

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Edison Elementary School District

CDS Code: 15-63438

School Year: 2021-22

LEA contact information:

Erica Andrews

Superintendent

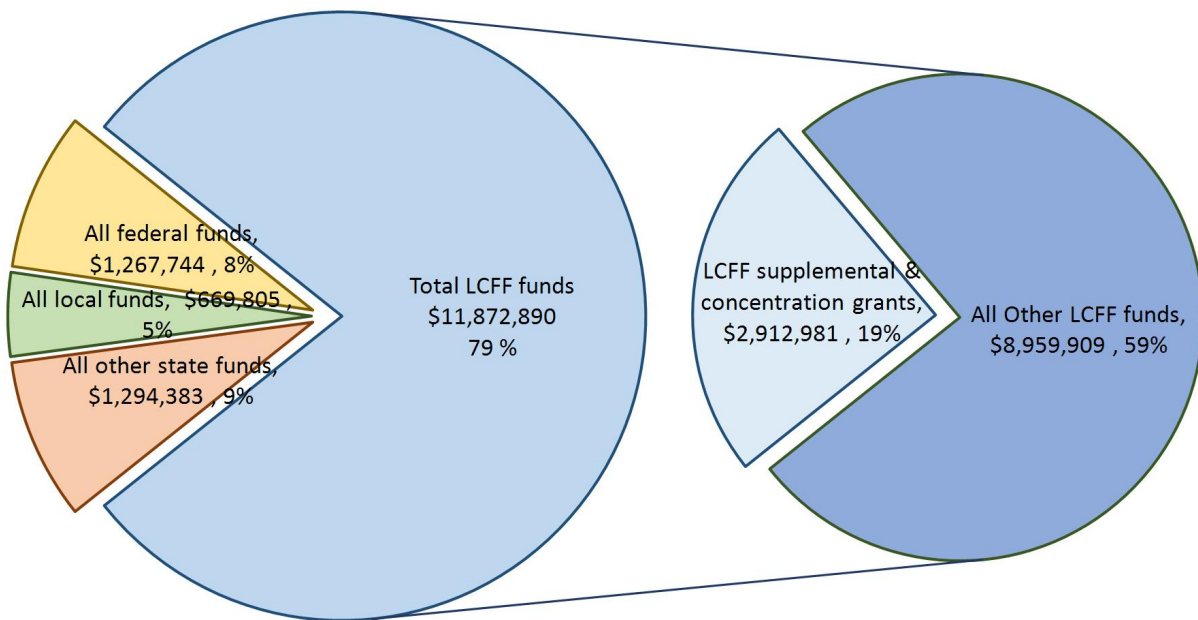
[eandrews@edison.k12.ca.us](mailto:eandrews@edison.k12.ca.us)

661-363-5394

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source



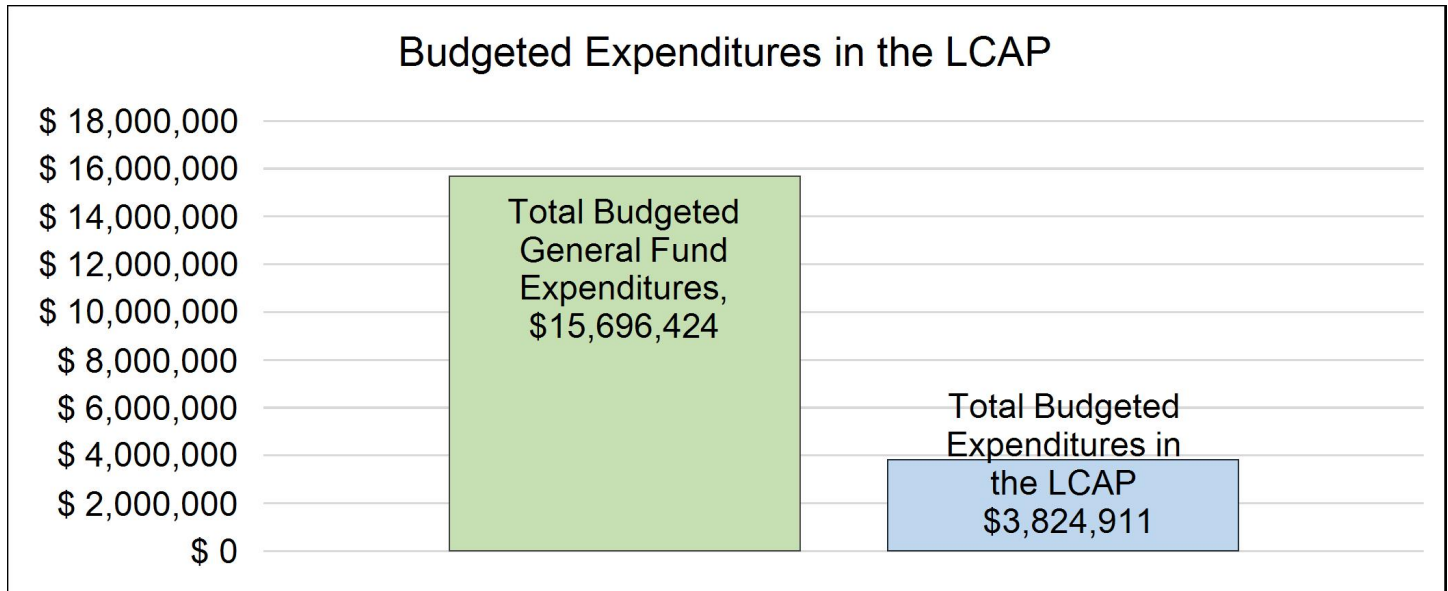
This chart shows the total general purpose revenue Edison Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Edison Elementary School District is \$15,104,822, of which \$11,872,890.00 is Local Control Funding Formula (LCFF), \$1,294,383.00 is other state funds, \$669,805.00 is local funds, and \$1,267,744.00 is federal funds. Of the \$11,872,890.00 in LCFF Funds,

\$2,912,981.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Edison 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.

Edison Elementary School District plans to spend \$15,696,424 for the 2021-22 school year. Of that amount, \$3,824,911 is tied to actions/services in the LCAP and \$8,933,747 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

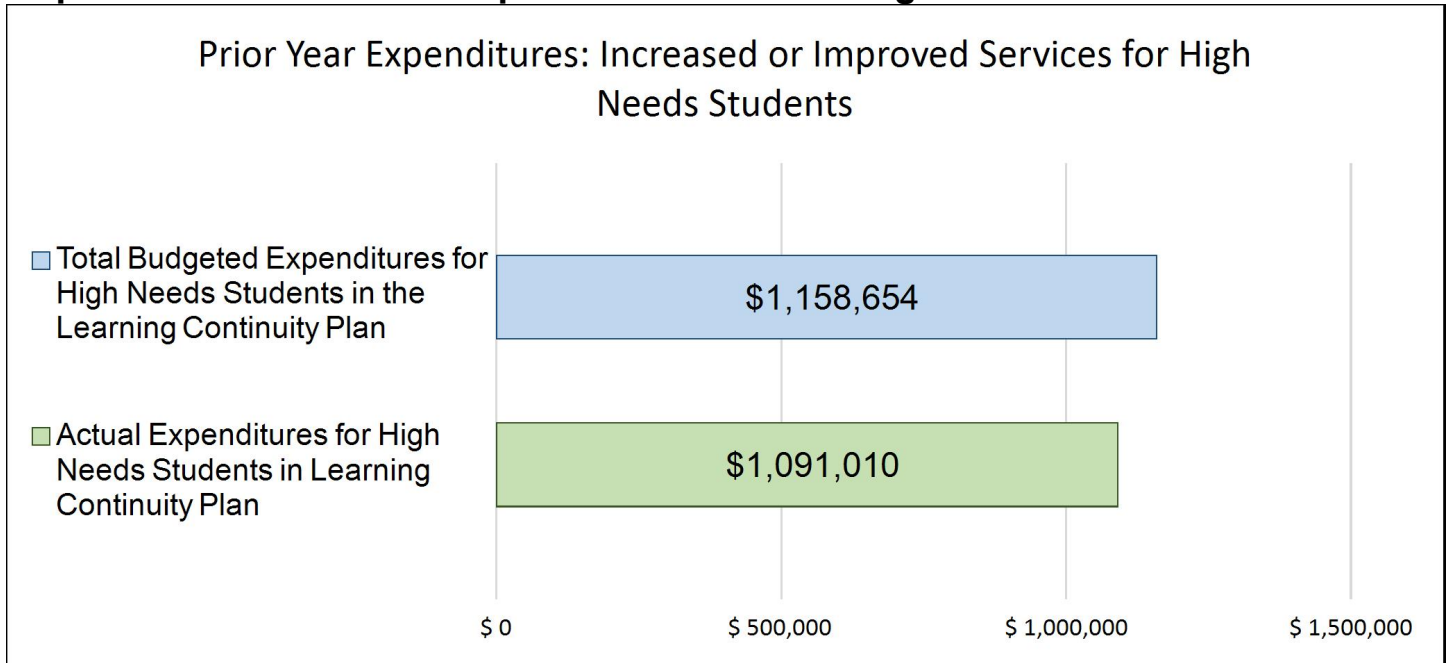
The General Fund Budget Expenditures for the 2021-2022 school year not included in the Learning Continuity Plan include: Base Certificated and Classified Salaries and Benefits, operating expenditures, and adopted General Education Curriculum and Supplies.

