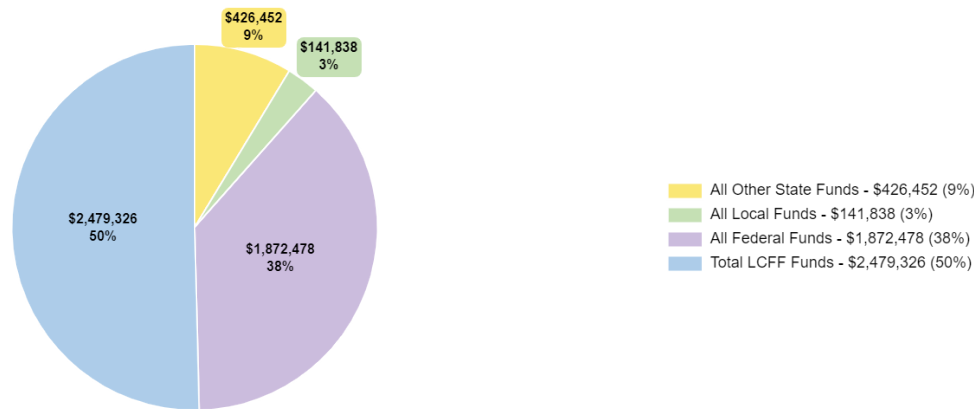# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Di Giorgio Elementary School District
CDS Code: 15634200000000
School Year: 2021-22
LEA Contact Information: Jennifer Allen | jallen@digiorgio.k12.ca.us | 6618542604

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

Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source

All Other State Funds - $426,452 (9%)
All Local Funds - $141,838 (3%)
All Federal Funds - $1,872,478 (38%)
Total LCFF Funds - $2,479,326 (50%)

Source	Funds	Percentage
All Other State Funds	$426,452	9%
All Local Funds	$141,838	3%
All Federal Funds	$1,872,478	38%
Total LCFF Funds	$2,479,326	50%

Breakdown of Total LCFF Funds

LCFF S/C Grants - $717,923 (14%)
All Other LCFF Funds - $1,761,403 (36%)
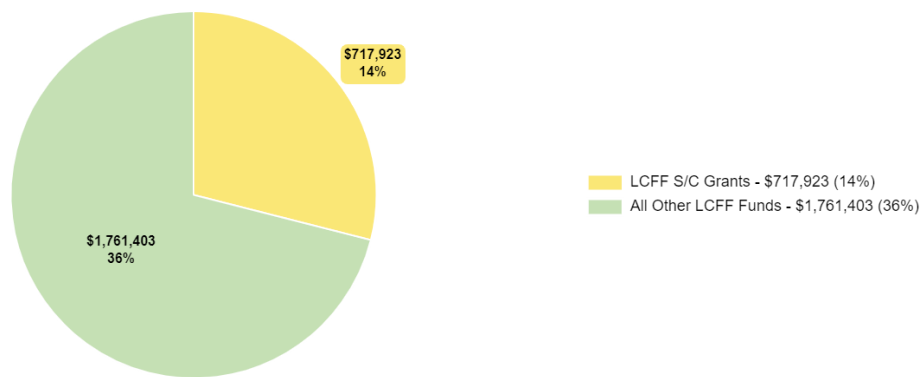
Source	Funds	Percentage
LCFF S/C Grants	$717,923	14%
All Other LCFF Funds	$1,761,403	36%

These charts show the total general purpose revenue Di Giorgio Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Di Giorgio Elementary School District is $4,920,094, of which $2,479,326 is Local Control Funding Formula (LCFF), $426,452 is other state funds, $141,838 is local funds, and $1,872,478 is federal funds. Of the $2,479,326 in LCFF Funds, $717,923 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

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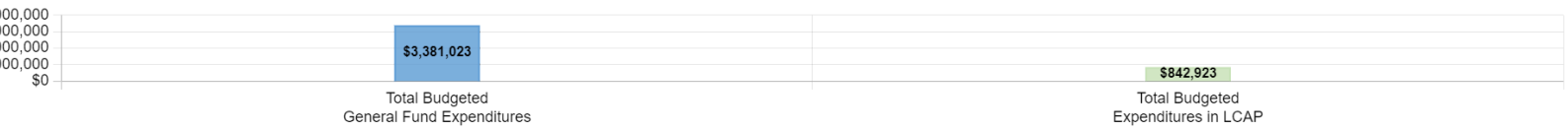
This chart provides a quick summary of how much Di Giorgio Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Di Giorgio Elementary School District plans to spend $3,381,023 for the 2021-22 school year. Of that amount, $842,923 is tied to actions/services in the LCAP and $2,538,100 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 include general operating expenditures, salaries of administrator, certificated and classified staff, expenditures for school facilities and maintenance, general overhead such as gas, water and electricity. Some State and Federal funding sources are not included in the LCAP that are not related to goals, actions and services.

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

In 2021-22, Di Giorgio Elementary School District is projecting it will receive $717,923 based on the enrollment of foster youth, English learner, and low-income students. Di Giorgio Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Di Giorgio Elementary School District plans to spend $717,923 towards meeting this requirement, as described in the LCAP.

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students
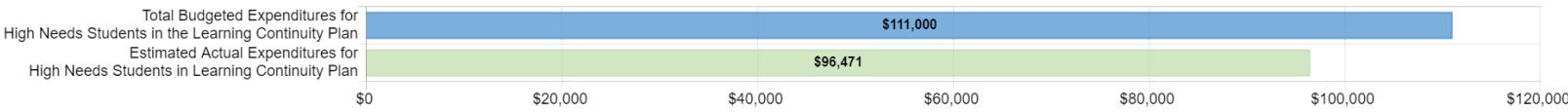
This chart compares what Di Giorgio Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Di Giorgio Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Di Giorgio Elementary School District's Learning Continuity Plan budgeted $111,000 for planned actions to increase or improve services for high needs students. Di Giorgio Elementary School District actually spent $96,471 for actions to increase or improve services for high needs students in 2020-21.

The difference between the budgeted and actual expenditures of $14,529 had the following impact on Di Giorgio Elementary School District's ability to increase or improve services for high needs students:

Variance between budgeted and actual expenditures was Profession Development for Distance Learning. This was provided largely by the County Office of Education at no cost.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Di Giorgio Elementary School District	Jennifer Allen Superintendent	jallen@digiorgio.k12.ca.us 6618542604

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

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

Goal 1

Goal 1 The Di Giorgio School District will increase student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2
4

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
Priority 1 100% of facilities are well maintained as measured by FIT Report Teachers are fully credentialed and appropriately assigned 100% of the school day. Students have access to standards aligned instructional materials 100% of the school day. Priority 2 Maintain level of	Priority 1 100% of facilities are well maintained as measured by FIT Report. 90% of teachers in the school District are fully credentialed and 100% are appropriately assigned for the pupils they are teaching. Students have access to standards aligned instructional materials 100%

implementation of CCSS as substantial as based on CDE's APS criteria. EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day Priority 4 CAASPP ELA overall percentage of pupils who meet or exceed standard will increase 3% over the previous year. CAASPP Mathematics overall percentage of pupils who meet or exceed standard will increase 3% over the previous year. CAASPP Science overall percentage of pupils who meet or exceed standard will increase 3% over the previous year. The percentage of EL's that make progress toward English Proficiency as reported by ELPAC scores will increase by 2% The percentage of English Learners that are reclassified will increase by 2% API - NA College Required course completion - NA Pupils passing advanced placement or participated in college preparedness courses - NA The percentage of pupils who participate in and demonstrate college preparedness pursuant to the EAP or any subsequent assessment of college preparedness - NA

of the school day. Priority 2 Implementation of the academic content and performance standards adopted by the State Board of Education. The level of CCSS implementation is substantial via the Academic Program Survey. 100% of EL students had access to CCSS and ELD standards throughout the day and teachers utilized SDAIE strategies throughout their instruction daily in order to provide EL students with access to EL standards as well as standards for academic content knowledge. EL students received a minimum of 30 minutes a day of designated EL instruction for EL students in K - 2 grades and a minimum of 45 minutes daily for 3rd - 8th grades. Priority 4 Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20. Results for 2018-19 are provided below. 1. Statewide Assessments • CAASPP ELA/Literacy: All students on average scored 44.4 points below standard, an increase of 5.6 points over 2017-18 scores. • CAASPP Mathematics: All students on average scored 86.6 points below standard, an increase of 3.8 points over 2017-18 scores. • CAASPP Science overall percentage of 5th Grade pupils who met or exceeded standard was 7.14% and 57.14% nearly met standard in the 2018-19 school year. • CAASPP Science overall percentage of 8th Grade pupils who met or exceeded standard was 8.70% and 73.91% nearly met standard in the 2018-19 school year. 2. API – NA 3. College Required course completion – NA 4. EL Progress 52.9% of EL students were reported as making progress towards English Language proficiency. 5. EL Reclassification Rate 12% in 2019-20 as reported by DataQuest 6. Pupils passing advanced placement or participated in college preparedness courses – NA 7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the EAP or any subsequent assessment of college preparedness – NA

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase supplemental Math, ELA, Science, Social Studies, and ELD materials for all students including English Language Learners, low income, any future foster youth/homeless and special education students.	$25845 Supplemental/Conc Books and Supplies	$12,669.44 Supplemental/Conc Books and Supplies
Professional Development in CCSS. Attend professional development provided by KCSOS and other vendors as available.	$5,000 $8,000 $160 Supplemental/Conc Supplemental/Conc Supplemental/Conc Certificated Personnel Salaries, Services and other operating expenditures, Employee Benefits	$3,100 $1,225 $608.55 Supplemental/Conc Supplemental/Conc Supplemental/Conc Certificated Personnel Salaries, Services and other operating expenditures, Employee Benefits
Provide STEM Professional Development. Attend professional development provided by KCSOS and other vendors as available. Sixth grade students to attend Camp KEEP.	$9000 Supplemental/Conc Services and Other Operating Expenditures	$8,383 Supplemental/Conc Services and Other Operating Expenditures
Participate in Science 4 Fun Operated by Kern County Supt of Schools in conjunction with Chevron Corporation, when available.	No additional cost No additional cost No additional cost	No additional cost No additional cost No additional cost
Increase staff participation and collaboration in full implementation of CCSS. Staff will attend 3 grade span collaboration days as provided by the district. Grade Span Collaboration supplies and expenses	$3000 $580 $1000 Supplemental/Conc Supplemental/Conc Supplemental/Conc Certificated Personnel Salaries Employee Benefits Books and Supplies	$0 $0 $0 Supplemental/Conc Supplemental/Conc Certificated Personnel Salaries Employee Benefits Books and Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Update library titles to include more non-fiction and magazine subscriptions related to STEM. Replace worn and out of date library titles.	$5000 Supplemental/Conc Books and Supplies	$1,750.73 Supplemental/Conc Books and Supplies
Update technology and related infrastructure to ensure all students, including English Learners, have access to a broad course of study in all subject areas and can safely access academic content and performance standards to help prepare for state assessments and support student outcomes. Purchase desktop and laptop computers to support technology use in the classroom as well as replacing outdated computers. Upgrade network connections to support infrastructure. Maintain network security to help keep students on task and focused by filtering web content.	$65,543.00 $12,000 $25856 $5000 Supplemental/Conc Supplemental/Conc Supplemental/Conc Supplemental/Conc Capital Outlay Services and Other Operating Expenditures Services and Other Operating Expenditures Books and Supplies	$3,227.50 $19,896.00 $0 $1,299.16 Supplemental/Conc Supplemental/Conc Supplemental/Conc Supplemental/Conc Capital Outlay Services and Other Operating Expenditures Services and Other Operating Expenditures Books and Supplies
Maintain library media increase in hours and provide Professional Development for Library clerk. Maintain new Library management software, professional development and services.	$15000 $3500 Supplemental/Conc Supplemental/Conc Classified Personnel Salaries Employee Benefits	$10.306.37 $2,922.83 Supplemental/Conc Supplemental/Conc Classified Personnel Salaries Employee Benefits
For redesignated fluent English proficient pupils: Continue to support language development by collecting and analyzing achievement data and providing intervention as needed with classroom teacher.	No additional cost No additional cost No additional cost	No additional cost No additional cost No additional cost

Goal Analysis

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

The majority of budgeted funds in this goal area that were dedicated to salary and benefits were implemented as planned and continued through the period of school closures. The areas in which funds were expended on other actions or services and/or additional funds were used were:

Providing technology and materials to ensure access to distance learning. Beginning with one device per student, Chromebooks were purchased and distributed to all students. Hotspots were provided upon request and a partnership was established with AT&T and Verizon to provide several months of free internet access to all families that were in need. This broad effort was a primary focus immediately following school closures to ensure that all students, and especially low-income students, English Learners, Foster Youth, and Homeless Youth, could access distance learning.

