continuing parent outreach efforts, using communication tools, supporting sites with liaisons and translators, and offering parent workshops. 78% of respondents felt the district made progress or significant progress with Goal 3 Actions. Staff and parents express satisfaction with after school programming (ASES and BCG) and would like to see these programs expanded. Staff have expressed a positive experience with PBIS training and have seen a reduction in discipline problems at school. Stakeholders share they have seen an improvement with PBIS and SEL and would like to see more supports for mental health, behavior and social-emotional learning. Therefore, many of these 2017-20 actions were carried over such as PBIS training, the attendance monitoring system, ASES and BGC, community partnerships with outside agencies, outreach consultants, SROs, Nurses and Health Clerks, Noon duty aides and crossing guards, staffing and support for special education, and staffing and support for maintaining school grounds and facilities. Many of the actions from the 2017-20 LCAP were carried over based on stakeholder input and the entire community's desire to maintain focused on improving academic achievement, communication and parent engagement, and improving school climate and safety.

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

Using the calculation tool provided by the state, Lompoc Unified School District has calculated that it will receive $16,893,041 in Supplemental and Concentration funds under the Local Control Funding Formula (LCFF) during the 2022-2023 LCAP year. The details of these expenditures are itemized in the Goals, Actions & Services section of the plan. These funds are utilized district-wide to increase or improve services for all students, principally directed towards English Learners, Foster Youth, Low Income students, and some exclusive to individual unduplicated count subgroups. The increased services are at least 19.96% (minimum proportionality percentage) of the total LCFF budget. After assessing the needs, conditions, and circumstances of our English Learner, Foster Youth, and Low Income students, we learned that rates of academic achievement, attendance, graduation, college and career readiness, and parent engagement are lower than the rates for all students. In order to address this condition of our EL, FY and LI students, we will develop and implement improved programs and increased services designed to address some of the major causes of absenteeism, suspension, lack of preparedness for college, and lower academic achievement rates. The above section describes in detail how Actions listed in the four Goal areas are principally directed towards EL, FY, and LI students. The majority of actions are being provided on an LEA-wide basis and we expect/hope that all students will benefit. However, because of the persistent gaps and because the actions meet needs most associated with the chronic stresses and

experiences of a socio-economically disadvantaged status, we expect that the success rates for our EL, FY and LI students will increase more than the average rate of all other students.

The District and the support of its stakeholders have demonstrated that it has met the 19.96% proportionality percentage by planning to expend Supplemental and Concentration funds on actions or services that are principally directed toward the unduplicated student population as summarized (in the first narrative in this section) with each contributing action describe within the plan.

The District has dedicated Supplement and Concentration funds to increase and improve services for our unduplicated students in the following ways:

1. Increase site allocations for students to receive school-based counseling and additional instructional support.
2. Increase personnel cost to provide new teachers with support, coaching and professional development to better serve students.
3. Improving the instructional program through consistent and sustained professional development, professional learning, staff collaboration, and the effective use of data-driven instruction that aligned to Common Core State Standards and other state standards.
4. Personnel cost to lower student/teacher ratio for early learners by hiring TK/K support staff.
5. Personnel cost of bilingual instructional aides to support the academic growth of our English learners.
6. Personnel cost to provide Tier 3 intervention for students who are reading below grade level by hiring literacy specialists.
7. Increase personnel cost for student academic counseling services to improve college and career readiness.
8. Increase credit recovery opportunities for students by purchasing additional APEX licenses.
9. Increase personnel cost to offer additional A-G courses in reading and math.
10. Increase field trips to colleges and provide more teachers with the opportunity to attend AVID training to better support college and career readiness.
11. Personnel cost to further develop and implement engaging, rigorous course offerings to better prepare students in career technical education pathways.
12. Partner with UCSB to increase college attainment for underrepresented, first- generation college, and low-income students by fostering a college- going culture.
13. Provide 5th grade students with the opportunity to visit STARBASE.
14. Personnel cost to provide a safe school environment that contributes to student school climate, belonging, and engagement.
15. Personnel cost and professional development to support students with disabilities.
16. Expand the school day and school year by offering enrichment programming during the summer months and tutoring after school.
17. Increase personnel cost to provide liaisons and translators at each site to support English learner families and and the specific needs of unduplicated students.
18. Expand community partnerships and contracts with consultants to provide mental health services and support Restorative Justice programming at the Community Day School who serves unduplicated students.

The District's Local Control Accountability Plan supports the needs of unduplicated students provided by the goals and actions District-wide in order to increase student efficiency and effectiveness.