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

In 2021-22, Edison Elementary School District is projecting it will receive \$2,912,981.00 based on the enrollment of foster youth, English learner, and low-income students. Edison Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Edison Elementary School District plans to spend \$2,937,766 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Edison 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 Edison 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, Edison Elementary School District's Learning Continuity Plan budgeted \$1,158,654 for planned actions to increase or improve services for high needs students. Edison Elementary School District actually spent \$1,091,010 for actions to increase or improve services for high needs students in 2020-21.

The District budgeted \$61,000 for the increased bandwidth to support Synchronous In-Person and Distance Learning, but the District was only charged \$17,000 due to E-Rate. This did not impact service to our high needs students. The District already had devices in place for all high needs students and had already purchased and installed hot spots to ensure connectivity in their homes.



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

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

LEA Name	Contact Name and Title	Email and Phone
Edison Elementary School District	Erica Andrews Superintendent	eandrews@edison.k12.ca.us 661-363-5394

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

Fifty percent of students will be proficient in grade level standards by 2020.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Priority 1 (a): Basic Services-Teachers appropriately assigned and full credentialed for assignment. <b>19-20</b> Estimated: Maintain 100% fully credentialed and assigned. <b>Baseline</b> 100% are fully credentialed and assigned	Actual: 2019 Dashboard Local Indicator data reports 100% of teachers are fully credentialed in the subject area and for the pupils they are teaching.
<b>Metric/Indicator</b> Priority 1 (b): Pupils access to standards-aligned materials. <b>19-20</b> Estimated: Maintain 100% of students will have standards-aligned materials. <b>Baseline</b> 100% of students have standards-aligned materials	Actual: Local 2021 Survey Data shows that 100% of students have standards-aligned materials.
<b>Metric/Indicator</b>	Actual: All facilities have an overall rating of “Good” as indicated on FIT Report.

Expected	Actual
<p>Priority 1 (c): School facilities maintained and in good repair. All facilities continue to have an overall rating of “Exemplary” as indicated on FIT Report.</p> <p><b>19-20</b> Estimated: All facilities continue to have an overall rating of “Good” as indicated on FIT Report.</p> <p><b>Baseline</b> All facilities have an overall rating of “Exemplary” as indicated on FIT Report.</p>	
<p><b>Metric/Indicator</b> Priority 2 (a): Implementation of California Academic and Performance Standards</p> <p><b>19-20</b> Estimated: Maintain 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction.</p> <p><b>Baseline</b> 100% of teachers received Professional Development in CCSS. Classroom observations show that the CCSS are substantially implemented into instruction. Pacing Guides have been created with CCSS in ELA/ELD and Math. Classroom observations show that the CCSS are substantially implemented into instruction. Pacing Guides have been created with CCSS in ELA/ELD and Math.</p>	<p>Actual: Local 2021 Survey Data shows 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction.</p>
<p><b>Metric/Indicator</b> Priority 2 (b): Programs/Services that enable ELs to access CCSS and ELD Standards for academic content and English language proficiency.</p>	<p>Actual: 2021 Master Schedules show English Learners received 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with integrated ELD. Local Survey Data shows Integrated ELD instruction is implemented in all content areas.</p>

Expected	Actual
<p><b>19-20</b> Estimated: English Learners will receive 30-45 minutes daily in designated ELD and the district adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas.</p> <p><b>Baseline</b> English Learners receive 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas.</p>	
<p><b>Metric/Indicator</b> Priority 4: Student Achievement</p> <p><b>19-20</b> Estimated: Local assessment data for 2019-2020 will show that 45% of 3rd, 55% of 4th, 44% of 5th, 50% of 6th, 46% of 7th, and 52% of 8th Graders met or exceeded standards on the AIMSWeb ELA Composite. Local assessment data for 2019-2020 will also show that 47% of 3rd, 50% of 4th, 55% of 5th, 55% of 6th, 63% of 7th, and 53% of 8th Graders met or exceeded standards on the AIMSWeb Math Composite. On the Spring 2020 Scholastic Reading Inventory Assessment, 35% of 3rd-8th graders will meet or exceed standards. .</p> <p><b>Baseline</b> Local assessment data for 2016-2017 showed that 43% of TK-K, 39% of 1st, 32% of 2nd, 37% of 3rd, 43% of 4th, 45% of 5th, and 38% of 6th Graders met or exceeded standards on the DIBELS local assessment. On the Spring 2017 Scholastic Reading Inventory Assessment, 44% of 3rd-8th graders met or exceeded standards. Fifty-two percent of 2nd-6th Graders met or exceeded standards on the Spring Scholastic Math Inventory.</p>	<p>Actual: Due to the shut-down in Spring 2020, Local Benchmarks were not administered. Winter 2019 Benchmark Data showed that 37% of 3rd-8th Graders met or exceeded standards on AIMSWeb Reading and 41% in AIMSWeb Math</p>



Expected	Actual
<p><b>Metric/Indicator</b> Priority 4 (a): Statewide Assessments</p> <p><b>19-20</b> Estimated: 40% of students will meet or exceed standards on the CAASPP ELA Test and 32% will meet or exceed standards on the CAASPP Math Test. In 2018-2019, 40% of the district's EL students will be redesignated as fluent English proficient.</p> <p><b>Baseline</b> Current data shows that 32% of students met or exceeded standards on the CAASPP ELA Test and 27% met or exceeded standards on the CAASPP Math Test. In 2017-2018, it is projected that 26% of the district's EL students will be redesignated as fluent English proficient.</p>	<p>Actual: The 2020 CAASPP Test was not administered. Dashboard Data from 2019 showed that 32% of district students met or exceeded state standards in ELA and 28.1% met or exceeded in Math.</p>
<p><b>Metric/Indicator</b> Priority 4 (b): Academic Performance Index</p> <p><b>19-20</b> The 2013 District API was 742. API is no longer calculated.</p> <p><b>Baseline</b> The 2013 District API was 742. API is no longer calculated.</p>	<p>The 2013 District API was 742. API is no longer calculated.</p>
<p><b>Metric/Indicator</b> Priority 4 (c): Percent of Students Completing a-g/CTE</p> <p><b>19-20</b> N/A</p> <p><b>Baseline</b> N/A</p>	<p>N/A</p>
<p><b>Metric/Indicator</b> Priority 4 (d): Percent of EL pupils making progress toward English proficiency</p> <p><b>19-20</b> Estimated: On the 2018-2019 ELPAC, 40% will be Level 4, 40% will be Level 3, 15% will be Level 2, and 5% will be Level 1.</p> <p><b>Baseline</b></p>	<p>Actual: On the 2018-2019 ELPAC, 13.39% of students were Level 4, 44.2% were Level 3, 30.8% were Level 2, and 11.61% were Level 1.</p>

Expected	Actual
Current CELDT Data shows that 68.5% of our EL students made progress toward English proficiency	
<b>Metric/Indicator</b> Priority 4 (e): EL reclassification Rate <b>19-20</b> Estimated: The district's redesignation rate will increase to 40%. <b>Baseline</b> The district's redesignation rate was 20.7% for 2016-2017.	Actual: According to Local Data, the District's 2019-2020 Redesignation Rate was 14.4%.
<b>Metric/Indicator</b> Priority 4 (f): Percent passing AP Exam <b>19-20</b> N/A <b>Baseline</b> N/A	N/A
<b>Metric/Indicator</b> Priority 4 (g): Percent of pupils who demonstrate college preparedness on EAP <b>19-20</b> N/A <b>Baseline</b> N/A	N/A

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Train 100% of teachers in Thinking Maps Across the Curriculum and Science Implementation and review in additional Data Team Meetings four times monthly.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$89,465  Certificated Benefits 3000-3999: Employee Benefits LCFF	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$78,355.00  Certificated Benefits 3000-3999: Employee Benefits LCFF

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Supplemental and Concentration \$35,596.00	Supplemental and Concentration \$29,281.00
Retain two K-6 Reading Specialists to provide Intervention Services.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$65,914.00  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,815.00	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$59,414.00  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,640.00
District will host the Latino Family Literacy Project to provide parents with strategies to support English Language Fluency in the home.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$667.00  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$133.00  Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$386.00  Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$114.00  Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 500.00	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0.00  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0.00  Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$0.00  Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0.00  Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$438.00
Provide comprehensive PD in ELPAC Proficiency Levels, rubrics, new ELD Framework, and implementation in classroom by providing release time with substitute teachers.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$8,343.00	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,657.00	Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0.00
<p>For English learners:</p> <p>Offer Intensive ELD Intervention Summer Session (20 days) for all students not redesignated by end of 6th grade.</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$2,703.00</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$537.00</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$2,010.00</p> <p>Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$597.00</p> <p>Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$250.00</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0.00</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0.00</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$0.00</p> <p>Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0.00</p> <p>Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0.00</p>
<p>For low income pupils:</p> <p>Offer Intensive Summer Literacy Program (20 days) for 1st, 2nd, 3rd , 4th, 5th and 6th graders not reading at grade level by end of the school year.</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$16,519.00</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,281.00</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0.00</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0.00</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	LCFF Supplemental and Concentration \$8,503.00  Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,526.00  Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,500.00	LCFF Supplemental and Concentration \$0.00  Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0.00  Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0.00
Retain seven classroom aides to assist teachers with Reading, Math, and EL Intervention.	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$42,343.00  Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$12,573.00  Classified Salaries 2000-2999: Classified Personnel Salaries Title I \$57,801.00  Classified Benefits 3000-3999: Employee Benefits Title I \$17,163.00	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$57,244.82  Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$16,088  Classified Salaries 2000-2999: Classified Personnel Salaries Title I \$63,572.00  Classified Benefits 3000-3999: Employee Benefits Title I \$17,401.00
Director of Accountability and Academics will monitor implementation and progress in Intervention Programs.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$12,515.00  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,485.00	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$12,515.00  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,485.00
Maintain site licenses and hosting for Intervention Programs (AR, STAR, Read 180, FFAST Math, NextGen Math)	Operating Expenses/Licenses 5000-5999: Services And Other Operating Expenditures LCFF	Operating Expenses/Licenses 5000-5999: Services And Other Operating Expenditures LCFF