Staff identified additional software and materials to support instruction and distance learning implementation. This included an expanded Zoom subscription, physical textbooks, software licenses, and school supplies. This included district access to Canvas, an online learning platform.

Additional hourly time for key staff to prepare for the full launch and support of distance learning.

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

The closure of our school site due to the COVID-19 pandemic presented a unique and significant challenge to the implementation of several actions/services in this area. Beginning in March 2019 and lasting through the end of the school year, many district activities had to be postponed, canceled, or significantly modified. In addition, the cancellation of state assessments in Math, English Language Arts, and Science and the changes in how other data were collected impacted the reporting of student outcomes. Overall, student outcomes indicate some progress toward achieving the stated goal of increasing student achievement.

Successes:
A key success within the context of distance learning was the design and implementation of virtual tools. This continued into the 2020-21 school year. Chromebooks were purchased so that every student had a Chromebook to use at home and hotspots were purchased for those families in need of an internet connection. An online learning platform, Canvas, was purchased and teachers were provided professional development in utilizing this tool. We were able to send all of our 6th grade students to Camp KEEP in October before the Pandemic hit at no cost to our families. The cost for each student is about $250 which would cause a financial strain for many of our families.

Challenges:
Many of the key implementation challenges from 2019-20 were connected to school closures and the conditions of
the pandemic. These included:

Providing the appropriate technology (hardware) and connectivity to deliver distance learning. This was a major challenge at the outset of school closures and was addressed through a districtwide effort to obtain, distribute, and provide support to students and families to use computers. Wi-Fi hotspots were also made available upon request to facilitate internet connectivity. This broad challenge also included determining

student and family needs, preparing devices for distribution, and appropriately inventorying and tracking distribution. Physically connecting with unengaged students was and remains a challenge. As we transitioned from work packets to Chromebooks, the number of unengaged students rose and it was difficult to connect with some students and their families.

Goal 2

Goal 2 All English Learners will become reclassified by the time they graduate from Di Giorgio School

State and/or Local Priorities addressed by this goal:

State Priorities: 3
4 5
7

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
Priority 3 Maintain 100% of parents will receive paper communications in their English and Spanish language Maintain 100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers. Priority 4 CAASPP ELA overall percentage of pupils who meet or exceed standard will increase 3% over the previous year. CAASPP Mathematics overall percentage of pupils who meet or exceed standard will increase 3% over the previous year. CAASPP Science overall percentage of pupils who meet or exceed standard will increase 3% over the previous year. The percent of EL's that will make progress toward English Proficiency as reported by ELPAC scores will increase by 2% over the previous year. The percent of English Learners	Priority 3: 1. 100% of parents received paper communications in their English and Spanish language. Parents and community stakeholders were represented on the District English Language Advisory Council. 2. 100% of parents of unduplicated and exceptional needs students were invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends. Parent officers were at each meeting. All meeting after March 17, 2019 were cancelled due to the COVID-19 pandemic. Approximately 70% of families attended Back to School Night in the fall. 3. Parent conferences were held in the fall of 2019 for parents to meet with teachers to discuss their children's academic progress. The parent conferences that were to be held in April of 2020 were cancelled due to the COVID-19 pandemic. 4. Parents of EL students were contacted to provide information on progress towards reclassification.

that will be reclassified will increase by 2% over the previous year. Priority 5 The percentage of chronically absent students will decrease by 1% The District attendance rate will be maintained at or above 96% Maintain middle school dropout rate of 0% High School Dropout Rate - NA High School Graduation Rate - NA Priority 7 Maintain 100% of Unduplicated Students have access to a broad course of study in all subject areas as stated in sections 51210 and 51220(a) to (i). Maintain 100% of students with exceptional needs will have access and will receive special education programs and services Maintain 100% of all students have access to a broad course of study offered by the District.

5. Parents of unduplicated pupils and community members were invited to attend various school committee meetings using various methods of communication such as phone calls, flyers, and internet. 6. Parents of students with exceptional needs were invited to attend yearly meetings to discuss the instructional plan provided for their child. Parents may request a meeting at any time to discuss any concerns they may have about their children. Priority 4 Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20. Results for 2018-19 are provided below. 1. Statewide Assessments • CAASPP ELA/Literacy: All students on average scored 44.4 points below standard, an increase of 5.6 points over 2017-18 scores. • CAASPP Mathematics: All students on average scored 86.6 points below standard, an increase of 3.8 points over 2017-18 scores. • CAASPP Science overall percentage of 5th Grade pupils who met or exceeded standard was 7.14% and 57.14% nearly met standard in the 2018-19 school year. • CAASPP Science overall percentage of 8th Grade pupils who met or exceeded standard was 8.70% and 73.91% nearly met standard in the 2018-19 school year. 2. API – NA 3. College Required course completion – NA 4. EL Progress 52.9% of EL students were reported as making progress towards English Language proficiency. 5. EL Reclassification Rate 12% in 2019-20 as reported by DataQuest 6. Pupils passing advanced placement or participated in college preparedness courses – NA 7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the EAP or any subsequent assessment of college preparedness – NA Priority 5 Due to the school closure in March 2019, the results are from the 2018-19 school year. 1. District attendance rate was 94.9% in 2018-19 as locally calculated 2. The percentage of chronically absent students was 13.7% in 2108-19 as

reported by the California Dashboard 3. The Middle School dropout rate continued to be 0% 4. High School dropout rate – NA 5. High School graduation rate – NA Priority 7 1. 100% of unduplicated students have access to a broad course of study in all subject areas as stated in Sections 51210 and 51220(a) to (i). 2. 100% of students with exceptional needs students had access and received special education programs and services. 3. 100% of students will have a minimum of 200 minutes every two weeks of Physical Education. 4. Programs and services were developed and provided to 100% of unduplicated pupils.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staff will be maintained to provide one teacher per grade level K-8. Current staffing provides one teacher per grade level which will be maintained. Staffing levels would otherwise not be sustainable.	$74,085.00 $27,859.00 Supplemental/Conc Supplemental/Conc Certificated Personnel Salaries Employee Benefits	$5,166.25 $3,532.90 Supplemental/Conc Supplemental/Conc Certificated Personnel Salaries Employee Benefits
Maintain Principal/Teacher to Superintendent/Principal and continue to focus on implementing research based ELD, and insure that staff complies with ELD standards. Superintendent/Principal will be responsible for insuring that the reclassification process is consistent with LEA standards.	$50000 $15000 Supplemental/Conc Supplemental/Conc Certificated Personnel Salaries Employee Benefits	$44,013.84 $15,202.32 Supplemental/Conc Supplemental/Conc Certificated Personnel Salaries Employee Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For English Learners: Continued Professional Development for teachers and administrators on the use of research based ELD materials and strategies, as well as CELDT/ELPAC language proficiency levels, rubrics and implementation in the classroom	$3000 Supplemental/Cond Services and Other Operating Expenditures	$250 Supplemental/Cond Services and Other Operating Expenditures
Continue annual ELPAC Training of trainers	No Cost No Cost No Cost	No Cost No Cost No Cost
Annual ELPAC testing for all TK and Kindergarten students will be scheduled in August, before the first day of instruction and ELPAC testing for all 1st through 8th grade ELD students will be conducted within the first two weeks of school.	$1500 $300 Supplemental/Cond Supplemental/Cond Certificated Personnel Salaries Employee Benefits	$0 $0 Supplemental/Cond Supplemental/Cond Certificated Personnel Salaries Employee Benefits
Continue the use of web-based supplemental ELD and other supplemental materials that are aligned to the CCSS.	$10500 Supplemental/Cond Books and Supplies	$13,672.40 Supplemental/Cond Books and Supplies
Provide Parent training for parents of economically disadvantaged, ELL, reclassified students, foster youth, individuals with exceptional needs and other interested as funding allows.	$6000 Supplemental/Cond Books and Supplies	$0 Supplemental/Cond Books and Supplies
Maintain Special Education/Resource Specialist to assist in coordinating and administering ELPAC testing and assist in the reclassification process to support ELD.	No Cost No Cost No Cost	No Cost No Cost No Cost
Maintain current paraprofessional support for ELD Program.	$42,000 $11550 Supplemental/Cond Supplemental/Cond Classified Personnel Salaries Employee Benefits	$30,391.48 $17,472.73 Supplemental/Cond Supplemental/Cond Classified Personnel Salaries Employee Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain hours of part-time certificated staff to coordinate, implement ELD program and analyze ELPAC and local assessment results to target student needs in specific domains.	$30000 $6000 Supplemental/Conc Supplemental/Conc Certificated Personnel Salaries Employee Benefits	$44,908.26 $24,688.06 Supplemental/Conc Supplemental/Conc Certificated Personnel Salaries Employee Benefits
For foster youth: The educational outcomes for foster youth will be progress monitored and students that are not showing improvement will be given appropriate interventions	No Cost No Cost No Cost	No Cost No Cost No Cost
For redesignated fluent English proficient pupils: Continue to support language development and progress monitor academic progress to ensure students are not in need of intervention. When the need arises, support with intervention.	No Cost No Cost No Cost	No Cost No Cost No Cost

Goal Analysis

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

The majority of budgeted funds in this goal area that were dedicated to salary and benefits were implemented as planned and continued through the period of school closures. The areas in which funds were expended on other actions or services and/or additional funds were used were:

The District provided meals for all individuals 18 and under during the school closure caused by the COVID-19 pandemic. The District delivered meals to bus stops to service those families that would otherwise not be able to come to the school site to pick up meals. Funds were used to procure transportation for meal delivery

Providing technology and materials to ensure access to distance learning. Beginning with one device per student, Chromebooks were purchased and distributed to all students. Hotspots were provided upon request and a partnership was established with AT&T and Verizon to provide several months of free internet access to all families that were in need. This broad effort was a primary focus immediately following school closures to ensure that all students, and especially low-income students, English Learners, Foster Youth, and Homeless Youth, could access distance learning.

Staff identified additional software and materials to support instruction and distance learning implementation. This included an expanded Zoom subscription, physical textbooks, software licenses, and school supplies. This included district access to Canvas, an online learning platform.

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

As discussed in the analysis section for Goal 1, the closure of our school site had wide-ranging impacts on the implementation of actions and the availability of student outcome data. Actions that were planned for the late spring were modified or, in some cases, not implemented/postponed until the fall. The shift to a distance learning model and the professional learning that was implemented to support this shift provided the opportunity to engage all instructional staff in foundational training. Staff at all grade levels were provided guidance and resources to implement core SEL practices into assigned online learning and face-to-face online sessions.