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

LUSD currently has 12 schools that have an enrollment of 55% or higher of students who are low-income, English learners and/or foster youth. These schools are Arthur Hapgood, Clarence Ruth, Bob Forinash Community Day School, La Canada, La Honda STEAM, Leonora Fillmore, Lompoc High, Lompoc Valley Middle, Los Berros VAPA, Maple, Miguelito, and Mission Valley. LUSD has increased the number of staff who provide direct services in the following ways:
At Bob Forinash Community Day School a special education teacher's FTE was increased by .5 or 3 hours. Goal 1 action 11.
From the ELO-G, LUSD contracted with Elevo a program that engages students outside in a blended learning curriculum for Social-Emotional Learning & Physical Education/Activity. We added 10 Elevo coaches, one for each elementary school site plus one additional for Leonora Fillmore. Goal 1 action 6.
LUSD plans to hire two additional School Psychologists. Goal 1 action 9.
Provide additional tiered academic support for literacy: Additional Literacy Specialist for Dual Language program at Arthur Hapgood Elementary. Goal 1 action 3.
Lompoc High School increased the number of hours from 5 to 7 for bilingual paraeducators. Goal 1 action 1.
Mental Health Therapist for Clarence Ruth. Goal 1 action 1.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:52.60	1:42.79
Staff-to-student ratio of certificated staff providing direct services to students	1:18.31	1:17.42