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Supplemental and Concentration \$37,000  Operating Expenses/Licenses 5000-5999: Services And Other Operating Expenditures Title I \$5,400.00	Supplemental and Concentration \$28,003.05  Operating Expenses/Licenses 5000-5999: Services And Other Operating Expenditures Title I \$4,410.00
Lease payment on four classrooms used daily for ELD Instruction/Intervention and Reading Intervention.	Buildings/Capital Outlay 7000- 7439: Other Outgo LCFF Supplemental and Concentration \$25,450.00	Buildings/Capital Outlay 7000- 7439: Other Outgo LCFF Supplemental and Concentration \$25,450.00
Retain class sizes of 24:1 in K-3 to promote student social-emotional learning.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$322,803.00  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$155,217.00	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$307,894.00  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$150,289.00
District will host Parent Reading Information Nights to provide strategies for reading support at home.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$597.00  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$118.00  Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$2,184.00  Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$649.00	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0.00  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0.00  Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$2,877.30  Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$332.92

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Books and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,372.00  Workshops/Conferences 5000- 5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$300.00	Books and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$7,336.90  Workshops/Conferences 5000- 5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0.00
Maintain embedded fifteen minute tutorial period in the Master Schedule to provide support to Intervention Students.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$115,506.00  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$55,031.00	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$116,530.07  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$55,234.00
Retain Highly Qualified Special Education Teachers to instruct an Assessment Bootcamp for Intervention Students by offering a \$2,500 Annual Stipend.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$12,515.00  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,485.00	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$12,500.00  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,482.50

## Goal Analysis

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

Due to the shutdown, the District was unable to hold Parent Project and Latino Family Literacy Trainings. We used these funds to offer virtual trainings in Canvas and to offer Literacy Support to all our families virtually. We also hosted several Parent Meetings to refer parents to community resources. The District was also unable to hold the Intensive Summer Literacy Academy and the Intensive ELD Summer Session. These funds were used to support students in After School Intervention and to hire additional paraprofessional



support. The District was able to keep class sizes low by hiring additional teachers after several veteran teachers retired. These teachers were new teachers; therefore their salaries were much lower than budgeted in 2019-2020. This explains the substantive difference in funding for this Action Step.

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

The biggest challenges came from having to shut-down in Spring 2020, and not being able to offer In-Person Services during the school day, after school, and during Summer Intervention. We did not reopen for Hybrid Learning until October 2020, and then had to pivot back to Distance Learning after Thanksgiving Break. We reopened again for Hybrid Learning in February 2021. Our greatest success was our technology proficiency and shifting to Distance Learning with the Canvas Platform. Our paraprofessionals were very supportive for students during synchronous and asynchronous teaching. They were able to successfully work with groups for Intervention. Another success was our Reading Specialist, who was also able to work individually with struggling students. Our smaller class sizes helped students to receive more 1:1 support from teachers as we offered In-Person Learning to Cohorts.



## Goal 2

All students will become 21st Century Learners by 2020.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                              Priority 7: Course Access (Conditions of Learning)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Priority 2 (a): Implementation of CCSS</p> <p><b>19-20</b>            Estimated: Maintain 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction.</p> <p><b>Baseline</b>            100% of teachers received Professional Development in CCSS. Classroom observations show that the CCSS are substantially implemented into instruction. Pacing Guides have been created with CCSS in ELA/ELD and Math. Classroom observations show that the CCSS are substantially implemented into instruction. Pacing Guides have been created with CCSS in ELA/ELD and Math.</p>	<p>Actual: The CA Dashboard Local Priority Self-Reflection Tool showed that 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction.</p>
<p><b>Metric/Indicator</b>            Priority 2 (b): Programs/Services that enable ELs to access CCSS and ELD Standards for academic content and English language proficiency.</p> <p><b>19-20</b>            Estimated: Maintain English Learners receive 30-45 minutes daily in designated ELD. Maintain full implementation of ELA</p>	<p>Actual: Local Master Schedules show English Learners receive 30-45 minutes daily in designated ELD. Maintain full implementation of ELA Curriculum with integrated ELD. Maintain implementation of integrated ELD instruction in all content areas.</p>

Expected	Actual
<p>Curriculum with integrated ELD. Maintain implementation of integrated ELD instruction in all content areas.</p> <p><b>Baseline</b> English Learners receive 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas.</p>	
<p><b>Metric/Indicator</b> Priority 7 (a): Extent to which pupils have access and are enrolled in a broad course of study</p> <p><b>19-20</b> Estimated: Continue to offer access and enrollment to students in a broad course of study.</p> <p><b>Baseline</b> The district offers 5 elective classes to 7th-8th grade on a wheel: Art, Theater, Band/Choir, and Computer Skills. In grades 1-6, the following courses are offered: English, mathematics, social sciences, science, visual and performing arts, health, and physical education. In grades 7-8, the following courses are offered: English, social sciences, foreign language (Spanish), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. The following electives are offered in 7-8: Computer Tech, Art, Theater, Band, Agriculture, and Choir. The district also offers 30 minutes of ELD Instruction daily to EL students in grades K-6 and 45 minutes daily to students in grades 7-8. Strategic and Intensive Intervention Classes in ELA and Math are also offered to students not performing at grade level.</p>	<p>Actual: Local Master Schedules show access and enrollment to students in a broad course of study.</p>

Expected	Actual
<p><b>Metric/Indicator</b> Priority 7 (b): Extent to which students have access to and are enrolled in programs/services for unduplicated students</p> <p><b>19-20</b> Estimated: Continue to offer access to and enrollment in programs and services for unduplicated students including: Strategic and Intensive Intervention in ELA and Mathematics, 30-45 minutes of leveled ELD Instruction daily, and an embedded tutorial period at each site.</p> <p><b>Baseline</b> In grades 1-6, the following courses are offered: English, mathematics, social sciences, science, visual and performing arts, health, and physical education. In grades 7-8, the following courses are offered: English, social sciences, foreign language (Spanish), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. The following electives are offered in 7-8: Computer Tech, Art, Theater, Band, Agriculture, and Choir.</p> <p>The district also offers 30 minutes of ELD Instruction daily to EL students in grades K-6 and 45 minutes daily to students in grades 7-8. Strategic and Intensive Intervention Classes in ELA and Math are also offered to students not performing at grade level.</p> <p>EL Students are leveled for ELD Instruction. K-6 ELD Instruction is 30 minutes daily, and 7-8 ELD Instruction is 45 minutes daily. Students are leveled for Reading and Mathematics Instruction with Intervention Aides and Reading Specialists.</p>	<p>Actual: Local Enrollment Data shows access to and enrollment in programs and services for unduplicated students including: Strategic and Intensive Intervention in ELA and Mathematics, 30-45 minutes of leveled ELD Instruction daily, and an embedded tutorial period at each site.</p>

Expected	Actual
<p><b>Metric/Indicator</b> Priority 7 (c): Extent to which students have access to and are enrolled in programs/services for students with exceptional needs</p> <p><b>19-20</b> Estimated: Maintain an RSP and SDC Class at each site with highly qualified staff for students with exceptional needs.</p> <p><b>Baseline</b> Each site has an RSP Class and an SDC Class with highly qualified staff for students with exceptional needs.</p>	<p>Actual: Master Schedules show RSP and SDC Class at each site with highly qualified staff for students with exceptional needs.</p>
<p><b>Metric/Indicator</b> Priority 8 (a): Pupil outcomes in subjects described in 51210/51220 (Ex: CBM Metrics, Physical Fitness, various participation rates etc.)</p> <p><b>19-20</b> Estimated: Maintain required weekly/daily minutes of physical education instruction.</p> <p>Estimated: Continue to progress monitor through local assessments, ELPAC, ADEPT, and Physical Fitness Test.</p> <p><b>Baseline</b> All district students receive required weekly/daily minutes of physical education instruction. In grades 7-8, five sections of each Core Class is offered to serve about 120 students at each grade level.</p>	<p>Actual: Master Schedules show required weekly/daily minutes of physical education instruction.</p> <p>Actual: Local Data shows progress monitoring through local assessments, ELPAC, ADEPT, and Physical Fitness Test.</p>

Expected	Actual
<p>The district administers Common Formative Assessments every five weeks in ELA, Math, Science, and Social Studies. ELD Students are progress monitored through the CELDT and ADEPT. The district also administers Physical Fitness Tests annually to students in grades 5-8.</p> <p>On the 2015-2016 Physical Fitness Test an average of 64% of fifth graders and 66% of seventh graders scored in the Healthy Fitness Zone for six Physical Fitness Areas</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Retain Coordinator of Data Systems and Support to support use of technology in the classroom.	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$98,052.00</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$37,301.00</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$98,419.81</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$37,285.98</p>
Annual Contract Fee for EADMs (IOS) which interfaces with Aeries Student Data System to progress monitor students and create/house Common Formative Assessments.	Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$10,719.00	Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$10,718.64
Purchase and maintain convertible devices and desktops for all teachers to utilize in their classrooms.	Books and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,000.00	Books and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,591.00