Successes:

100% of parents continued to receive paper communications in their English and Spanish language and 100% of parents of unduplicated and exceptional needs students were invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers during the first 75% of the school year before school closures. After the school closure due to the COVID-19 pandemic, we were able to hold parent conferences with our parents via Zoom meetings. Each parent was provided interpretation services as needed. We were able to reclassify 11.97% of our EL as RFEP despite not having students on campus the last quarter of the 2019-20 school year as reported by Ed-Data.org.

Challenges:
Many of the key implementation challenges from 2019-20 were connected to school closures and the conditions of
the pandemic. These included:

When schools were forced to close in March 2020, we first provided work packets to our students. Teachers would then contact students by phone to assist students with completing their assignments. This made it very difficult to provide quality EL instruction to our many EL students. Once the shift was made to online learning, and we were able to provide the appropriate technology (hardware) and connectivity to deliver distance learning, we were able to increase the quality of our EL instruction. Even though improvement was made with online learning, the quality of instruction was still below what we are able to provide when we have students in-person on campus. As stated with regards to Goal 1, physically connecting with unengaged students was and remains a challenge. As we transitioned from work packets to Chromebooks, the number of unengaged students rose and it was difficult to connect with some students, including EL students, and their families.

Goal 3

Goal 3 The Di Giorgio School District will establish and maintain an environment where students feel safe and engaged in their learning every day.

State and/or Local Priorities addressed by this goal:

State Priorities:

6
8

Local Priorities: NA

Annual Measurable Outcomes

Expected	Actual
Priority 6 Maintain suspension rate below 4.5% Maintain 0% expulsion rate Maintain at least 95% of students reporting feeling "safe" and "supported by adults" at school as measured by the California Healthy Kids Survey in grades 5-8. Priority 8 Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable. 5th Grade HFZ: Aerobic Capacity Increase 3% Body Composition Increase 3% Flexibility Increase 3% 7th Grade HFZ: Aerobic Capacity Increase 3% Body Composition Increase 3% Flexibility Increase 3%	Priority 6 1. Suspension rate of 2% om 2018-19 as reported by the California Dashboard which is below 4.5% 2. Maintained 0% expulsion rate. We were not able to complete our the Healthy Kids Survey in 2019-20 due to school closures caused by the COVID-19 pandemic. The following are results from 2018-19: 3. 78% of students districtwide reported feeling "safe" and "supported by adults" at school as measured by the California Health Kids Survey in grades 5-8. Priority 8 We were not able to complete our Physical Fitness Testing in 2019-20 due to school closures caused by the COVID-19 pandemic. The following are results from 2018-19: 1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable. 5th Grade HFZ: Aerobic Capacity increased to 63.2% Body Composition decreased to 47.4% Flexibility increased to 57.9% 7th Grade HFZ: Aerobic Capacity decreased to 52.2% Body Composition decreased to 47.8% Flexibility remained 78.3%

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Review and update SWPBIS system yearly and provide PD as necessary - provide incentives for desired behaviors.	$25,000.00 Supplemental/Conc Books and Supplies	$4,591.13 Supplemental/Conc Books and Supplies
Provide college and career ready opportunities with college visits and tours to become part of 7th and 8th grade leadership opportunities.	$3000 $3700 $370 Supplemental/Conc Supplemental/Conc Supplemental/Conc Books and Supplies Classified Personnel Salaries Employee Benefits	$0 $0 $0 Supplemental/Conc Supplemental/Conc Supplemental/Conc Books and Supplies Classified Personnel Salaries Employee Benefits
Maintain relationship with Kern County Superintendent of Schools TRACK (Truancy Reduction and Attendance Coalition of Kern) program	No Cost No Cost No Cost	No Cost No Cost No Cost
Review and improve wellness plan to improve nutrition services and address chronic absences. Support for nutrition program for snack and breakfast	$42515 Supplemental/Conc Other Outgo	$100,000 Supplemental/Conc Other Outgo
Advertise and provide Parent Project training for parents of economically disadvantaged, ELL, foster and homeless youth, individuals with exceptional needs, as well as all other stakeholders who are interested.	$6804 $590 $800 Supplemental/Conc Supplemental/Conc Supplemental/Conc Certificated Personnel Salaries Books and Supplies Employee Benefits	$0 $0 $0 Supplemental/Conc Supplemental/Conc Supplemental/Conc Certificated Personnel Salaries Books and Supplies Employee Benefits
Continue to support language development via responding to progress monitoring data to meet the needs of RFEP and EL students.	No Cost No Cost No Cost	No Cost No Cost No Cost

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Responding to input from stakeholders and their concerns about the condition and safety of the District's facilities, the District will accelerate the repair and improvement of facilities to improve school climate for unduplicated pupils as measured by California Healthy Kids Surveys, increase the level of school connectedness, using suspension and expulsion rates as a measure, ensure the safety of students, and give students more opportunities for physical activities, as measured by Physical Fitness Testing (PFT).	$79,474 $57,000 Supplemental/Conc Supplemental/Conc Services and Other Operating Expenditures Capital Outlay	$82,580.55 $20,205.00 Supplemental/Conc Supplemental/Conc Services and Other Operating Expenditures Capital Outlay
Support After School Program with tutoring services for students who are below grade level in English Language Arts and Mathematics	$30,000 $4,000 Supplemental/Conc Supplemental/Conc Certificated Personnel Salaries Employee Benefits	$7,050 $1,383.95 Supplemental/Conc Supplemental/Conc Certificated Personnel Salaries Employee Benefits
Support After School Program by providing staff and materials as needed.	No Cost No Cost No Cost	No Cost No Cost No Cost

Goal Analysis

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

The majority of budgeted funds in this goal area that were dedicated to support our nutrition program and to update facilities in disrepair were implemented as planned and continued through the period of school closures. The areas in which funds were expended on other actions or services and/or additional funds were used were:

The continuation of meal services for students and families during the Spring and into the summer. Additional funds were provided to Food and Nutrition Services to ensure that staff could effectively pivot to a model of food distribution for all children under 18 years of age that could be implemented within established safety parameters.

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

Achieving the goal of establishing and maintaining an environment where students feel safe and engaged in their learning every day was especially difficult in 2019-20 due to the COVID-19 pandemic and the necessity of closing school in order to keep students, families and staff safe.

Successes:

The District was able to continue supplying breakfast and lunch to all children 18 and under. The District achieved this by delivering meals to our normal bus stops. Most of our students are bused to school and it would have been difficult for most of our families to travel to school to receive meals for our students.

Challenges:

The biggest challenge was engaging students in daily learning after school closures due to the COVID-19 pandemic. At first, we were only able to provide our students with distance learning packets of work. Teachers would attempt to check-in with students to assist them with their packets. There were many students that were difficult contact on a daily basis. As we transitioned to an online learning environment, we were able to increase the amount of time teachers were able to meaningfully interact with their students. There were still a small number of students who were disengaged the majority of the school day. We would try to contact these families each day by phone or letter with very little success.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide PPE to all staff and students.	$14,000	13266	N
Increased hours for staff to maintain proper cleaning and safety measures	$4,000	4000	N
Purchase cleaning equipment to help to sanitize rooms	$4,000	4000	N

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

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions. In following the CDPH and CDE recommendations, various PPE and cleaning materials were purchased. Masks, desk shields,

thermometers, cleaning cloths, air purifiers, hydrostatic sprayers and other PPE and cleaning materials were purchased. In some cases hours were increased for staff to maintain proper cleaning and safety measures.

Analysis of In-Person Instructional Offerings

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

The 2020-21 school year was one of uncertainty for Di Giorgio Elementary and many other school districts. Balancing guidance from the federal, state, and county health agencies, the state legislature and Governor, the California Department of Education (CDE), and the interests of stakeholders, the district remained committed to reopening for in-person instruction as soon as the identified conditions of readiness were satisfied.

Upon clearance to offer in-person instruction from our local health department in October, Di Giorgio Elementary offered parents a hybrid in-person option in which their students could attend school in-person two days a week and spend the other three days learning virtually or parents could elect to keep their children learning virtually five days a week. Di Giorgio opened for in-person instruction for TK-2 grades on November 2, 2020. One week later, on November 9, 2020, we began to offer in-person instruction to our 3-5 grades. One week later, on November 16, 2020, we began to offer in-person instruction to our 6-8 grades. All safety protocols recommended by the CDPH were followed during the re-opening. Approximately half of our students chose to return to school for in-person instruction and half chose the five days a week distance learning option.

Being able to offer these models required many months of successful planning activities and meetings between administration, teachers and classified staff related to the implementation of new safety protocols and enhancements to meet COVID-19 guidelines, as well as the successful negotiation with our teachers to provide safe, in-person teaching and learning conditions. Every classroom and learning space had to be reconfigured and prepared for safe learning conditions that adhered to COVID-19 safety protocols.

Teacher training was provided synchronously and asynchronously on how to navigate the delivery of live instruction while also teaching students on zoom. All teachers were provided with laptops and other hardware (e.g. document cameras) to help in this regard and teachers were provided with online instructional resources , an online learning platform, (e.g. Canvas) to help facilitate and engage students in learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology needed for Distance Learning (Chromebooks, hotspots, earphones, mice	$75,000	86986	Y
Technology resources to support Distance Learning (Zoom, Canvas, Misc. Licensing)	$3,000	4200	Y
Professional Development for Teachers to improve Distance Learning	$15,000	285	Y
Special Education support staff, programs and resources	$18,000	19340	N

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

More Chromebooks, hotspots, mice and headphones were purchased than originally planned. Most of our students were using older Chromebooks when we first began distance learning. Many of these needed to be replaced shortly after the switch to distance learning. Less was spent on Professional Development for Teachers to improve Distance Learning than was allocated. Many of these services were offered at no cost by the County Office of Education.

Analysis of the Distance Learning Program

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

Continuity of Instruction was a major challenge for Di Giorgio School District. The suddenness of the school closure had us scrambling to come up with a plan to provide quality instruction. At first, we began distributing work packets to all students. Teachers would attempt to contact students daily to help them stay on track. Contacting students and families could sometimes be challenging. There were times when teachers and office staff were not able to contact families for various reasons. When school closed due to the COVID-19 pandemic, we did not have enough devices for all of our students. We quickly purchased devices so that every student had a device at home. Not all of our families were able to use their devices from home due to connectivity issues. We were able to obtain hot spots which were loaned out to students to help them connect to the internet at no cost to our families. When we started with distance learning, none of our teachers had ever used an online learning platform to teach students from home. The Kern County Superintendent of Schools(KCSOS) made an online learning platform, Canvas, available to us at a minimal charge. KCSOS also provided professional development for our teachers on using Canvas. Staff roles and responsibilities changed during distance learning. Some of our paraprofessionals that normally worked with students in the classroom were now making phone calls to families to see if we could help our students with connectivity problems or to inform parents that their children were not in their virtual classrooms. The Administrator spent a great deal of time troubleshooting issues with devices. Some custodians and paraprofessionals delivered meals to families. Supporting our students with special needs

presented a unique challenge. Most of these students were not able to spend a large amount of time engaged with their teachers online through Zoom. Their instruction came though smaller chunks of time spent with their teachers and their parents had to be relied on for assistance. The instructional staff worked extremely hard learning how to deliver a quality education through distance learning and were able to improve on their instructional delivery each week.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development and training for teachers to be able to implement Learning Loss strategies	$13,000	0	Y

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

Less was spent on Professional Development for Teachers to improve Distance Learning than was allocated. Many of these services were offered at no cost by the County Office of Education.