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$20,607,223.00	$919,538.00	$106,513.00	$3,248,521.00	$24,881,795.00	$18,884,190.00	$5,997,605.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Site allocations to meet specific needs of community	English Learners Foster Youth Low Income	$1,270,385.00			$1,737,049.00	$3,007,434.00
1	1.2	Professional Development and mentoring for administrators and certificated staff, and programs related to increasing academic achievement (Revised action description language for 2022-2023)	English Learners Foster Youth Low Income	$329,042.00			$500,845.00	$829,887.00
1	1.3	Certificated and classified staffing support for ELA, language, and math achievement and language development: TSPs, TK/K support staff and K-3 Literacy Specialists and Library technicians (Revised action description language for 2022-2023)	English Learners Foster Youth Low Income	$3,116,745.00			$234,158.00	$3,350,903.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.4	Leadership Committees (CCC, ELD, SBCEO) (Revised action description language for 2022-2023)	English Learners Foster Youth Low Income	$28,293.00			$42,991.00	$71,284.00
1	1.5	College & Career Readiness and Preparation (Revised action description language for 2022-2023)	English Learners Foster Youth Low Income	$2,179,190.00	$484,019.00		$189,498.00	$2,852,707.00
1	1.6	Whole child enrichment (PE/outdoor) & STEAM programming (Revised action description language for 2022-2023)	English Learners Foster Youth Low Income	$2,719,321.00			$65,147.00	$2,784,468.00
1	1.7	Staffing and programming to support technology integration	English Learners Foster Youth Low Income	$707,973.00				$707,973.00
1	1.8	Staffing support for special education (Remove action and replace with action 1.14)						
1	1.9	CTE Programming and staffing (Revised action description language for 2022-2023)	English Learners Foster Youth Low Income	$1,126,491.00	$246,531.00		$83,997.00	$1,457,019.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Expanded Learning / Summer Programming (Revised action description language for 2022-2023)	English Learners Foster Youth Low Income	$4,059.00	$34,469.00		$108,235.00	$146,763.00
1	1.11	Community Day School (Revised action description language for 2022-2023)	English Learners Foster Youth Low Income	$932,010.00	$18,725.00			$950,735.00
1	1.12	District personnel to support LCAP implementation (Revised to update language and action for 2022-23)	English Learners Foster Youth Low Income	$478,362.00			$79,311.00	$557,673.00
1	1.13	Support for Foster Youth & Homeless students (Revised to update language and action for 2022-23)	English Learners Foster Youth Low Income	$257,140.00			$2,536.00	$259,676.00
1	1.14	Access to grade-level curriculum for students with IEPs	English Learners Foster Youth Low Income	$378,026.00				$378,026.00
2	2.1	Parent Outreach & Communication with community	English Learners Foster Youth Low Income	$91,124.00			$25,359.00	$116,483.00
2	2.2	Community Liaisons & Translators	English Learners Foster Youth Low Income	$613,143.00				$613,143.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		(Revised action description language for 2022-2023)						
2	2.3	Parent Committees (Revised action description language for 2022-2023)	English Learners Foster Youth Low Income				$2,260.00	$2,260.00
2	2.4	Workshops and resources for parents (Revised action description language for 2022-2023)	English Learners Foster Youth Low Income		$135,794.00		$12,000.00	$147,794.00
3	3.1	Tiered System of Supports (Revised action description language for 2022-2023)	English Learners Foster Youth Low Income	$1,608,868.00			$133,431.00	$1,742,299.00
3	3.2	Mediation, SARB, and Attendance Monitoring system	English Learners Foster Youth Low Income	$10,700.00				$10,700.00
3	3.3	After School Programming (Remove action 3.3 for 2022-2023)	English Learners Foster Youth Low Income	$0.00				$0.00
3	3.4	Partnerships with community organizations and agencies to increase safety and supports	English Learners Foster Youth Low Income	$1,076,053.00		$106,513.00		$1,182,566.00
3	3.5	Staffing to support health and wellbeing	English Learners Foster Youth	$1,739,050.00				$1,739,050.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		including Nurses, Health Clerks, Crossing Guards and Noon Duty Aides	Low Income					
3	**3.6**	Staffing and Professional learning for special education	English Learners Foster Youth Low Income	$423,090.00				$423,090.00
3	**3.7**	Staffing and resources to maintain and improve conditions of school facilities and grounds	English Learners Foster Youth Low Income	$1,518,158.00				$1,518,158.00
3	**3.8**	Supplies for homeless students	English Learners Foster Youth Low Income				$31,704.00	$31,704.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
85094415	16893041	19.85%	4.24%	24.09%	$20,607,223.00	0.00%	24.22 %	**Total:**	$20,607,223.00
								LEA-wide Total:	$15,728,096.00
								Limited Total:	$0.00
								Schoolwide Total:	$4,879,127.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Site allocations to meet specific needs of community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,270,385.00	
1	**1.2**	Professional Development and mentoring for administrators and certificated staff, and programs related to increasing academic achievement (Revised action description language for 2022-2023)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$329,042.00	
1	**1.3**	Certificated and classified staffing support for ELA, language, and math achievement and language	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,116,745.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		development: TSPs, TK/K support staff and K-3 Literacy Specialists and Library technicians (Revised action description language for 2022-2023)						
1	1.4	Leadership Committees (CCC, ELD, SBCEO) (Revised action description language for 2022-2023)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$28,293.00	
1	1.5	College & Career Readiness and Preparation (Revised action description language for 2022-2023)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cabrillo High School, Lompoc High School, Maple	$2,179,190.00	
1	1.6	Whole child enrichment (PE/outdoor) & STEAM programming (Revised action description language for 2022-2023)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Buena Vista, Crestview, Clarence Ruth, Fillmore, Hapgood, La Canada, La Honda, Los Berros, Miguelito	$2,719,321.00	
1	1.7	Staffing and programming to support technology integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$707,973.00	
1	1.9	CTE Programming and staffing (Revised action description language for 2022-2023)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cabrillo High School, Lompoc High School, Maple	$1,126,491.00	
1	1.10	Expanded Learning / Summer Programming (Revised action description language for 2022-2023)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,059.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	Community Day School (Revised action description language for 2022-2023)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bob Forinash	$932,010.00	
1	1.12	District personnel to support LCAP implementation (Revised to update language and action for 2022-23)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$478,362.00	
1	1.13	Support for Foster Youth & Homeless students (Revised to update language and action for 2022-23)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$257,140.00	
1	1.14	Access to grade-level curriculum for students with IEPs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$378,026.00	
2	2.1	Parent Outreach & Communication with community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$91,124.00	
2	2.2	Community Liaisons & Translators (Revised action description language for 2022-2023)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$613,143.00	
2	2.3	Parent Committees (Revised action description language for 2022-2023)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.4	Workshops and resources for parents	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		(Revised action description language for 2022-2023)						
3	3.1	Tiered System of Supports (Revised action description language for 2022-2023)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,608,868.00	
3	3.2	Mediation, SARB, and Attendance Monitoring system	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,700.00	
3	3.3	After School Programming (Remove action 3.3 for 2022-2023)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.4	Partnerships with community organizations and agencies to increase safety and supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,076,053.00	
3	3.5	Staffing to support health and wellbeing including Nurses, Health Clerks, Crossing Guards and Noon Duty Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,739,050.00	
3	3.6	Staffing and Professional learning for special education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$423,090.00	
3	3.7	Staffing and resources to maintain and improve conditions of school facilities and grounds	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,518,158.00	
3	3.8	Supplies for homeless students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$18,724,788.00	$18,376,133.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Site allocations to meet specific needs of community	Yes	$1,957,603.00	1802852.62
1	**1.2**	Professional Development and mentoring for administrators and certificated staff, and programs related to increasing academic achievement	Yes	$844,909.00	766536.88
1	**1.3**	Certificated and classified staffing support for ELA, language, and math achievement and language development: TSPs, TK/K support staff and K-3 Literacy Specialists and Library technicians	Yes	$3,276,620.00	2771417.90
1	**1.4**	Leadership Committees (CCC, ELD, SBCEO)	Yes	$99,978.00	64800.69
1	**1.5**	College & Career Readiness and Preparation	Yes	$2,705,661.00	2800972.34
1	**1.6**	Whole child enrichment (PE/outdoor) & STEAM programming	Yes	$1,224,509.00	1078659.22
1	**1.7**	Staffing and programming to support technology integration	Yes	$680,058.00	543143.68
1	**1.8**	Staffing support for special education	Yes	$390,956.00	365517.84