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Train teachers to utilize technology in their daily lessons. Training by KCSOS Ed Tech and substitutes for release time for teachers to attend training.	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,835.00</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$365.00</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$2,544.00</p> <p>Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$756.00</p> <p>Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$500.00</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$620.00</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$329.00</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$0.00</p> <p>Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0.00</p> <p>Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0.00</p> <p>Books and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$537.05</p>
Purchase convertibles, accessories, and storage units for each student testing, and train 3rd-8th graders to use personal convertible devices in their everyday learning.	Books and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$60,000.00	Books and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$78,558.00
Purchase additional applications for student devices to be used for intervention.	Books and Supplies 4000-4999: Books And Supplies LCFF	Books and Supplies 4000-4999: Books And Supplies LCFF

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Supplemental and Concentration \$15,000.00	Supplemental and Concentration \$537.06  Services and Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$11,490.55
Retain two 8 hrs./day District User Support Technicians to help maintain district devices and hire 50% Network Manager to maintain technology infrastructure.	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$135,580.00  Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$84,838.00	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$133,074.46  Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$77,931.54
Retain Title I/EL Coordinators to progress monitor Redesignated Students and Intervention Students by using Student Data Systems to ensure they have the technology support needed to engage in Common Core Instruction.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$167,478.00  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$68,918.00	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$163,597.71  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$62,194.87
Retain Media Clerk to assist students in the computer lab with Intervention.	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$11,565.00  Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,435.00	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$11,565.00  Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,435.00
Purchase Robotics Lessons/Kits to implement a STEM Robotics/Coding Elective in Grades 7-8.	Books and Supplies 4000-4999: Books And Supplies LCFF	Books and Supplies 4000-4999: Books And Supplies LCFF

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Supplemental and Concentration \$5,000.00	Supplemental and Concentration \$0.00
Purchase supplies for Agriculture Elective and Partnership with FFA.	Books and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,000.00	Books and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,301.79

## Goal Analysis

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

For the First Semester of 2019-2020, the district expended funds as they were allocated in the LCAP. The district did not offer a Robotics Coding Elective. However, those funds were expended to support a Media Elective and to purchase additional cameras for a Photography Elective.

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

The biggest challenges came from abruptly shutting down in Spring 2020 and then shifting between In-Person and Hybrid Learning in 2020-2021. When the district shut down, several district families did not have devices or connectivity in their homes for students to use. The district purchased and distributed over 1,100 student devices to be used at home as well as several hot spots, and paid for connectivity for our families. Another challenge was training all stakeholders to use Distance Learning Technology Tools. The district's greatest success was our increased technology proficiency and shifting to Distance Learning with the Canvas Platform. District Data Systems, managed by our Coordinator of Data Systems and Support, also helped us to communicate with all of our stakeholders and to progress monitor our students. The District's Title I/EL Coordinators also helped to intervene with students and to offer technology support to students and staff. The District's Technology Department was essential in maintaining devices and infrastructure during Distance and Hybrid Learning.



## Goal 3

The district will achieve and maintain 97% attendance rate by 2020..

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Priority 3: Parent Involvement</p> <p><b>19-20</b> Estimated: Continue to hold four meetings annually. Estimated: District will host one Family Event per trimester/semester at each site. Estimated: Continue to hold four meetings annually.</p> <p><b>Baseline</b> Four Parent Input Meetings held.</p> <p>District hosted one Family Event per semester at each site.</p>	<p>Actual: According to Local Data:</p> <p>Four Virtual Family Input Meetings were held. District hosted one family event each semester at each site. Continued to hold four meetings annually.</p>
<p><b>Metric/Indicator</b> Priority 3 (a): Efforts to seek parent input in making decisions for district and school sites</p> <p><b>19-20</b></p>	<p>According to Local Data:</p> <p>Four Virtual Family Input Meetings were held. District hosted one virtual family event each semester at each site.</p>

Expected	Actual
<p>Estimated: Continue to hold four meetings annually.</p> <p><b>Baseline</b> Four Parent Input Meetings held. District hosted one Family Event per semester at each site.</p>	
<p><b>Metric/Indicator</b> Priority 3 (b): How district promotes participation of parents for unduplicated pupils</p> <p><b>19-20</b> Estimated: Continue to hold four meetings annually.</p> <p><b>Baseline</b> Sustained Parent Participation on ELAC/DELAC, School Site Council, and Parent Teacher Club.</p>	<p>Actual: According to Local Data, District was unable to offer one six-week course of Parent Project due to the pandemic. District did host multiple Virtual Parent Education Evenings at each site. District hosted an Intervention Parent Meeting once a quarter virtually on each site as well as held Parent Office Hours five days a week. District also hosted a virtual ELAC/DELAC Meeting each quarter.</p>
<p><b>Metric/Indicator</b> Priority 3 (c): How district promotes participation of parents for pupils with exceptional needs</p> <p><b>19-20</b> Estimated: District will offer one six-week course of Parent Project and will host two Parent Education Evenings at each site. District will host an Intervention Parent Meeting once a quarter on each site.</p> <p>Estimated: ELAC/DELAC will hold four meetings with an average attendance of ten at each meeting. District will promote parent participation in programs for individuals with exceptional needs.</p> <p><b>Baseline</b> District offered one six-week course of Parent Project and hosted one Parent Education Evening at each site. District will host an Intervention Parent Meeting once a quarter on each site.</p>	<p>Actual: According to Local Data, District was unable to offer one six-week course of Parent Project due to the pandemic. District did host multiple Parent Education Evenings at each site. District hosted an Intervention Parent Meeting once a quarter on each site as well as multiple IEPs and held Parent Office Hours five days a week.</p>

Expected	Actual
<p>ELAC/DELAC held four meetings with an average attendance of seven at each meeting. District will promote parent participation in programs for individuals with exceptional needs.</p>	
<p><b>Metric/Indicator</b> Priority 5 (a): School attendance rates</p> <p><b>19-20</b> Estimated: Obtain and maintain a 97% Attendance Rate.</p> <p><b>Baseline</b> Attendance Rate is 95.4%.</p>	<p>Actual: According to the California School Dashboard, District Attendance Rate was 96.3% in 2018-2019.</p>
<p><b>Metric/Indicator</b> Priority 5 (b): Chronic absenteeism rates</p> <p><b>19-20</b> Estimated: Maintain a Chronic Absenteeism Rate under 10%.</p> <p><b>Baseline</b> Chronic Absenteeism rate is 8.9%.</p>	<p>Actual: According to the California Dashboard, the District's Chronic Absenteeism Rate for 2018-2019 was 11.2%.</p>
<p><b>Metric/Indicator</b> Priority 5 (c); Middle school drop-out rates</p> <p><b>19-20</b> Estimated: Obtain and maintain a Middle School Dropout Rate of .01%.</p> <p><b>Baseline</b> Middle School Dropout Rate is .04%.</p>	<p>Actual: According to DataQuest, the Middle School Dropout Rate was .04% for 2016-2017.</p>
<p><b>Metric/Indicator</b> Priority 5 (d): High school drop-out rates</p>	<p>N/A</p>

Expected	Actual
<p><b>19-20</b> N/A</p> <p><b>Baseline</b> N/A</p>	
<p><b>Metric/Indicator</b> Priority 6 (a): Pupil suspension rates</p> <p><b>19-20</b> Estimated: Maintain a Pupil Suspension Rate under 3%.</p> <p><b>Baseline</b> Pupil Suspension Rate is 5.66%.</p>	<p>Actual: According to the California School Dashboard, the Pupil Suspension Rate for 2018-2019 was 1.3%.</p>
<p><b>Metric/Indicator</b> Priority 6 (b): Pupil expulsion rates</p> <p><b>19-20</b> Estimated: Maintain a Pupil Expulsion Rate under .10%.</p> <p><b>Baseline</b> Pupil Expulsion Rate is .26%</p>	<p>Actual: According to Local Calpads Data, the Pupil Expulsion Rate was .16% in 2018-2019.</p>
<p><b>Metric/Indicator</b> Priority 6 (c): Other Local Measures on sense of safety and school connectedness.</p> <p><b>19-20</b> Estimated: Increase to 80% or above that feel connected to the school, 80% or above who have caring adults at school, and 70% or above feel very safe at school on 2019-2020 California Healthy Kids Survey.</p>	<p>Actual: California Healthy Kids Survey Data from 2018-2019 showed that 78% of testers felt connected to the school, 80.5% of testers said they had adults who cared about them at the school, and 70% of testers said they felt safe at school.</p>