Analysis of Pupil Learning Loss

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

This is an area in which significant challenges were faced during the 2020-21 school year. These challenges remain and need solutions in order for the district to effectively assess and address Pupil Learning Loss moving forward. Teachers and support staff continue to assess for learning loss. Assessments were difficult to administer to students who were only learning virtually. It was difficult to know the level of validity for these tests. Approximately 50% of our students were never on campus during the 2020-2021 school year. A much larger percentage of students learning virtually full time struggled as compared to those students who returned to in-person learning two days a week in November 2020. While the top achieving students achieved very well, the number of students receiving D/Fs increased and the number of students receiving multiple D/Fs increased. The district will be implementing a summer program during June 2021 to decrease the effects of pandemic learning loss, increase grade level readiness, and accelerate student achievement.

Analysis of Mental Health and Social and Emotional Well-Being

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

A major impact to the monitoring and supporting of mental health and social and emotional well-being was the context of school closure and physical separation from students, particularly in a time when issues faced by students, families, and staff were exacerbated by the pandemic. New ways of assessing needs, connecting to individuals, and providing services were required. Our certificated staff members received professional development in social emotional learning and used those tools to assist their students. As a small, single school district, we contract with other organizations for our mental health services for our students. In a normal year, we get a few requests from parents for their children to be referred for mental health services. During this past year while we were dealing with the COVID-19 pandemic we only received two requests for mental health services. Normally, we would have clinicians from mental health organizations come onto our campus to meet with students they are serving but this was not possible during the past year. The clinicians would either have to go to the student's home or parents would have to take the student to the mental health facility. We believe this provided a barrier for our students to receive mental health services. Many of our parents have jobs and do not receive any pay for time missed which makes it very difficult to take their children to a facility. All of our teachers delivered social emotional learning lessons each week. Teachers were provided professional development in preparing these lessons and teachers worked collaboratively on delivering these SEL lessons.

Analysis of Pupil and Family Engagement and Outreach

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

The biggest challenge at the start of the school year was the lack of access to and/or familiarity with technology for parents/caregivers. It was most difficult for our youngest students. Teachers were able to more easily contact our junior high students either through email, texts or google classroom, but contact with our youngest students proved a difficult task. While this is certainly not solved, many parents/caregivers have acquired increased familiarity with technology and virtual platforms over the year. Each day, we would make calls to parents/caregivers with children that were not engaged that day and many times parents were working and older siblings were in charge of younger siblings at home. Engaging and reaching out to students and families during distance learning has been a critical component of the district's ability to assess needs and provide services as described in other sections of this update. The first level of monitoring engagement is the tracking of attendance. During 100% distance learning the concept of 'attendance' has expanded to include, but is not limited to, the following criteria:
Evidence of participation in online activities (Zoom, Google Classroom, Canvas, etc.)
Completion of regular assignments, surveys, check-ins
Completion of assessments
Contacts between staff and the student or parents/guardian
Families continue to face challenges over basic needs(food insecurity, stress, health, job insecurity, and other pandemic impacts)
Although many of our families had little familiarity with technology, they were open and eager to learn how to help their children log onto various virtual platforms. Through daily outreach and working with parents, student engagement increased from August to November when we reopened campus. On November 4, 2020, over half of our student population chose to return to in-person instruction.

Analysis of School Nutrition

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

At the start of the 2020-21 school year, the District was still providing breakfast and lunch five days a week to all persons 18 and under. We would take meals out to our normal bus stops each day for distribution. We used our bus stops as distribution spots due to the remoteness of the school location. It was much more convenient for families to get to the bus stops than to come to the school. Our Unduplicated Pupil Percentage is 100% according to CALPADS and as such our families are heavily reliant on receiving meals from the District. When we were able to start having students on campus beginning on November 4, 2020, we began serving meals to all students attending in-person and also distributed meals to any families who could come to school to pick up meals. We were no longer able to deliver meals at bus stops due to staffing constraints. During summer school in June 2021, we are continuing to provide meals to our students that are attending in person.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut...
School Nutrition	Increasing nutrition services (daily delivery of meals to bus stops) so that low-socioeconomic families that are not able to transport themselves to pick up lunches continue to receive daily meals.	$5,000	5000	Y

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

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Overall Analysis

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

In developing the 2021-24 LCAP, the lessons learned from the recent year built upon the ongoing stakeholder input to inform a revised goal structure. An emphasis was placed on family engagement and parent training on how parents can assist their children on their educational journey. Technology procurement and training is a priority for our District. We do not want our students' learning to end when they leave the classroom at the end of the day. We want our students to be able to access digital learning modalities from their homes.

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

The District is using LCAP funds to purchase online assessment tools which along with teacher created formative assessments will be used to assess pupil learning loss throughout the school year. The District is using LCAP funds to hire paraprofessionals to work with our pupils with unique needs. Training will be provided for both certificated and classified staff to work with students with unique needs. The district will be implementing a summer program during June 2021 to decrease the effects of pandemic learning loss, increase grade level readiness, and accelerate student achievement. Programming will focus on academic and social and emotional interventions. Priority will be given to Foster Youth, Homeless Youth, English Learners, students with disabilities and disengaged students. Teachers will be provided professional learning that includes Integrated English Language Development.

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

All substantive differences for actions and services have been described in the In-Person Instruction, Distance Learning Program, Pupil Learning Loss, and Additional Actions sections above.

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

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

Overall, the analysis and reflection on student outcomes from 2019-20 and 2020-21 has reaffirmed the need to focus on key elements of the prior LCAP while expanding and refining the focus of goals and metrics. We believe the Goals established in the previous LCAP still represent the concerns of our stakeholders. We have refined some of our action steps to meet specific stakeholder concerns. Many of the targets set in the 2019-20 LCAP were not reached and still remain relevant. For each of the goals present in the 2019-20 LCAP, significant progress is still needed to achieve the specific metrics within each as well as the broader intent. Assessing learning loss due to the COVID-19 pandemic is a priority and our new LCAP contains funding for assessment tools and training for staff in utilizing these tools. Funding and training for paraprofessionals to work with our students with unique needs is also included in the 2021-2024 LCAP as we believe they have experienced significant learning loss. More funding has been added to after school tutoring which will occur during the school year to address learning loss for our most impacted students.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of

COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

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

- Continuity of Instruction,

- Access to Devices and Connectivity,

- Pupil Participation and Progress,

- Distance Learning Professional Development,

- Staff Roles and Responsibilities, and

- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students,

English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Di Giorgio Elementary School District	Jennifer Allen Superintendent	jallen@digiorgio.k12.ca.us 6618542604

Plan Summary 2021-24

General Information

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

Di Giorgio School District is a small, rural single school district which serves students in grades TK - 8. The school is located near the town of Arvin, about 25 miles southeast of Bakersfield. The Di Giorgio School District serves a large agricultural area at the base of the Tehachapi Mountains. The district is nestled between the Arvin Union School District to the south, the Lamont and Vineland districts to the west, Edison to the north, and the Caliente and Tehachapi Unified districts to the east.

During the 2020 - 2021 school year, 199 students were enrolled as of October 1, 2020; 97% of our students are Hispanic, 37% qualified for English Learner support, 6% receive special education services, and 100% of our students were able to enjoy a free breakfast and lunch each day through our participation in the Community Eligibility Provision program. All staff members support the school's mission to provide a challenging curriculum in a safe, nurturing environment where academic, social, and personal needs are met. Staff members strive to provide each student the opportunity to develop intellectually, emotionally, physically and socially in a safe and orderly environment.

Students and staff work very hard to increase achievement test scores to meet state and federal proficiency targets. The academic focus is on reading, writing, and math, employing research based strategies in a standards based curriculum. Di Giorgio School places a strong emphasis on intervention; quickly identifying areas of weakness to deliver an instructional solution that encourages academic success. According to the California Dashboard in 2020 the Di Giorgio student population of under 200 students is categorized into three different reporting student groups; 99.5% of our students are Socioeconomically Disadvantaged, 40% are English Language Learners, and 97.1% are Hispanic. All other students groups are too small to receive a color indicator on the Dashboard. with only 5.9% of our population are Students with Disabilities, and 0% Homeless or Foster Youth.

The campus environment embraces a college bound atmosphere which is demonstrated in the classrooms with the display of many college banners. Students are invited to attend field trips to local colleges and universities and explore the many options available to them in the future. During the 2018 19 school year, our seventh and eighth grade students visited Bakersfield College and California State University Fresno. We were not able to visit any colleges during the 2019-20 and 2020-21 school years due to COVID-19.

Di Giorgio School District administers its own set of student assessments ("benchmarks") to evaluate instructional programs and measure student proficiency. Benchmark assessments for English/language arts and math are administered four times a year to all students in grades TK - 8. Test results are used to
1) help teachers identify areas where instruction may or may not be effective, 2) guide classroom instruction, and 3) identify students who need targeted academic assistance or intervention.

During the 2020-21 school year, Di Giorgio School continued to implement CCSS aligned math, reading, science and social studies curriculum for all grades. The staff has attended numerous professional development sessions designed to help them implement these curricula. The District

adopted a new Social Science curriculum for the 2018-19 school year and adopted new Science curriculum for the 2019-20 school year.

91% of the certificated staff members at Di Giorgio in the 2020-21 school year were fully credentialed teachers. We had one teacher employed under a PIP authorization. We have one teacher for each of our Kindergarten through eighth grades and one special education/intervention teacher who works with students in all grades. Di Giorgio hired a part time English Language Learner coordinator in 2015-16 and the coordinator became a full time EL Coordinator in 2017-18.

Reflections: Successes

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

According to the California School Dashboard data released in Fall of 2019, which reflects 2018-19 state data, the score of students in English Language Arts increased 5.6 points for all students; for English Learners the increase was 6.8 points; for Socioeconomically Disadvantaged students the increase was 6.6 points and Hispanic students the increase was 6.2 points. In Mathematics, the score of all students increased 3.8 points; for English Learners the increase was 5.3 points; for Socioeconomically Disadvantaged students the increase was 4.1 points and Hispanic students the increase was 5.2 points. The Di Giorgio School District will continue to provide professional development in ELA, ELD, Mathematics and other areas to ensure our teachers are able to provide the strategies necessary to ensure our students continue to progress in all academic areas.

In the 2019-2020 school year, all certificated staff were fully credentialed, highly qualified and appropriately assigned.
In the 2019-20 school year, school facilities were maintained and in good repair as measured by the FIT report.
100% of English Learners continued to have access to CCSS and ELD standards throughout the school day.
All paper communications continued to be sent home in both English and parents' native language.

Reflections: Identified Need

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

Based on the last California Dashboard data released in Fall of 2019, which reflects 2018-19 state data, Di Giorgio Elementary School District does not have any red indicators for English Language Arts (ELA), Mathematics, Chronic Absenteeism or Suspension Rate. There was no performance indicator for English Learner Progress based on the last California Dashboard data released in Fall of 2019.

According to the California School Dashboard data released in Fall of 2019, the Suspension Rate for all

students increased (1.6%); for English Learners increased (1.5%); for Socioeconomically Disadvantaged students increased (1.6%) and for Hispanics increased (1.3%). According to the California School Dashboard data released in Fall of 2019, our Chronic Absenteeism rate increased 0.8%. Di Giorgio School has implemented a school wide Positive Behavior Interventions and Supports, which is supported by Goal 3, action step 1, and we expect to see continued positive results in our suspension rate and chronic absence rate.

We will continue to offer after school tutoring services to all of our students, with an emphasis on servicing EL students during that time as well as others in need of intervention.

Our attendance rate continues to be above 95%, but we are hoping to increase that rate by reaching out to parents of chronically truant and chronically absent students to see how we can help get their children to school more consistently. We will have parent training meetings during the year to connect with our parents and address any of their concerns.