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.9	CTE Programming and staffing	Yes	$1,212,483.00	1296395.59
1	1.10	Expanded Learning / Summer Programming	Yes	$228,713.00	248302.36
1	1.11	Community Day School	Yes	$741,059.00	797043.64
1	1.12	District personnel to support LCAP implementation	Yes	$588,181.00	516997.61
1	1.13	Support for Foster Youth & Homeless students	Yes	$29,750.00	26852.33
2	2.1	Parent Outreach & Communication with community	Yes	$56,685.00	68788.57
2	2.2	Community Liasions & Translators	Yes	$645,312.00	589901.27
2	2.3	Parent Committees	Yes	$2,269.00	0
2	2.4	Workshops and resources for parents	Yes	$47,000.00	132269.86
3	3.1	Tiered System of Supports	Yes	$114,571.00	133408
3	3.2	Mediation, SARB, and Attendance Monitoring system	Yes	$10,700.00	10700
3	3.3	After School Programming	Yes	$80,000.00	0
3	3.4	Partnerships with community organizations and agencies to increase safety and supports	Yes	$902,449.00	845701.65

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.5**	Staffing to support health and wellbeing including Nurses, Health Clerks, Crossing Guards and Noon Duty Aides	Yes	$1,459,099.00	1862025.73
3	**3.6**	Staffing and Professional learning for special education	Yes	$423,466.00	409846.47
3	**3.7**	Staffing and resources to maintain and improve conditions of school facilities and grounds	No	$1,000,257.00	1239638.55
3	**3.8**	Supplies for homeless students	Yes	$2,500.00	4360.80

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
16595556	$14,846,605.00	$13,112,480.00	$1,734,125.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Site allocations to meet specific needs of community	Yes	$900,000.00	551660		
1	1.2	Professional Development and mentoring for administrators and certificated staff, and programs related to increasing academic achievement	Yes	$253,709.00	229867		
1	1.3	Certificated and classified staffing support for ELA, language, and math achievement and language development: TSPs, TK/K support staff and K-3 Literacy Specialists and Library technicians	Yes	$3,274,220.00	2579392		
1	1.4	Leadership Committees (CCC, ELD, SBCEO)	Yes	$54,337.00	14523		
1	1.5	College & Career Readiness and Preparation	Yes	$2,301,214.00	2216369		
1	1.6	Whole child enrichment (PE/outdoor) & STEAM programming	Yes	$1,141,612.00	1052590		
1	1.7	Staffing and programming to support technology integration	Yes	$680,058.00	518144		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.8	Staffing support for special education	Yes	$390,956.00	365518		
1	1.9	CTE Programming and staffing	Yes	$1,128,485.00	1099482		
1	1.10	Expanded Learning / Summer Programming	Yes	$20,077.00	0		
1	1.11	Community Day School	Yes	$723,376.00	786462		
1	1.12	District personnel to support LCAP implementation	Yes	$497,593.00	430551		
1	1.13	Support for Foster Youth & Homeless students	Yes	$250.00	0		
2	2.1	Parent Outreach & Communication with community	Yes	$34,883.00	66106		
2	2.2	Community Liasions & Translators	Yes	$640,412.00	589901		
2	2.3	Parent Committees	Yes	$109.00	0		
2	2.4	Workshops and resources for parents	Yes	0.00	0		
3	3.1	Tiered System of Supports	Yes	0.00	0		
3	3.2	Mediation, SARB, and Attendance Monitoring system	Yes	$10,700.00	10700		
3	3.3	After School Programming	Yes	$80,000.00	0		
3	3.4	Partnerships with community organizations and agencies to increase safety and supports	Yes	$832,449.00	739189		
3	3.5	Staffing to support health and wellbeing including Nurses, Health Clerks, Crossing Guards and Noon Duty Aides	Yes	$1,459,099.00	1862026		
3	3.6	Staffing and Professional learning for special education	Yes	$423,066.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.8	Supplies for homeless students	Yes	0.00			

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
82237640	16595556	0	20.18%	$13,112,480.00	0.00%	15.94%	$3,483,076.00	4.24%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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