Expected	Actual
<p><b>Baseline</b> California Healthy Kids Survey Data from 2015-2016 showed that 71% of testers felt very connected to the school, 44% of testers said they had adults who cared about them at the school, and 66% of testers said they felt very safe at school.</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Annual Contract for Aeries Student Data System to accurately track student attendance and academic progress. Aeries will be used for attendance and behavior intervention to progress monitor students sent to SARB Board.	<p>Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$10,062.00</p> <p>Workshops/Conferences 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5,600.00</p>	<p>Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$7,528.00</p> <p>Workshops/Conferences 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,700.00</p>
Hire full-time Counselors at Orangewood Elementary and Edison Middle to track student attendance, and provide additional support.	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$143,996.00</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$64,254.00</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$150,722.04</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 59,095.71</p>
Train 100% of staff in Positive Behavior Intervention and Support/MTSS to improve school climate and pay Site PBIS Leads to monitor program for progress.	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$27,161.00</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$22,213.00</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Supplemental and Concentration \$8,829.65  Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$10,012.00  Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,988.00	Supplemental and Concentration \$8,671.00  Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$9,180.00  Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,343.23
Retain Administrator on Special Assignment to Supervise Attendance Improvement Activities and Expanded Learning Opportunities.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$116,316.07  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$31,845.93  Certificated Salaries 1000-1999: Certificated Personnel Salaries Child Development \$8,351.43  Certificated Benefits 3000-3999: Employee Benefits Child Development \$1,648.57	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$116,316.07  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$40,662.40  Certificated Salaries 1000-1999: Certificated Personnel Salaries Child Development \$1,305.94  Certificated Benefits 3000-3999: Employee Benefits Child Development \$440.76
PBIS Coordinator, TOSAs, and PBIS Teams will continue to monitor for full implementation of PBIS.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$87,510.93  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$35,208.07	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$15,335.99  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,791
Continue decreased walking boundaries at each site to increase attendance and pay lease payment of additional bus.	Equipment/Capital Outlay 6000-6999: Capital Outlay LCFF	Equipment/Capital Outlay 6000-6999: Capital Outlay LCFF

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Supplemental and Concentration \$11,077.00	Supplemental and Concentration \$11,077.00
Retain full-time bus driver/custodian to drive additional routes.	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$36,616.00  Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$27,025.00	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$42,839.37  Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$27,963.79
Retain one full-time and one part-time Behavior/Health Aide to support students and assist staff.	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$29,478.49  Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$24,903.51	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$24,985.07  Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$17,486.12
For foster youth:  Coordinator of Special Education will attend Local Advisory Group for Foster Youth as well as AB490 Liaison Meetings.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$834.00  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$166.00	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$834.00  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$166.00
Retain Two Opportunity Aides to provide Tier III Behavior Intervention and support.	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$37,525.00  Classified Benefits 3000-3999: Employee Benefits LCFF	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$31,397.97  Classified Benefits 3000-3999: Employee Benefits LCFF

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Supplemental and Concentration \$7,452.00	Supplemental and Concentration \$17,255.71
Retain Afterschool Sports Program and Afterschool Extracurricular Activities by paying Coach/Advisor Stipends and by providing transportation to afterschool and weekend events.	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title IV \$15,138.00</p> <p>Certificated Benefits 3000-3999: Employee Benefits Title IV \$3,006.00</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Title IV \$15,155.00</p> <p>Classified Benefits 3000-3999: Employee Benefits Title IV \$4,501.00</p> <p>Books and Supplies 4000-4999: Books And Supplies Title IV \$4,000.00</p> <p>Books and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,000.00</p> <p>Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures Title IV \$5,000.00</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Title IV \$15,825.00</p> <p>Certificated Benefits 3000-3999: Employee Benefits Title IV \$2,766.27</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Title IV \$14,787.82</p> <p>Classified Benefits 3000-3999: Employee Benefits Title IV \$1,395.83</p> <p>Books and Supplies 4000-4999: Books And Supplies Title IV \$4,663.69</p> <p>Books and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0.00</p> <p>Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures Title IV \$0.00</p> <p>Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$328.82</p>
Retain full-time School Psychologist for district to monitor the Response to Intervention Program, and to provide support to students, families, and staff.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$100,451.00	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$104,668.00



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$37,778.00	Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$38,615.00
Retain full-time Alternative Placement Classroom Teacher for grades 3-8 to offer students in Tier III for attendance/behavior daily instruction as an alternative to Community School.	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$85,372.00  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$34,783.00	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$84,691.00  Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$34,648.00
Lease payment on bus to provide transportation for Special Education Students, Afterschool Intervention Students, and Extra-Curricular Activities Students.	Equipment/Capital Outlay 6000-6999: Capital Outlay LCFF Supplemental and Concentration \$28,608.00	Equipment/Capital Outlay 6000-6999: Capital Outlay LCFF Supplemental and Concentration \$28,607.89
Retain additional bus driver and bus aide to transport intervention students.	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$45,882.00  Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$29,459.00	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$43,282.27  Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$29,056.60
Retain School Resource Officer to assist with district safety and truancy reduction.	Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$113,866.00  Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures Child Development \$10,000.00	Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$113,598.00  Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures Child Development \$9,878.08

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Retain district nurse at eight hours daily/180 days to provide additional support and education to students/families who have excessive absences.	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$72,410.00</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$32,209.00</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$72,686.85</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$13,404.93</p>
Train Staff in Universal Design for Attendance, Academics, and Behavior.	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$24,599.00</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$11,392.00</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$10,012.00</p> <p>Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,988.00</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$23,213.00</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$8,671.40</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$9,180.00</p> <p>Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,343.23</p>
Maintain AIMsWeb to progress monitor Reading and Math Intervention	Services and Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$7,319.00	Services and Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$7,150.00
Provide additional homework assistance and academic support by retaining two additional ASES Program Leaders.	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$23,933.69	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$3,628.59

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$7,108.31	Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,040.70
Core PBIS Teams will attend monthly planning sessions to plan activities and ensure full implementation of PBIS.	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,461.50</p> <p>Certificated Benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$288.50</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$1,288.46</p> <p>Classified Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$386.54</p> <p>Books and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000</p> <p>Workshops/Conferences 5000- 5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5,000</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1033.49</p> <p>Certificated Benefits 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$202.95</p> <p>Books and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,838.06</p> <p>Workshops/Conferences 5000- 5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5,622.36</p> <p>Services and Other Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$450.00</p>
Core PBIS Teams will attend monthly planning sessions to plan activities and ensure full implementation of PBIS.	Certificated Salaries 1000-1999: Certificated Personnel Salaries	Classified Salaries 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	LCFF Supplemental and Concentration \$1750  Books/Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000	LCFF Supplemental and Concentration \$1675  Workshops/Conferences 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5,000

## Goal Analysis

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

At the beginning of the 2019-2020 school year, all funds were being expended as planned in the LCAP, and the District experienced an increase in attendance and engagement. The District's additional School Psychologist, Counselor, Administrator on Special Assignment, and School Resource Officer were very effective in tracking. When the District shut-down due to the pandemic in Spring 2020, the District's attendance and engagement suffered dramatically. The District put many additional supports in place, including more frequent home visits, virtual parent trainings, and virtual check-ins with students and families. We also implemented Wellness Wednesdays and expanded our Parent Center Hours to serve our families. A Virtual PBIS Rewards Program was put into place to continue this intervention during Distance Learning.

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

The District's biggest success was the decrease in our Suspension/Expulsion Rate. The District was on-track to decrease its Chronic Absenteeism Rate due to our implemented engagement and support efforts. Our Attendance Rate also increased from 95% in 2017-2018 to 96.3% in 2018-2019. Our biggest challenge came when we shutdown in Spring 2020. In Fall 2020, there were over 200 students on the low-engagement list. In Spring 2021, with the support of multiple MTSS Interventions, this number decreased to 18 students. Our Attendance Rate in 2020-2021 fell to 92%.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action #1: All Instructional Staff will receive ongoing training in Canvas, Zoom, and the use of other Technological Supports.	\$58560	\$56,572	Yes
Action #2: Administrators will ensure the implementation of Canvas using Common Core State Standards and research-based instructional strategies through observations and lesson plan review.	N/A	N/A	No
Action #3: Maintain paraprofessionals district-wide in order to continue the 1:1 teacher/paraprofessional ratio in every classroom to provide individual and small group instructional support to assist students in academics, attendance, and engagement.	\$51,714	\$45,854	Yes
Action #4: Title I Reading/Math Specialist and Title I Aide will provide direct support to Instructional Staff and Students designed to improve student achievement.	\$44327	\$52,160	Yes
Action #5: The Title I/Title III Coordinators will assist in the identification of EL Students, implement the initial and annual ELPAC Assessment, and monitor the academic progress of all EL Students.	\$116278	\$111,543	Yes
Action #6: Purchase instructional materials and training/coaching days to support the implementation of Language! Live and Read 180 Universal, the district's replacement reading intervention curriculum.	\$21,857	\$25,482	No
Action #7: Purchase instructional materials and training/coaching days to support the implementation of TransMath and NextGenMath, the district's math intervention curriculum.	\$11,995	\$16,012	Yes
Action #8: The Coordinator of Special Education will coordinate and implement Small Cohorts of Special Education Students, who are not making adequate progress with Distance Learning, to receive in-	\$32, 201	\$33,842	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
person interventions and support on the school sites and will monitor their progress.			
Action #9: Counselors will work with students and families to provide 1:1 and group support and to make appropriate referrals to outside agencies for support.	\$53,992	\$52,080	Yes
Action #10: The School Psychologists will consult and collaborate with school personnel and families to promote a school environment responsive to the needs of students. The School Psychologists will also provide individual, group, and family counseling sessions.	\$55,610	\$55,150	Yes
Action #11: Continue to expand implementation of Positive Behavioral Interventions and Supports (PBIS) and purchase and implement Digital PBIS Rewards System.	\$15,000	\$13,537	Yes
Action #12: District will purchase Water Bottle Filling Stations to ensure non-touch delivery of clean water availability for students when In-person Learning resumes.	\$50,000	\$50,063	No
Action #13.: Vice-Principal and TOSAs will work with MTSS Staff to support unduplicated students to increase attendance and engagement as well as coordinate and monitor the Virtual PBIS Rewards System.	\$64,507	\$64,124	Yes
Action #14: MTSS Team will modify existing Tiered Strategies to include engagement, attendance, behavior, and academic interventions which can be implemented in-person and virtually. Administrators and Support Staff will monitor for implementation of best practices.	N/A	N/A	No

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

The District implemented Action Steps as planned for the majority of the actions for In-Person Offerings. The difference in budgeted to actuals in Actions # 2, #3, #5, and #10 is due to lower placement on the Salary Schedule than budgeted for the staff members. The difference in budgeted to actuals in Action #7 is due to the lower rate for these curriculum materials than initially quoted.