Although progress was made in both ELA and Mathematics in 2018 - 19, our scores in both areas continue to fall below state expected standards. According to the California Dashboard, Di Giorgio Elementary School District increased 3.8 points in math, which falls 86.6 points below standard, and increased 5.6 points in ELA, falling 44.4 points below standards; earning us a Yellow Performance Level in both areas. Di Giorgio School District's rate of improvement is far above the average state rate of improvement of 2.9 points in Math and 3.7 points in ELA. All three student groups (ELL, SED, Hispanic) increased significantly in all areas, with our English Language Learners outperforming all other student groups.

English Language Arts:
English Language Learner: + 6.8 points
Socioeconomically Disadvantaged: +6.6 points
Hispanic: +6.2 points

Mathematics
English Language Learners: +5.3 points
Socioeconomically Disadvantaged: +4.1 points
Hispanic: +5.2 Points

In order to close the achievement gaps, we will continue to provide professional development in both areas for our certificated and paraprofessional staff members. We will make tutoring services available in our After School program for those students in need of academic intervention.

LCAP Highlights

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

The 2021-22 LCAP includes Actions and Services to address a variety of needs identified by stakeholder groups and to achieve the LCAP goals. Di Giorgio has three LCAP goals for the 2021-22 school year. These goals are:

1. The Di Giorgio School District will increase student achievement.
2. All English Learners will become reclassified by the time they graduate from Di Giorgio School.
3. The Di Giorgio School District will establish and maintain an environment where students feel safe and engaged in their learning every day.

Di Giorgio has purchased CCSS aligned Science, Social Studies, Language Arts and Mathematics curricula for all grades over the past five years and the certificated staff received training from the publishers prior to the beginning of the school year and again approximately half way through the school year to help with a successful transition. For the 2021-22 school year, we will continue to seek out professional development opportunities that will enable our staff to fully utilize all the new features of the new curricula.

Di Giorgio has purchased Chromebooks for all of our TK through eighth grade students over the past year and will continue to use LCFF funds to ensure our Chromebooks are continually upgraded and replaced when necessary. Our Science, Social Studies, Math and Language arts curricula all have digital components and we were able to utilize this component much more effectively with the Chromebooks. In the 2018-19 school year, we were also able to complete our SBAC testing in a much more timely manner than we had previously. Our students are more comfortable with their Chromebooks because they use them daily in the classroom and we believe this helps to lessen the stress that some students feel when testing. In the coming school year, we will look to find Chromebook training opportunities for our teachers to help them manage more efficiently how the Chromebooks are used in the classroom. During the past school year while our students were on a distance learning schedule, our teachers utilized online learning platforms such as Canvas and Google classroom and we will continue to provide professional development for our staff in this area.

Di Giorgio will again send all of our sixth grade students to Camp KEEP for five days in October 2021. We feel this is a very important trip for our students for a number of reasons. The students are able to learn about science and the environment from excellent expert instructors in a hands on manner. Also, many of our students have very few chances to travel outside of their immediate neighborhoods due to family monetary constraints and trips such as these open up a new world for them.

We will continue to use LCFF funds to help us keep the EL coordinator full-time position in the 2021-22 school year which we believe will help us to continue to increase the percentage of EL students who become English proficient.

Di Giorgio Elementary will continue to use LCFF funds to further implement our School Wide Positive Behavior Intervention and Supports (PBIS) system. We have seen steady improvement in our students' behaviors over the past few years and to continue this trend. It is our hope that teachers will spend less time dealing with problem behaviors from students and more time on instruction. A team of teachers, classified staff and administrator have attended PBIS professional development and visited other schools that have been using School Wide PBIS for a number of years. We will continue to seek out professional development opportunities in the PBIS area to assist with it's implementation.

Di Giorgio seventh and eighth grade students were not able to visit colleges in the 2019-20 and 2020-21 school years due to the COVID-19 pandemic, but we hope to be able to return to visiting two colleges during the 2021-22 school year. Di Giorgio has a very small percentage of students with

college graduate parents. We hope that visiting colleges will get our students to believe that college is a real possibility as a future goal.

Di Giorgio will continue our after=school tutoring program on campus that is staffed by current credentialed teachers. Instead of sending students to privates tutoring companies as we did in the past, we feel our students will be better served by credentialed teachers here at school who are already familiar with our students and their specific needs. We are hoping to expand this program to include more students during the 2021-22 school year to target English Learners and students needing intervention.

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.

Our LEA does not have any schools identified for CSI.

Support for Identified Schools

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

Our LEA does not have any schools identified for CSI.

Monitoring and Evaluating Effectiveness

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

Our LEA does not have any schools identified for CSI.

Stakeholder Engagement

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

We have included two years of stakeholder feedback as we had collected input prior to closing our schools during the 2019-20 school year due to the pandemic. We made a commitment to our stakeholders to include last year's stakeholder input in addition to this year's stakeholder input. The Di Giorgio School District included staff as a stakeholder group; however we did not at the time, and currently do not have a local bargaining unit. The District used the following process for stakeholder input:

• November 5, 2019: Focus Group Meeting: School Superintendent/Principal, Special Education Coordinator, and Chief Business Official
• November 6, 2019: LCAP discussion with Staff, School Site Council, District English Language Acquisition Committee and Parent Teachers and Friends Meeting.
• January 15, 2020 at 4:00 p.m.: LCAP placed on regular board meeting agenda for discussion.
• January 24, 2020: LCAP workshop at KCSOS attended by Superintendent and CBO.
• February 12, 2020 LCAP workshop at KCSOS attended by Superintendent and CBO.
• Information regarding the LCAP was included in the Principal's report of the regularly scheduled meeting of the board held February 19, 2020 at 4:00 p.m.
• March 3, 2020: Focus Group Meeting: School Superintendent/Principal, Special Education Coordinator and Chief Business Official

Many LCAP planning events were cancelled that were to take place after March 16, 2020 due to the COVID-19 pandemic.

Surveys for parents, students and staff were conducted during the 2019-2020 and the 2020-2021 school years online using Survey Monkey and through paper also. Survey answers were organized and analyzed.

• November 10, 2020: Focus Group Meeting: School Superintendent/Principal, Special Education Coordinator, and Chief Business Official

• January 6, 2021: LCAP discussion via phone conference with Staff, School Site Council, District English Language Acquisition Committee and Parent Teachers and Friends Meeting.

• February 17, 2021: LCAP workshop via Zoom with KCSOS attended by Superintendent/Principal and CBO.

• Information regarding the LCAP was included in the Principal's report of the regularly scheduled meeting of the board held February 17, 2021 at 4:30 p.m.

• March 10, 2021: LCAP workshop via Zoom with KCSOS attended by Superintendent/Principal and CBO.

• March 24, 2021: LCAP workshop via Zoom with KCSOS attended by Superintendent/Principal and

CBO.

• May 18, 2021: The District met with our SELPA to evaluate data and discuss potential actions and services to support our Students with Disabilities (SWD).

• May 25, 2021: LCAP discussion via phone conference with Staff, School Site Council, District English Language Acquisition Committee and Parent Teachers and Friends Meeting. There were no comments submitted by the SSC or DLAC which needed a written response from the Superintendent/Principal.

A public hearing was held on June 2, 2021 to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. There were no comments which needed a written response from the Superintendent.

The LCAP was placed on the agenda of the June 16, 2021 regular Meeting of the School Board for adoption. Upon motion of Laura Lee Kirkley and seconded by Steve Murray, the Board approved the LCAP.

2020-21 Local Control Accountability Plan was approved and adopted by the Board of Trustees with the following votes: Roll Call: Theresa Vietti-Herrera: aye Laura Lee Kirkley: aye Steve Murray: aye Ayes: 3 Noes: 0

A summary of the feedback provided by specific stakeholder groups.

Parent/Parent Advisory Consultation:
The district reviewed metric data and progress toward meeting goals and action steps with multiple parent advisory groups. The district also conducted a Parent Survey for input into the 2021-2024 goals and action steps. Feedback from our parent advisory committees and surveys included requests to provide additional tutoring and homework help, including math intervention, and increase after school programs.
Parent feedback also included recommendations (pre-COVID) related to technology including device upgrades.
According to survey results, parents would also like to see upgraded playgrounds and increased security through supervision before, during and after school, fencing and video surveillance cameras and anti-bullying/cyberbullying programs. Feedback demonstrates that there is a need to increase counseling services for social-emotional support, providing parent workshops on supporting students with behavioral challenges and related school initiatives (e.g. PBIS).
Parents would like to be provided resources and training needed to strengthen student learning at home as well as more activities that promote and recognize student success.

Certificated and Classified Staff Consultation:
The district reviewed metric data and progress toward meeting goals and action steps with staff. The staff input was that goals should remain the same. Staff expressed the need for training in social-emotional learning.

Community Consultation:
A public hearing was held on June 2, 2021 to solicit the recommendations and comments of members

of the public regarding the specific actions and expenditures proposed to be included in the LCAP. There were no comments which needed a written response from the Superintendent.

SELPA Consultation:
During the SELPA Consultation, it was determined that SWD are being served through listed Goals and Action Steps. Students have access to Common Core State Standards and materials as well as Highly Qualified Staff. The District will continue to monitor that all accommodations and modifications are in place to ensure equal access and continuing progress toward IEP Goals and Objectives.

Focus Group Consultation:
The District Administrative Team reviewed all Stakeholder input as well as Local and State Data. This team, which includes the Superintendent/Principal, CBO, and Special Education Coordinator, worked together to create goals and action steps. The team reviewed all data and provided feedback that we need additional training in intervention, English Language Development, and mental health supports.

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

The 2021-2024 LCAP goals, actions and services were revised to reflect stakeholder input. Responding to parents' input, funds are provided for students to attend Camp KEEP. (Goal 1) Parents do not want to have combination classes and funds are provided to have one teacher per grade level. (Goal 2) Stakeholders would like students to learn about higher education opportunities and we will visit two colleges each year. (Goal 3) Safety for our students is a high concern for our parents and we will continue to improve facilities and enhance safety features. (Goal 3) Parents would like training on how they could help their children become lifelong learners. (Goal 3) Parents would like students who are below grade level in ELA and Math to receive additional instruction and we will provide after school tutoring. (Goal 3)

Goals and Actions

Goals

Goal #	Description
Goal 1	Goal 1 The Di Giorgio School District will increase student achievement.

An explanation of why the LEA has developed this goal.

This goal supports our vision and mission to provide every student a quality education that will provide the basis for students to become life-long leaners. The Di Giorgio Elementary School District desires to provide the highest level of educational achievement through implementation of the California Standards in ELA/ELD, mathematics, and all content areas.

Di Giorgio's most current CAASPP Data as of 2019, shows that 31.08% of students met or exceeded standards in ELA and 11.48% met or exceeded in Math. These scores show a growth of 6.08% in ELA and a 2.61% decrease in math.

We plan to improve student achievement through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Priority 1(a) Basic Services- Teachers appropriately assigned and fully credentialed for assignment as measured by local data.	Local data shows that 100% are fully credentialed and assigned appropriately	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Local data will reflect 100% are fully credentialed and assigned appropriately
Priority 1(b) Pupils access to standards aligned instructional materials 100% of the day as measured by the Elementary and Middle School Instructional Materials Survey.	Local Data collected through the Elementary and Middle School Instructional Materials Survey shows that 100% of students have access to standards aligned instructional materials 100% of the day.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Local Data collected through the Elementary and Middle School Instructional Materials Survey will show that 100% of students have access to standards aligned instructional materials 100% of the day.