## 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 challenges included class size requirements, shifting between Distance and Hybrid Learning, and available transportation with the new social-distancing restrictions. Local Data showed that the District's biggest successes were offering Cohorts (In-Person Pods) for struggling students, continuing to progress monitor students, and the purchase of additional training and intervention programs for struggling students. According to Stakeholder Data, the district was also very successful in implementing the Canvas Platform and in training all stakeholders to utilize this platform for learning.



# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action #15: All Instructional Staff will receive ongoing training in Canvas, Zoom, and the use of other Technological Supports. (Duplicative of Action #1)	\$56,560	\$56,572	No
Action #16: Administrators will ensure the implementation of Canvas using Common Core State Standards and research-based instructional strategies through observations and lesson plan review. . (Duplicative of Action #2).	N/A	N/A	No
Action #17: The district will provide students with Chromebooks, hotspots, and Spectrum Services to ensure full access to and participation in Distance Learning.	\$120,000	\$102,982	No
Action #18: The District will purchase Canvas Licenses, Zoom HIPPA-Compliant Accounts, and Computer Licenses for all students and staff to support Distance Learning.	\$25000	\$25,074	Yes
Action #19: The District Network Manager will provide technology support to students and staff to fully implement Distance Learning.	\$41,531	\$44,289	Yes
Action #20: The District Coordinator of Data Systems and Support will provide support to staff in the use of educational technology, monitor the implementation of Canvas, and monitor Student Engagement and Attendance in Distance Learning and Intervention.	\$71,853	\$68,471	Yes
Action #21: The Director of Accountability and Academics will implement Intervention Program and provide direct support to Instructional Staff designed to improve student achievement and mitigate learning loss.	\$15,000	\$15,000	Yes
Action #22: The Title I/Title III Coordinators will assist in the identification of EL Students, implement the initial and annual ELPAC Assessment, and monitor the academic progress of all EL Students. (Duplicative of Action #5)	\$116278	\$111,543	No
Action #23-The Coordinator of Special Education will support Special Education and General Education Teachers to implement	\$67,046	\$67,683	Yes



Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Implementation in Academics, Attendance, and Behavior, and will progress monitor Special Education and Intervention Students with quarterly benchmarks through Intervention and Instructional Reviews.			
Action #24-The Vice-Principal and Counselors will collaborate with Kern County Network for Children Foster Youth Staff to determine eligible students and to refer for resources.	N/A	N/A	No
Action #25-Title I, Part A set-aside for students experiencing homelessness.	\$1,000	\$1,000	No
Action #26-The District will hire one Distance Learning Teacher for each site to support students and staff will Full Distance Learning and in Stage 2 with Blended Learning.	\$84,166	\$80,765	Yes
Action #27: The District will purchase additional bandwidth from Spectrum and increased Firewall Protection through KCSOS to support Distance Learning and teachers teaching remotely from their classrooms.	\$61,000	\$25,960	Yes

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

The District implemented Action Steps as planned for the majority of the actions for Distance Learning. The difference in budgeted to actuals in Actions #17, #18, and #27 is due to the lower rate for these materials than initially quoted.

## 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.

When the district shut-down in March 2020, surveys showed that 90% our families did not have devices, and 10% did not have connectivity. The district purchased over 1,100 devices and 50 hot spots, which were distributed to all families. By providing equipment and hardware to students we have been able to reduce this to only about 0% of students who still needed access to broadband internet and a device. While we considered the needs of our most needy students first (low-socioeconomic disadvantaged) this was an action that was provided District-wide to all students. The district also did not have enough bandwidth for all teachers to be online at one time for Hybrid Learning. The district also purchased double the bandwidth from Spectrum, which helped the stability of our network. The district distributed printed learning packets to all students for the first three weeks to ensure continuity of instruction.

While the students were instructed with the packets and Zoom, the district purchased the Canvas Learning Platform and trained 100% of stakeholders, including students, staff, and parents to utilize the program. The district issued Credit/No Credit Grades for the Spring of 2021. The District also purchased and trained stakeholders to use other applications and the Zoom program for communication. Teachers instructed students synchronously and asynchronously. They also held office hours each day to assist families.

Distance Learning was supported by professional development and use of Canvas. This was a success as staff had available tools to use the system with students. Staff Roles and responsibilities were successful because everyone worked really hard to provide the best instruction we could with distance learning. The challenges that existed included staff missing their students and learning a new platform with new roles they did not have before.

The District purchased Secure Zoom Accounts to hold IEP, SST, and 504 Meetings to ensure progress of students with special needs. Our Certificated Support Staff monitored the progress and engagement of our students weekly.

Engagement Logs were completed daily and weekly by the teachers. Students with low-engagement, were referred for additional support from our Counselors, School Resource Officer, Nurse, and Vice-Principal. The district went from 250 students on the Low-Engagement List in Fall 2020 to 18 students in Spring 2021.

The district brought Special Education, English Learners, and Low Engagement Students back in Small Cohorts beginning August 12, 2020. It was a struggle to provide transportation for students due to the restrictions on the bus. The district brought students back for Hybrid Instruction beginning October 2020. Due to high positivity rates, the district transitioned back to Distance Learning in December 2020 through January 2021. Students were brought back for Hybrid Instruction in February 2021. Teachers were assigned additional aides to provide In-Person and Online Instruction.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action #28-The District will purchase instructional materials and training/coaching days to support the implementation of Language Live! and Read 180 Universal, the District's Reading Intervention Curriculum. (Duplicative of Action #6)	\$21,857	\$25,482	No
Action #29-The District will purchase instructional materials and training/coaching days to support TransMath 3 and NextGen Math, the District's Math Intervention. (Duplicative of Action #7).	\$11,995	\$16,012	No
Action #30: The District will utilize Rosetta Stone Software with English Learners and to support EL Parents.	\$1,000	\$2,600	Yes
Action #31: The District Title I/Title III Coordinators will biannually monitor the progress of reclassified students to ensure correct classification, placement, and to offer additional support, as needed.	N/A	N/A	No
Action #32: The Title I/Title III Coordinators will assist in the identification of EL Students, implement the initial and annual ELPAC Assessment, and monitor the academic progress of all EL Students. (Duplicative of Actions #5 and #22)	\$116,278	\$111,543	No
Action #33: The Principals and Data Team Facilitators will provide direct support to Instructional Staff designed to ensure implementation of Universal Design for Learning to improve student access and achievement.	N/A	N/A	No
Action #34: The Coordinator of Special Education will support Special Education and General Education Teachers to implement Implementation in Academics, Attendance, and Behavior, and will progress monitor Special Education and Intervention Students with quarterly benchmarks through Intervention and Instructional Reviews. (Duplicative of Action #23).	\$72,046	\$67,683	No
Action #35: The Vice-Principal and Counselors will collaborate with Kern County Network for Children Foster Youth Staff to determine eligible students and to refer for resources. (Duplicative of Action #24)	N/A	N/A	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action #36: The Family Community Liaison will provide families experiencing homelessness with needed community resources and students with additional personal and academic supports.	\$7,500	\$5,316	Yes
Action #37: The District will purchase licenses to assist with assessment and progress monitoring of students including: AIMSWeb, STAR, and Reading Inventory.	\$21500	\$19,715	Yes
Action #38: The District will provide Afterschool Intervention for TK-8 Tier III Students in Reading, Math, and ELD four times weekly.	\$12,500	\$31,392	Yes
Action #39: The District will provide Saturday School two times monthly for students struggling with attendance and engagement.	\$2,000	\$2000	Yes
Action #40: The District will provide GATE/STEAM Instruction for 90 minutes weekly to mitigate the learning loss of students in the program.	\$4,100	\$4100	Yes

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

The District implemented Action Steps as planned for the majority of the actions for Pupil Learning Loss. The difference in budgeted to difference in budgeted to actuals in Action #29 is due to the lower rate for these curriculum materials than initially quoted. The difference in budgeted to actuals in Action # 38 and #40 were due to increased salaries paid to multiple teachers and staff providing Intervention and Enrichment.

## 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.

According to Stakeholder Surveys, the biggest challenge in addressing Learning Loss was the shifting between Hybrid and Distance Learning during the 2020-2021 school year. The district saw success with the implementation of the purchased Tier III Intervention Programs and the addition of paraprofessionals to support students with 1:1 instruction and small groups. The district also implemented After School and Saturday School Intervention Programs to assist struggling students. Students were progress monitored quarterly with Instructional and Intervention Reviews. Winter 2021 Benchmark Data showed that % met or exceeded grade level standards in RLA and % in Math. In Spring 2021, % were proficient in RLA, while % were proficient in Math.

## 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.

Engagement Logs were completed daily and weekly by the teachers. Students with low-engagement, were referred for additional support from our Counselors, School Resource Office, Nurse, and Vice-Principal. The district went from 250 students on the Low-Engagement List in Fall 2020 to 18 students in Spring 2021.

Students, who needed additional socio-emotional support were brought back to campus in Small Cohorts for instruction and individual or group counseling. The district published SEL Lessons on Canvas, and students were given assignments to build upon what they learned in social-skills groups. Support Staff also held Wellness Wednesday Sessions with students, staff, and parents.

It was a challenge to refer students and families to outside support in Spring 2020, but this process saw more success in Fall 2020 as students transitioned back to In-Person Instruction. The district saw a 100% increase in Fall 2020 of the students who were receiving a Tier II and Tier III Socio-Emotional Support. As a result, the district purchased new SEL Curriculum for each site and put a quarterly benchmark in place for Socio-Emotional Health in addition to Academic Benchmarks.

Parents, who required additional support, were referred to our Parent Center or School Psychologists. The district also sponsored several meetings with partners including KCSOS, Kern County Behavioral Health, and the United Way to help support our students and their families.

## Analysis of Pupil and Family Engagement and Outreach

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

The district struggled with engagement and support when it shut-down in Spring 2020. Lack of student devices and connectivity in the home made it difficult to connect with families. The district purchased student devices and hot spots, and distributed them to families. The district also trained all stakeholders to utilize the Canvas Learning Platform and Zoom to increase engagement and outreach. The district also increased engagement and by expanding its Parent Center Hours and assigning a dedicated counselor and Family-Community Liaison to ensure that families are connected to resources and support. The district organized several Family Training Opportunities and continued to celebrate student successes with virtual celebrations including the Edison Excellence Banquet, and Panther Pride. Teachers completed Weekly Engagement Logs, and families with low-engaging students received phone calls, home visits, and additional resources for support. The teachers also offered an office hour each evening to assist parents of struggling students. The District's Expanded Learning Program also made home visits weekly to students in the program as well as nightly mentoring phone calls with students and families. District Partners such as Kern County Superintendent of Schools, the United Way, and the Kern County Sheriff's Department provided training and resources for parents each quarter in 2020-2021.

## Analysis of School Nutrition

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

Many district families struggle with lack of transportation and food insecurities. The District delivered meals to bus stops daily in Spring 2020. As we transitioned back to In-Person Learning in Fall 2020, the district saw more distribution of meals by providing drive-through service and sending meals home with Cohort Students on Tuesdays and Fridays. However, staff and parents gave the district input that these meals were often too heavy for grade school students to carry home on the bus. As a result in early 2021, the district transitioned to bulk meal distribution weekly through drive-through service. This distribution will continue throughout Summer 2021 until the start of the 2021-2022 school year.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Action #41: The District will utilize Aeries Communication and the Parent/Student Portals to communicate with students and families.	\$5,000	\$3,500	Yes
Mental Health and Social and Emotional Well-Being	Action #42: School Psychologists and Counselors will work with students and families to make appropriate referrals to outside agencies for social-emotional supports.	N/A	N/A	No
Mental Health and Social and Emotional Well-Being	Action #43: School Psychologists and Counselors will consult and collaborate with school personnel to promote a school environment responsive to the needs of students and staff.	N/A	N/A	No
Pupil Engagement and Outreach	Action #44: The School Psychologists and Counselors will provide individual, group, and family counseling services for social-emotional support.	\$1186648	\$174913	No
Mental Health and Social and Emotional Well-Being	Action #45: All Staff will be trained in Social-Emotional Learning Strategies, Educational Equity, and available MTSS Supports.	\$40000	\$40056	Yes
Pupil Engagement and Outreach	Action #46: The District will offer child care for Socially-Economically Disadvantaged Students during school hours so that the parents may return to work.	\$51,294	\$43,432	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	Action #47: The District Nurse will ensure implementation of Safety Protocols and will work directly with students families to improve attendance and to promote healthy families through education, resources, and referrals.	\$25,240	\$19,381	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Action #48: School Resource Officer will work directly with students, staff, and families to improve attendance, behavior, and engagement. SRO will also implement programs and trainings to improve community and school safety.	\$64376	\$33,939	Yes
Pupil Learning Loss	Action #49: Alternative Placement Teacher will provide Distance Learning and SEL Instruction in Second Steps Curriculum for Tier III Intervention Students.	\$60,565	\$55,954	Yes
Distance Learning Program	Action #50: Data Team Facilitators will create Grade Level Lessons and Assessments on Canvas monthly, and will provide direct support and training to students and staff to access these lessons and assessments.	\$26,000	\$35351	Yes
School Nutrition	Action #51: District will continue to deliver meals to bus stops/homes for at-risk families and will provide drive-through service for Supper and Snack twice weekly.	N/A	N/A	No

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

The District implemented the majority of the Action Steps as budgeted in the LCP. The substantive difference in Action #45 is due to the fact that we budgeted for the staff's daily rate and several new staff members are at the beginning of the Salary Schedule. For Action #48, the District budgeted to pay for two quarters of the SRO Salary, but the second quarter ended after the December 30, 2020 deadline for LCP Expenditures. The difference in budgeted to actuals in Action #47 is due to the lower rate for our Nurse who was also at the beginning of the Salary Schedule. The difference in budgeted to actuals in Action #48 is due to the entire salary of the SRO being budgeted and the LCP only paid one semester of this salary.

## 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.

Local Assessment Data shows that students had approximately one-year learning loss during the pandemic. Data also shows that the district had a 100% increase in the number of students who were receiving a Tier II or Tier III Socio-Emotional Support or Intervention. The District's Socio-Emotional Screener in Spring 2021, showed that 21% of District Students are classified as At Risk. Local Data also shows that the district doubled its number of student devices and its bandwidth during the 2020-2021 school year. This data, along with stakeholder input has informed our goals and actions in the 2021-24 LCAP. The District's Focus Goal will be to improve school climate to increase engagement and attendance. The Maintenance of Progress Goal will be to build on the technology proficiency and stability that was achieved in the 2020-2021 school year. The Broad Goal will be to increase student progress toward grade level proficiency by providing increased intervention and support.

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 will monitor student progress quarterly through Local Assessments (STAR 360) in math and Reading as well as a Socio-Emotional Screener. Progress will be analyzed quarterly with Instructional and Intervention Reviews and students will be referred for additional support in Attendance/Engagement, Academics, and Behavior.

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.

One major difference between the LCP and the LCAP was the necessity of implementing emergency technology, academic, safety, and engagement support in place during the pandemic. Many actions that were planned in the LCAP required in-person implementation, and the district had to completely change its mode of delivery of all planned and unplanned services during its shut-down. The district shifted the majority of instruction, services, and support to a virtual model. This forced the district to rely on technology infrastructure that had to be improved almost overnight to meet students' and their families needs. The district also had to completely retrain all stakeholders to receive services virtually. This process took several months to complete. Once completed, most students and staff returned for Hybrid Instruction, but some students chose to remain on Distance Learning. The district had to repurpose several employees to meet the growing needs of instruction, transportation, meal delivery, and support services.

# 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.

State and Local Assessment Data showed that the district was making progress toward meeting its goals through implemented actions. Student achievement was slowly improving and the district was voluntarily participating in the Continuous Improvement Process with Kern County Superintendent of Schools. Attendance increased from 95% in 2017-2018 to 96.3% in 2018-2019 and partial 2019-2020 data showed the district was on-track to meet its goal of 97% in 2019-2020. Dashboard Data also showed that the district cut its Suspension Rate in half from 3.1% in 2017-2018 to 1.36% in 2018-2019. Finally, local data showed that the district had devices and infrastructure substantially in place to support its goal of students becoming 21st Century Learners.

Local Assessment Data shows that students had approximately one year of learning loss during the pandemic. Local Assessment Data for Spring 2021 showed that 79% of TK-K, 21% of 1st, 40% of 2nd, 44% of 3rd, 31% of 4th, 27% of 5th, 26% of 6th, 38% of 7th, and 24% of 8th Graders met or exceeded standards (low risk) on the STAR Reading Test. Local Assessment Data for Spring 2021 also showed that 44% of 1st, 40% of 2nd, 48% of 3rd, 34% of 4th, 38% of 5th, 40% of 6th, 47% of 7th, and 46% of 8th Graders met or exceeded standards (low risk) on the STAR Math Test. Our Title I/EL Coordinators and MTSS Coordinators progress monitored our SED and EL Students to ensure engagement and progress. Additional support was offered to our EL Students virtually and in-person from our bilingual paraprofessionals.

Local Data also showed that the District's Attendance Rate for 2020-2021 was 92%. Data also shows that the district had a 100% increase in the number of students who were receiving a Tier II or Tier III Socio-Emotional Support or Intervention. Engagement Data shows that the district had 250 students on the Low-Engagement List in Fall 2020. This number decreased dramatically to just 18 students on the Low Engagement List in Spring 2021. The District School Resource Officer, Counselors, and Administrators made home visits and met with students and families to provide resources and support virtually and in-person.