Priority 1(c) School Facilities maintained and are in good repair as measured by the FIT Report.	100% of facilities are well maintained as measured by FIT Report	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of facilities are well maintained as measured by FIT Report
Priority 2(a) Implementation of California Academic and Performance Standards as measured by classroom walkthroughs.	Level of implementation of CCSS is 0% based on classroom walkthroughs. (Baseline is 0% due to use of new tool to measure implementation)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	According to data collected during classroom walkthroughs, district will maintain level of implementation of CCSS as substantial as based on classroom walkthroughs.
Priority 2(b) Master Schedule will reflect Programs/Services that enable ELs to access CCSS and ELD Standards for academic content and English Language Proficiency.	Master schedule reflects 100% of English Learners receive 30 minutes of Designated ELD as well as Integrated ELD instruction is implemented in all content areas.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Master Schedule reflects 100% of English Learners receive 30 minutes of Designated ELD as well as Integrated ELD instruction is implemented in all content areas.

Priority 4(a): Statewide Assessments English Language Arts as measured by CAASPP	CAASPP ELA/Literacy overall percentage of pupils who met or exceeded standards was 31.08% for 2018-19.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Statewide Assessments 50% of students will meet or exceed ELA/Literacy standards as measured by CAASPP
4(a) Statewide Assessments Mathematics as measured by CAASPP	CAASPP Mathematics overall percentage of pupils who meet or exceeded standards was 11.48% for 2018-19	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	50% of students will meet or exceed Math standards as measured by CAASPP

4(a) Statewide Assessment Science as measured by CAST	CAASPP Science overall percentage of 5th Grade pupils who met or exceeded standards was 7.14% for the 2018-19 school year. CAASPP Science overall percentage of 8th Grade pupils who met or exceeded standards was 8.7% for the 2018-19 school year.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	50% of 5th and 8th grade students will meet or exceed standards as measured by CAASPP Science
Priority 4(b) Percent of students successfully completing A-G requirements	NA	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	NA
Priority 4(c) Percent of students who have successfully completed CTE Pathways	NA	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	NA

Priority 4(d) Percent of students who have successfully completed both B & C	N/A	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	N/A
Priority 4(e) Percent of ELs who make progress toward English proficiency as stated on the California Dashboard	52.9% of ELs made progress toward English proficiency according to the data reflected on the California Dashboard.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	60% of ELs will make progress toward English proficiency according to the data reflected on the California Dashboard.
4(f) EL Reclassification Rate as reported by local scores and DataQuest	According to data reflected on DataQuest, EL Reclassification rate in 2019-2020 was 12%.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	According to data reflected on DataQuest, EL Reclassification rate will be 25% or higher.
4(g) Percent of students who pass AP exams with a score of 3 or higher	NA	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	NA

| 4(h) Percent of students who demonstrate preparedness for college by the Early Assessment of College Preparedness (EAP) or any assessment of college preparedness. | NA | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | NA |

Actions

Action # Title		Description	Total Funds	Contributin
Action #1	Supplemental Materials	Supplemental Math, ELA, Social Studies, and Science materials, Thinking Maps, and Write From the Beginning materials will be provided to support standards based instruction. This will provide all students with additional opportunities to practice skills.	$45,000.00	Yes
Action #2	Professional Development	All expenses including, but not limited to, fees, substitutes, and travel expenses to attend Professional Development in CCSS and STEM provided by KCSOS and other vendors as available.	$35,000.00	Yes
Action #3	Camp KEEP	Sixth grade students to attend Camp KEEP.	$12,000.00	Yes
Action #4	Collaboration	Increase staff participation and collaboration in full implementation of CCSS. Staff will attend 3 grade span collaboration days as provided by the district. Grade Span Collaboration supplies and expenses.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #5	Library	Update library titles to include more nonfiction and magazine subscriptions related to STEM. Replace worn and out of date library titles. Maintain library media increase in hours and provide Professional Development for Library clerk. Maintain Library management software to track usage. Provide professional development for library clerk.	$37,000.00	Yes
Action #6	Technology	Update technology and related infrastructure to ensure all students, including English Learners, Foster students and Low income students have access to a broad course of study in all subject areas and can safely access academic content and performance standards to help prepare for state assessments and support student outcomes. Purchase computers to support technology use in the classroom as well as replacing outdated computers. Upgrade network connections to support infrastructure. Maintain network security to help keep students on task and focused by filtering web content. Purchase DNA (IOS) and Aeries SIS to progress monitor students create/house Common Formative Assessments	$128,000.00	Yes
Action #7	Language Development	For redesignated fluent English proficient pupils: Continue to support language development by collecting and analyzing achievement data and providing intervention as needed with classroom teacher.	$0.00	No
Action #8	Staffing	Staff will be maintained to provide one teacher per grade level K-8 and avoid combination classes. Current staffing provides one teacher per grade level which will be maintained. Staffing levels would otherwise not be sustainable.	$110,000.00	Yes
Action #9	Parent Training	Provide parent training for parents interested as funding allows.	$10,000.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 2	All English Learners will become reclassified by the time they graduate from Di Giorgio School

An explanation of why the LEA has developed this goal.

The most current California Dashboard Data shows that in 2018-2019 52.9% of our EL Students are making progress toward English Proficiency. In 2018-2019 13.33% of students taking the ELPAC were proficient falling below the state at 16.4% proficient and Kern County at 14.12% The majority of our students, 50%, scored within Level 3; Moderately Developed.
We plan to improve English Learner Reclassification Rates through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Priority 3(a) Efforts to seek parent input in making decisions for district/school site as measured by local data	Local Data reflects sustained Parent Participation on DELAC, School Site Council, and Parent Teacher Friends (PTF).	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Local Data will continue to reflect sustained Parent Participation on DELAC, School Site Council, and Parent Teacher Friends (PTF)
Priority 3(b) How district promotes participation of parents for unduplicated pupils as measured by local data.	Families of unduplicated students attend Parent/Teacher Conferences, Back to School Night, and other parent engagement activities as measured by sign-in sheets to be implemented 2021-2022. Baseline 0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	60% or higher of families of unduplicated students attend Parent/Teacher Conferences, Back to School Night, and other parent engagement activities as measured by sign-in sheets.
Priority 3(c) How district promotes participation of parents of students with exceptional needs in the Individualized Education Program process as measured by IEP Notes and Signature pages.	100% of parents of students with exceptional needs participate in the IEP process as measured by IEP Notes and Signature pages.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of parents of students with exceptional needs will continue to participate in the IEP process as measured by IEP Notes and Signature pages.

Priority 4(a) English Language Learners' Performance on CAASPP in English Language Arts as measured by the California Dashboard 2019.	5.45% of English Language Learners taking CAASPP in ELA either Met or Exceeded standard as measured by the 2019 California Dashboard.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	50% or more of the English Language Learners taking the CAASPP in English Language Arts will Meet or Exceed standard as measured by the California Dashboard.
Priority 4(a) English Language Learners' Performance on CAASPP in Math as measured by the 2019 California Dashboard and DataQuest	7.27% of English Language Learners taking CAASPP in Math either Met or Exceeded standard as measured by the 2019 California Dashboard and DataQuest	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	50% or more of the English Language Learners taking CAASPP in Math will either Meet or Exceeded standard as measured by2019 California Dashboard and DataQuest

Priority 4(a) English Language Learners' Performance on CAST as measured by the 2019 California Dashboard and DataQuest.	0% of English Language Learners in Fifth Grade taking CAST either Meet or Exceeded standard as measured by the 2019 DataQuest. The data is suppressed for 8th grade English Language Learners taking the CAST in 2019 due the number of students testing being fewer than 10 as measured by DataQuest.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	50% or more of the English Language Learners taking the CAST will either Meet or Exceeded standard as measured by2019 California Dashboard and DataQuest
Priority 4(b) Percent of students who have successfully completed A-G requirements	NA	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Na
Priority 4(c) Percent of students who have successfully completed CTE Pathways	NA	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	NA

Priority 4(d) Percent of students who have successfully completed both B & C.	NA	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	NA
Priority 4(e) Percent of English Learners who make progress toward English proficiency as measured by the 2019 California Dashboard.	52.9% of our English Learners are making progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) on the 2019 California Dashboard.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	60% of our English Learners will make progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) on the 2019 California Dashboard.
Priority 4 (f) English Learner Reclassification Rate as measured by DataQuest	The District's 2019-2020 Reclassification Rate was 12% as reported by DataQuest.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	The District's Reclassification Rate will be 25% or higher as reported by DataQuest.

| Priority 7(a) Extent to which students have access to and are enrolled in a broad course of study as measured by Master Schedule. | Master schedule reflects 100% of students have access to a broad course of study in all subject areas as stated in sections 21210 and 51220(a) to (i) | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Master schedule will continue to reflect 100% of students have access to a broad course of study in all subject areas as stated in sections 21210 and 51220(a) to (i) |

Priority 7(b) Extent to which students have access to and are enrolled in programs/services for unduplicated students.	Identified English Learners received appropriate supports during Integrated and Designated ELD as identified by classroom walkthrough tool to be implemented 2021-2022. 0% of unduplicated pupils identified as requiring interventions are enrolled in extended learning opportunities as measured by classroom walkthrough tool to be implemented 2021-2022 Une of new measurement tool during 2021-2022 school year. Baseline is 0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of Identified English Learners receive appropriate supports during Integrated ELD as identified by classroom walkthrough tool.

Priority 7(c) Extent to which students have access to and are enrolled in programs/services for students with exceptional needs as measured by Master Schedule and students' Individualized Education Program (IEP)	100% of students with exceptional needs have access to and are enrolled in programs/services as determined by their IEP.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of students with exceptional needs will continue to have access to and be enrolled in programs/service as determined by their IEP.

Actions

Action # Title		Description	Total Funds	Contributin
Action #1	ELD Professional Development	Professional Development for teachers and administrators on the use of research based ELD materials and strategies, as well as ELPAC language proficiency levels, rubrics and implementation in the classroom	$5,000.00	Yes
Action #2	ELPAC Testing	Initial ELPAC testing for all TK, Kindergarten, and Newcomer students will be scheduled in August, before the first day of instruction.	$2,000.00	Yes
Action #3	Web based supplemental materials	Continue the use of web-based supplemental ELD and other supplemental materials that are aligned to the CCSS.	$15,000.00	Yes
Action #4	ELD Support	Provide paraprofessional support for ELD Program.	$69,000.00	Yes
Action #5	ELD Assessment	Maintain hours of three part-time classified staff to coordinate, implement ELD program and analyze ELPAC and local assessment results to target student needs in specific domains.	$52,000.00	Yes

Action # Title		Description	Total Funds	Contributin
Action #6	FEP support	For redesignated fluent English proficient pupils: Continue to support language development and progress monitor academic progress to ensure students are not in need of intervention. When the need arises, support with intervention.	$0.00	No

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 3	The Di Giorgio School District will establish and maintain an environment where students feel safe and engaged in their learning every day.

An explanation of why the LEA has developed this goal.

The District Attendance Rate in 2019-2019 was 95%. The Chronic Absenteeism Rate in 2018-2019 was 13.7%. The District's 2020-2021 Suspension and Expulsion Rates were 0%. The 2019-2020 Suspension Rate was 0.5% and the Expulsion Rate was 0%. The California Healthy Kids Survey Data

from 2017-2018 showed that 73% of students reported feeling "safe and supported by adults" while at school.

We plan to improve student achievement through actions that support and improve student attendance and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Priority 5(a) Attendance rates as measured by Local Data.	According to Local Data, the District's Attendance Rate for 2018-2019 was 94.92% and 88.98% in 2020-2021.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Local Data will reflect the District's Attendance Rate for 2023-2024 will be 97% or higher.
Priority 5(b) Chronic absenteeism as measured by Local Data.	According to Local Data, the percentage of chronically absent students in 2018-2019 was 13.7%.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Local Data will reflect the District's Chronic Absenteeism Rate for 2023-2024 will be less than 10%.
Priority 5(c) Middle School Dropout Rate as measured by CALPADS	According to CALPADS Report 8.1c, the Middle School dropout Rate in 2018-2019 was 0% and in 2020-2021 was 0%.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	CALPADS Data will reflect the District's Middle School dropout Rate to be 0% in 2023-2024.

Priority 5(d) High School dropout Rates NA	NA	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	NA
Priority 5(e) High School Graduation Rates NA	NA	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	NA
Priority 6(a) Student suspension rate as measured by CALPADS data.	CALPADS data reflects the District's Suspension rate in 2019-20 was 0.5%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	CALPADS data will reflect the District's Suspension Rate will be less than 3.0%.
Priority 6(b) Student expulsion rate as measured by CALPADS data.	Data reflects the District's Expulsion rate in 2019-20 was 0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	CALPADS data will reflect that the District's Expulsion Rate will be 0%

Priority 6(c) Other Local Measures on sense of safety and school connectedness as measured by local data.	Due to COVID-19 pandemic, the most current data for the California Healthy Kids Survey is from 2017-18. In 2017-18, 73% of students reporting feeling "safe" and "supported by adults" at school as measured by the California Healthy Kids Survey in grade 5.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain at least 95% of students reporting feeling "safe" and "supported by adults" at school as measured by the California Healthy Kids Survey in grades 5 and 8.
Priority 8 Students outcomes in subjects described in 51210/51220 (Ex: Physical Education, CBM Metrics, various participation rates, etc.) as measured by local data and results from the Physical Fitness Test (PFT) .	Master Schedule reflects that the district students receive weekly/daily minutes of physical education instruction. Due to COVID-19 pandemic, the most current data for the Physical Fitness Test	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Master Schedule will continue to reflect that the district students receive weekly/daily minutes of physical education instruction. The District Physical Fitness Test results will reflect: 5th Grade HFZ: Aerobic

	is from 2018-19. The following results are from 2018-19, 5th Grade HFZ: Aerobic Capacity 42.9% Body Composition 35.7% Flexibility 39.3% 7th Grade HFZ: Aerobic Capacity 39.4% Body Composition 51.5% Flexibility 69.7%				Capacity increase by 15% over baseline. Body Composition increase by 15% over baseline. Flexibility increase by 15% over baseline. 7th Grade HFZ: Aerobic Capacity increase by 15% over baseline. Body Composition increase by 15% over baseline. Flexibility increase by 15% over baseline.

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	PBIS	Review and update SWPBIS system yearly and provide PD as necessary provide incentives for desired behaviors.	$60,000.00	Yes
Action #2	College and career readiness	Provide college and career ready opportunities with college visits and tours to become part of 7th and 8th grade leadership opportunities.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #3	Attendance	Develop and implement a comprehensive student attendance improvement plan to include: Provide attendance incentives. Regular data analysis to identify issues early Increased focus on chronic absentee students to monitor and track progress Increased monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities	$5,923.00	Yes
Action #4	Nutrition Services	Review and improve wellness plan to improve nutrition services. Support for nutrition program for snack and breakfast.	$50,000.00	Yes
Action #5	Parent Project	Advertise and provide Parent Project training for parents of economically disadvantaged, ELL, foster and homeless youth, individuals with exceptional needs, as well as all other stakeholders who are interested.	$10,000.00	Yes
Action #6	Progress Monitoring	Support language development via responding to progress monitoring data. Purchase web-based Aimsweb progress monitoring assessment tool to meet the needs of RFEP and EL students	$27,000.00	Yes
Action #7	School connectedness	Responding to input from stakeholders and their concerns about the condition and safety of the District's facilities, the District will accelerate the repair and improvement of facilities to improve school climate for unduplicated pupils as measured by California Healthy Kids Surveys, increase the level of school connectedness, using suspension and expulsion rates as a measure, ensure the safety of students, and give students more opportunities for physical activities, as measured by Physical Fitness Testing (PFT).	$125,000.00	No
Action #8	After school tutoring	Support After School Program with tutoring services for students who are below grade level in English Language Arts and Mathematics	$35,000.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
40.76%	$717,923.00

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

Required Descriptions

Di Giorgio Elementary is a one school district and as such, all action steps that are schoolwide are also districtwide. The following actions are being provided on a schoolwide basis, but are principally directed toward Low-income, English learners, and Foster Youth.

Goal 1: The Di Giorgio School District will increase student achievement.

A review of the district's English Learner student performance data shows that:

In ELA, 31.08% of "all students" met or exceeded standards, while 5.45% of English Learners met or exceeded standards in ELA on the 2018-19 CAASPP. In Math,11.48% of "all students" met or exceeded standards, while 7.27% of English Learners met or exceeded the standards on the 2018-19 CAASPP. The district's English learner reclassification rate was 12% in 2019-2020. ELPAC scores show 52.9% of English learners are making progress toward English proficiency, but 16.1% decreased at least one ELPI level. CA Science Test scores show 7.84% of "all students" met or exceeded standards in science, while 0% of English learners met or exceeded the standards in science.
Additionally, many of our EL and low-income students have little to no access at home to devices that connect them to the internet. Many of our EL and low-income students do not have access to a neighborhood library where they could find STEM-related materials. Many of our EL and low-income students have very limited travel experiences and trips such as ones to Camp KEEP helps teachers build on classroom instruction and expose students to worlds outside their own.

In consideration of this low performance in ELA and Math and the reported circumstances of English Learners and low-income students, we plan to:

Purchase supplemental Math, ELA, Science, Social Studies, and ELD materials to support the academic achievement of English Language Learners, low income, any future foster youth/homeless. (1.1)

Provide professional development in CCSS and STEM to keep our teachers abreast on research based practices that meet the unique needs of our students. (1.2)

Send sixth graders to Camp KEEP in order to provide a hands-on science learning experience. (1.3)

Increase staff participation and collaboration in the full implementation of CCSS by providing grade span collaboration days to discuss, share, and set learning intentions using research based best practices that meet the unique needs of our students. (1.4)

Update library title to include more nonfiction and magazine subscriptions related to STEM to increase access for our English learners to science related content . (1.5)

Update technology and related infrastructure, purchase desktop and laptop computers, and replace outdated computers to support technology use in the classroom and increase access to technology for our English learners. (Action 1.6)

Maintain library media, management software, increase in hours and provide Professional Development for Library Clerk in order to maintain titles that are culturally relevant to our English Language Learners and Socioeconomically Disadvantaged students. (1.5)

Maintain staff to provide one teacher per grade level K-8 and avoid combination classes. Avoiding combination classes will better support the academic needs of our unduplicated pupils by allowing teachers to provide more focused instruction based on CCSS (1.8)

Provide Parent training on how to support the academic needs of students at home for parents of unduplicated pupils. (1.9)

We believe these actions above will support English Learners, Low Income, and Foster Youth students in improving their performance in ELA, Math, and Science CAASPP and increase the percentage of English learners being reclassified as described in LCAP Goal 1.

The following actions have been carried over from the 2019 LCAP: Goal 1 Actions 1-9.
Actions 1.8 and 1.9 were formerly actions 2.1 and 2.7 in the 2019 LCAP

These actions have been determined to be effective based on the following Smarter Balanced Assessment Data results for our unduplicated pupils in English Language Arts:
English learners: An increase from 57.8 below standard met in 2017 to 46.8 below standard met in 2019.
Socioeconomically Disadvantaged Students: An increase from 59.3 below standard met in 2017 to 43.4 below standard met in 2019.

Goal 2: All English Learners will become reclassified by the time they graduate from Di Giorgio School

According to the California Dashboard, our English Learners' chronic absenteeism rate was 15.3% in 2018-2019. This is 1.5% higher than the rate for all students. According to the California Dashboard, our English Learners scored lower on both the ELA and Mathematics sections of the SBAC Test. A review of the district's English Learner student performance data shows that 5.45% of English Learners met or exceeded standards in ELA on the 2018-19 CAASPP. In Math, 7.27% of English Learners met or exceeded the standards. The district's English learner reclassification rate was 12% in 2019-20 and ELPAC scores show 13.3% of students scored at Level 4 (well developed), 50% scored at Level 3 (moderately developed), 28.89% scored at Level 2 (somewhat developed), and 7.78% scored at Level 1 (beginning stage).

In consideration of this low performance in ELA and Math of our EL students and the reported circumstances of English Learners, and to increase the percentage of EL students being reclassified, we plan to:

Continued Professional Development for teachers and administrators on the use of research based ELD

materials and strategies, as well as ELPAC language proficiency levels, rubrics and implementation in the classroom. (2.1)

Continue to schedule Initial ELPAC testing for all TK and Kindergarten students in August, before the first day of instruction to ensure students miss as little time out of the classroom as possible (2.2)

Continue the use of web based supplemental ELD and other supplemental materials that are aligned to the CCSS. (2.3)

Maintain current paraprofessional support for ELD Program to provide the needed support during small group instruction for our English Learners. (2.4)

Maintain hours of part-time certificated staff to coordinate, implement ELD program and analyze ELPAC and local assessment results to target student needs in specific domains. (2.5)

We believe these actions will support our English Learner students in improving their performance in ELA, Math, and Science CAASPP and increase the percentage of English learners being reclassified as described in LCAP Goal 2.

The following actions have been carried over from the 2019 LCAP: Goal 2, Actions 1-5

These actions have been determined to be effective based on the following English Learner progress as reported by the California School Dashboard
52.9% of our English Learners are making progress towards English Proficiency. 51.4% increased by at least 1 ELPI level and 1.4% maintained and ELPI Level 1 in 2019.
In 2019 12% of our English Language Learners were redesignated as Fluent English Proficient (FEP)

According to the most recent Healthy Kids Survey from 2017-18, 73% Students districtwide reported feeling "safe" and "supported by adults" at Di Giorgio School. During the 2018-19 school year, the chronic absenteeism rate for All Students was 13.7%; this is an increase of .8%. English Learners' Chronic Absenteeism was 15.3%, an increase of 3.4%, which is 1.5% higher than All Students. DataQuest reports that the suspension rate for Di Giorgio was 0.5% in 2019-20, and the expulsion rate was 0%. School facilities are maintained and in good repair as measured by the FIT Report. The Physical Fitness test results for 5th grade students reflects the percent of students scoring in the Healthy Fitness Zone on the physical fitness test (PFT), Aerobic Capacity 42.9%, Body Composition 35.7%, and Flexibility 39.3%. 7th grade students PFT results for ; Aerobic Capacity 39.4%, Body Composition 51.5%, Flexibility 69.7%.

In consideration of the increased chronic absenteeism rate among English learners, the 73% of students reporting feeling "safe" and "supported by adults" at school as reported on the 2017-18 Healthy Kids Survey; the need to maintain and update school facilities to ensure a safe learning environment, the need to improve the
percentage of students scoring in the Healthy Fitness zone as measured by Physical Fitness Testing, we plan to:

Continue to review and update SWPBIS system, including student incentives, yearly and provide PD as necessary for staff that focuses on positive reinforcement that meets the behavior needs of our English

Learners. (3.1)

Continue to provide college and career ready opportunities with college visits and tours to become part of 7th and 8th grade leadership opportunities. The purpose of these trips is to motivate students to maintain good attendance in order to be prepared for college readiness and scholarship opportunities. (3.2)

Develop and implement a comprehensive student attendance improvement plan to include: attendance incentives that promote the importance of attendance for English Learners. (3.3)

Due to a noticeable increase of poor nutritional habits in our English language learners, continue to review and improve wellness plan to promote nutrition services and healthy eating habits. (3.4)

Continue to advertise and provide Parent Project training for parents of unduplicated pupils. These trainings provide parents with tools and resources they need to help their children succeed. (3.5)

Continue to support language development via responding to progress monitoring data. Purchase web-based Aimsweb progress monitoring assessment tool to meet the needs of RFEP and EL students (3.6)

Continue to support After School Program with tutoring services for English Learners who are below grade level in English Language Arts and Mathematics. (3.8)

We believe these actions will support English Learners, Low Income, and Foster Youth students in improving their absenteeism rate; raise their level of connectiveness to the school; maintain a safe educational environment conducive to learning, improve the percentage of students scoring in the Healthy Fitness zone as measured by Physical Fitness Testing, as described in LCAP Goal 3.

The following actions have been carried over from the 2019 LCAP: Goal 3, Actions 1-8
These actions have been determined to be effective based on the following data from California Schools Dashboard
Suspension Rates:
English learners: A decrease from 3% in 2017 to 2.4% in 2019.
Socioeconomically Disadvantaged Students: A decrease from 3.4% in 2017 to 3% in 2019.
Expulsion Rates:
Maintain a 0% Expulsion Rate

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

A through review of Stakeholder Input and Stand and Local Assessments showed multiple needs for our English Learners. On the 2017-2018 ELPAC 26% scored proficient. In 2018-2019, this percentage decreased to 13.33%. There is a significant achievement gap between our English Learners and English Only students in English Language Arts. In 2018-2019, 5.45% of our English Learners in grades 3-8 Met or Exceeded Grade Level Standards in ELA, compared to 24.24% of English Only Students who Met or Exceeded Grade Level Standards. This decreased from 6.56% in ELA and 9.84% in Math in 2017-2018. Both years, the CAASPP Performance Level for English Learners on the ELA Assessment was Yellow. The Redesignation rate was 17.5% in 2017-2018 and decreased to 12% in 2018-2019. As a result of the pandemic, the District has been limited to the support the District can provide to the families of our English

Learners to promote fluency and English language proficiency in the home. The following targeted actions have been planned for the 2021-2022 school year to increase the academic achievement of English Learners and to accelerate their English language Proficiency:

Continue the use of web-based supplemental ELD and other supplemental materials that are aligned to the CCSS. (2.3)

Maintain current paraprofessional support for ELD Program to provide the needed support during small group instruction for our English Learners. (2.4)

Maintain hours of part-time certificated staff to coordinate, implement ELD program and analyze ELPAC and local assessment results to target student needs in specific domains. (2.5)

Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Supplemental Materials		Yes	LEA-wide	English Learners, Socioeconomically Disadvantaged	All schools	2021-2022
1	2	Professional Development		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All schools	2021-2022
1	3	Camp KEEP		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	2021-2022
1	4	Collaboration		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All schools	2021-2022

1	5	Library		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All schools	2021-2022
1	6	Technology		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All schools	2021-22
1	7	Language Development	English Learners	No	LEA-wide	English Learners	All schools	2021-22
1	8	Staffing		Yes	LEA-wide	English Language Learners, Foster Youth, Low Income	All Schools	2021-2022
1	9	Parent Training		Yes	LEA-wide	English Language Learners, Foster Youth, Low Income	All Schools	2021-2022
2	1	ELD Professional Development		Yes	LEA-wide	English Learners	All schools	2021-2022
2	2	ELPAC Testing	English Learners	Yes	LEA-wide	English Learners	All Schools	2021-2022
2	3	Web based supplemental materials		Yes	Limited	English Learners	All schools	2021-2022
2	4	ELD Support		Yes	Limited	English Learners	All schools	2021-22

2	5	ELD Assessment		Yes	Limited	English Learners	All schools	2021-22
2	6	FEP support	Fluent English Proficient	No	LEA-wide	English Learners, Foster Youth, Low Income	All schools	2021-22
3	1	PBIS		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All schools	2021-2022
3	2	College and career readiness		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All schools	2021-2022
3	3	Attendance		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	2021-2022
3	4	Nutrition Services		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All schools	2021-2022
3	5	Parent Project		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All schools	2021-2022

3	6	Progress Monitoring		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All schools	2021-22
3	7	School connectedness	All	No	LEA-wide	English Learners, Foster Youth, Low Income	All schools	2021-22
3	8	After school tutoring		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All schools	2021-22

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
0%			$45,000.00				
28.57%			$35,000.00				
0%			$12,000.00				
80.00%			$5,000.00				
54.05%			$37,000.00				
0%			$128,000.00				
0%			$0.00				
90.91%			$110,000.00				
10.00%			$10,000.00				
0%			$5,000.00				
100.00%			$2,000.00				
0%			$15,000.00				

86.96%		$69,000.00	
86.54%		$52,000.00	
0%		$0.00	
0%		$60,000.00	
0%		$5,000.00	
0%		$5,923.00	
0%		$50,000.00	
10.00%		$10,000.00	
0%		$27,000.00	
0%		$125,000.00	
100.00%		$35,000.00	

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Supplemental Materials		$45,000.00	$0.00	$0.00	$0.00	$45,000.00
1	2	Professional Development		$35,000.00	$0.00	$0.00	$0.00	$35,000.00
1	3	Camp KEEP		$12,000.00	$0.00	$0.00	$0.00	$12,000.00
1	4	Collaboration		$5,000.00	$0.00	$0.00	$0.00	$5,000.00
1	5	Library		$37,000.00	$0.00	$0.00	$0.00	$37,000.00
1	6	Technology		$128,000.00	$0.00	$0.00	$0.00	$128,000.00
1	7	Language Development	English Learners	$0.00	$0.00	$0.00	$0.00	$0.00
1	8	Staffing		$110,000.00	$0.00	$0.00	$0.00	$110,000.00
1	9	Parent Training		$10,000.00	$0.00	$0.00	$0.00	$10,000.00

2	1	ELD Professional Development		$5,000.00	$0.00	$0.00	$0.00	$5,000.00
2	2	ELPAC Testing	English Learners	$2,000.00	$0.00	$0.00	$0.00	$2,000.00
2	3	Web based supplemental materials		$15,000.00	$0.00	$0.00	$0.00	$15,000.00
2	4	ELD Support		$69,000.00	$0.00	$0.00	$0.00	$69,000.00
2	5	ELD Assessment		$52,000.00	$0.00	$0.00	$0.00	$52,000.00
2	6	FEP support	Fluent English Proficient	$0.00	$0.00	$0.00	$0.00	$0.00
3	1	PBIS		$60,000.00	$0.00	$0.00	$0.00	$60,000.00
3	2	College and career readiness		$5,000.00	$0.00	$0.00	$0.00	$5,000.00
3	3	Attendance		$5,923.00	$0.00	$0.00	$0.00	$5,923.00
3	4	Nutrition Services		$50,000.00	$0.00	$0.00	$0.00	$50,000.00
3	5	Parent Project		$10,000.00	$0.00	$0.00	$0.00	$10,000.00
3	6	Progress Monitoring		$27,000.00	$0.00	$0.00	$0.00	$27,000.00
3	7	School connectedness	All	$125,000.00	$0.00	$0.00	$0.00	$125,000.00
3	8	After school tutoring		$35,000.00	$0.00	$0.00	$0.00	$35,000.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$842,923.00	$0.00	$0.00	$0.00	$842,923.00

Total Personnel	Total Non-Personnel
$278,000.00	$564,923.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Supplemental Materials	LEA-wide	English Learners, Socioeconomically Disadvantaged	All schools	$45,000.00	$45,000.00
1	2	Professional Development	LEA-wide	English Learners, Foster Youth, Low Income	All schools	$35,000.00	$35,000.00
1	3	Camp KEEP	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$12,000.00	$12,000.00
1	4	Collaboration	LEA-wide	English Learners, Foster Youth, Low Income	All schools	$5,000.00	$5,000.00
1	5	Library	LEA-wide	English Learners, Foster Youth, Low Income	All schools	$37,000.00	$37,000.00
1	6	Technology	LEA-wide	English Learners, Foster Youth, Low Income	All schools	$128,000.00	$128,000.00

1	8	Staffing	LEA-wide	English Language Learners, Foster Youth, Low Income	All Schools	$110,000.00	$110,000.00
1	9	Parent Training	LEA-wide	English Language Learners, Foster Youth, Low Income	All Schools	$10,000.00	$10,000.00
2	1	ELD Professional Development	LEA-wide	English Learners	All schools	$5,000.00	$5,000.00
2	2	ELPAC Testing	LEA-wide	English Learners	All Schools	$2,000.00	$2,000.00
2	3	Web based supplemental materials	Limited	English Learners	All schools	$15,000.00	$15,000.00
2	4	ELD Support	Limited	English Learners	All schools	$69,000.00	$69,000.00
2	5	ELD Assessment	Limited	English Learners	All schools	$52,000.00	$52,000.00
3	1	PBIS	LEA-wide	English Learners, Foster Youth, Low Income	All schools	$60,000.00	$60,000.00
3	2	College and career readiness	LEA-wide	English Learners, Foster Youth, Low Income	All schools	$5,000.00	$5,000.00
3	3	Attendance	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$5,923.00	$5,923.00

3	4	Nutrition Services	LEA-wide	English Learners, Foster Youth, Low Income	All schools	$50,000.00	$50,000.00
3	5	Parent Project	LEA-wide	English Learners, Foster Youth, Low Income	All schools	$10,000.00	$10,000.00
3	6	Progress Monitoring	LEA-wide	English Learners, Foster Youth, Low Income	All schools	$27,000.00	$27,000.00
3	8	After school tutoring	LEA-wide	English Learners, Foster Youth, Low Income	All schools	$35,000.00	$35,000.00

Totals by Type	Total LCFF Funds	Total Funds
Total:		$717,923.00
LEA-wide Total:	$581,923.00	$581,923.00
Limited Total:	$136,000.00	$136,000.00
Schoolwide Total:	$0.00	$0.00

Annual Update Table Year 1

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

Instructions

- Plan Summary

- Stakeholder Engagement

- Goals and Actions

- Increased or Improved Services

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Reflections: Successes

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

Reflections: Identified Need

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

LCAP Highlights

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

Comprehensive Support and Improvement

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

Schools Identified:

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools:

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

Monitoring and Evaluating Effectiveness:

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to

allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)

- Inclusion of metrics other than the statutorily required metrics

- Determination of the desired outcome on one or more metrics

- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection

- Inclusion of action(s) or a group of actions

- Elimination of action(s) or group of actions

- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services

- Determination of effectiveness of the specific actions to achieve the goal

- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process

- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A

broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)

Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

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

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

Actions:

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

Actions for English Learners:

School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to

students and professional development activities specific to English learners.

Actions for Foster Youth:

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services:

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

COEs and Charter Schools:

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective

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

Unduplicated Percentage < 55%:

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided

for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

Goal #:
Enter the LCAP Goal number for the action.
Action #:
Enter the action's number as indicated in the LCAP Goal.
Action Title:
Provide a title of the action.
Student Group(s):
Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific

student group or groups.

Increased / Improved:

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

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

Scope:

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

Unduplicated Student Group(s)

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

Location:

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

Time Span:

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

Personnel Expense:

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

Total Personnel:

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

Total Non-personnel:

This amount will be automatically calculated.

Other State Funds:

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

LCFF Funds:

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

Local Funds:

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

Federal Funds:

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

Total Funds:

This amount is automatically calculated based on amounts entered in the previous four columns.