The District's Socio-Emotional Screener in Spring 2021, showed that 21% of District Students are classified as At Risk. The District put many interventions in place during Distance Learning and increased the number of Tier II and Tier III Social-Emotional Support as students transitioned between Distance Learning and In-Person Instruction. The District brought back SED, EL, and Foster Youth, who had low engagement or academic progress, in Small Cohorts to receive intensive academic intervention, counseling, and support. All students who had transportation issues were safely transported by District Bus Drivers.

Local Data also shows that the district doubled its number of student devices and its bandwidth during the 2020-2021 school year to meet the technology needs of stakeholders. The District Technology Department distributed over 1,000 student devices and 25 hot spots to SED Families during Distance Learning to provide continuity of instruction for students. The District also provided several

technology trainings through the LCP, which have increased the technology proficiency of all stakeholders and helped to support continuity of instruction, progress monitoring, and effective communication between stakeholders.

Local Nutritional Data shows that the District distributed an average of 400 meals per day during Distance Learning. When In-Person Instruction resumed, the District added Supper Meals to its Meal Distribution Schedule. The District Transportation Department delivered meals daily to the District Bus Stops and to individual homes to support SED Families with food insecurities and/or lack of transportation.

This data, along with stakeholder input from Local Surveys, Stakeholder Meetings, and a District Town Hall Meeting, has informed our goals and actions in the 2021-24 LCAP. The District's Focus Goal will be to improve school climate to increase engagement and attendance. The Maintenance of Progress Goal will be to build on the technology proficiency and stability that was achieved in the 2020-2021 school year. The Broad Goal will be to increase student progress toward grade level proficiency by providing increased intervention and support.

## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

### **Annual Update**

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

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

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

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

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

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

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

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

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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





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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,323,414.65	3,046,224.02
Child Development	20,000.00	11,624.78
LCFF Supplemental and Concentration	3,176,250.65	2,909,777.63
Title I	80,364.00	85,383.00
Title IV	46,800.00	39,438.61
	46,800.00	39,438.61

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	3,323,414.65	3,046,224.02
1000-1999: Certificated Personnel Salaries	1,600,262.93	1,458,689.97
2000-2999: Classified Personnel Salaries	473,107.14	449,492.62
3000-3999: Employee Benefits	853,521.58	764,227.49
4000-4999: Books And Supplies	120,622.00	101,801.55
5000-5999: Services And Other Operating Expenditures	210,766.00	206,427.50
5800: Professional/Consulting Services And Operating Expenditures	0.00	450.00
6000-6999: Capital Outlay	39,685.00	39,684.89
7000-7439: Other Outgo	25,450.00	25,450.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	3,323,414.65	3,046,224.02
1000-1999: Certificated Personnel Salaries	Child Development	8,351.43	1,305.94
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	1,576,773.50	1,441,559.03
1000-1999: Certificated Personnel Salaries	Title IV	15,138.00	15,825.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	400,151.14	371,132.80
2000-2999: Classified Personnel Salaries	Title I	57,801.00	63,572.00
2000-2999: Classified Personnel Salaries	Title IV	15,155.00	14,787.82
3000-3999: Employee Benefits	Child Development	1,648.57	440.76
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	827,203.01	742,223.63
3000-3999: Employee Benefits	Title I	17,163.00	17,401.00
3000-3999: Employee Benefits	Title IV	7,507.00	4,162.10
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	116,622.00	97,137.86
4000-4999: Books And Supplies	Title IV	4,000.00	4,663.69
5000-5999: Services And Other Operating Expenditures	Child Development	10,000.00	9,878.08
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	190,366.00	192,139.42
5000-5999: Services And Other Operating Expenditures	Title I	5,400.00	4,410.00
5000-5999: Services And Other Operating Expenditures	Title IV	5,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	450.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	39,685.00	39,684.89
7000-7439: Other Outgo	LCFF Supplemental and Concentration	25,450.00	25,450.00
		25,450.00	25,450.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,127,523.00	1,051,773.56
Goal 2	709,886.00	694,187.46
Goal 3	1,486,005.65	1,300,263.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$543,872.00	\$576,419.00
Distance Learning Program	\$659,434.00	\$599,339.00
Pupil Learning Loss	\$270,776.00	\$285,843.00
Additional Actions and Plan Requirements	\$1,459,123.00	\$406,526.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,933,205.00	\$1,868,127.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$71,889.00	\$109,387.00
Distance Learning Program	\$293,838.00	\$272,097.00
Pupil Learning Loss	\$222,176.00	\$220,720.00
Additional Actions and Plan Requirements	\$1,186,648.00	\$174,913.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,774,551.00	\$777,117.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$471,983.00	\$467,032.00
Distance Learning Program	\$365,596.00	\$327,242.00
Pupil Learning Loss	\$48,600.00	\$65,123.00
Additional Actions and Plan Requirements	\$272,475.00	\$231,613.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,158,654.00	\$1,091,010.00



## Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Edison Elementary School District	Erica Andrews Superintendent	eandrews@edison.k12.ca.us 661-363-5394

## Plan Summary [2021-22]

### General Information

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

The Edison Elementary School District serves a diverse group of students in Pre-K-8th Grades. We have three school sites and are located in a rural area on the outskirts of Kern County. “The Mission of the Edison Elementary School District is to provide our students with rigorous, engaging, and meaningful instructional activities to positively affect the lives of the students we serve.” Our total student population is 1150 students. Our unduplicated count is 92%. Our population is comprised of 20% English Learners, 93% Socio-Economic Disadvantaged, and 1% Foster Youth. Ten percent of our students are classified as Special Education Students. The ethnicities of our students are: 81.6% Hispanic, 13.3% White/Caucasian, 2.5% Black/African American, 1.4% American Indian/Alaskan Native, and 1.2% Asian/Other.

The District has three school sites including: Edison Preschool, Oranewood Elementary School, and Edison Middle School. Edison Preschool is licensed for 152 students ages 2-6. Oranewood has an enrollment of 610 students in TK-4th Grades. Edison Middle School has an enrollment of 410 students in 5th-8th Grades.

The district serves Unduplicated Students in both Core and Intervention Programs. Site Administrators and District Title I/EL Coordinators monitor the progress of English learners and Socio-Disadvantaged Students in Intervention Programs. English learners receive both designated and integrated English Language Development Instruction. The progress of our Foster Youth and Homeless Students is

monitored by our Site Administrators and our Director of Accountability and Academics. Behavior Intervention for Unduplicated Students is facilitated by our School Psychologists, our Site Administrators, and our Alternative Placement Instructors. Attendance Programs for Unduplicated Students are supervised by our Attendance Administrators and our School Resource Officer.

## Reflections: Successes

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

Prior to the pandemic, the Edison Elementary School District made strides with increasing our attendance rate and decreasing our suspension rate. Our greatest success has been our Attendance and our Suspension Rate. Our Attendance Rate increased from 95% in 2017-08 to 96.3% in 2018-2019. The District's Suspension Rate decreased from 3.1% in 2017-2018 to 1.3% in 2018-2019. The district will maintain the implementation of Multi-Tiered Systems of Support (MTSS) with initiatives such as: Attendance Recognition Awards for students with perfect attendance, visits to the homes of students not in attendance, and facilitating the use of a Student Attendance Review Board to work with parents and students on the issues relating to absenteeism. These tools are in place and will continue to provide students with a connected system of supports designed to keep students involved in their learning.

To build upon this progress, the district will continue the implementation of MTSS as we are in year 3 of implementation. All of these actions are located in Goal #3 of the LCAP, and the district plans on hiring additional counselors to provide additional support in academics, attendance, and behavior.

## 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.

In 2019, the district did not have any subgroups in the Red Performance Area for Academics on the Dashboard. The ELA Progress and Chronic Absenteeism Rate for All Students was in the Orange Performance Area. The Chronic Absenteeism Rate for Foster Youth increased 28% from 2018 to 2019.

To facilitate improvement in English Language Arts, the district plans to have intensive professional development in the EL Teaching Strategies and integrated and designated ELD Curriculum (1.4). The district will also focus on research-based EL Instructional Strategies during Data Teams each week (1.4) and will train all staff in Learning Loss Mitigation and Universal Design for Learning (1.1, 3.20).

To facilitate improvement in Mathematics, the district will have focused professional development and coaching in Mathematics Intervention (3.3). The district will also purchase NextGen Mathematics Program, which is aligned to CAASPP, to supplement Mathematics Instruction.

The district will embed a Mathematics Tutorial into the Master Schedule at both sites to level Mathematics Instruction and provide Intervention (1.13). The district will also offer Mathematics Intervention after school for struggling students and an ELA/Math Intervention/Assessment Preparation for all Special Education Students and will retain additional paraprofessionals to help provide this support (1.7).

To facilitate improvement in the District Chronic Absenteeism Rate, the district will retain an Administrator on Special Assignment to act as an Attendance Supervisor (3.4), retain our School Resource Officer to make home visits (3.18), and train all staff in PBIS Through a Trauma Lens and UDL for attendance, behavior, and academics (3.3) and (3.20). The district will also purchase a dedicated School Van to transport Homeless/Foster Students to school daily (3.6) and retain an additional bus driver and transportation aide to drive additional routes (3.16)

Local Data showed that we had a 100% increase in the number of students receiving a Tier II or Tier III Behavior Support during the pandemic. Our Socio-Emotional Screener/Local Benchmark Assessment in Spring 2021 showed that 21% of our students are At-Risk and eligible to receive a Tier II or Tier III Support. To facilitate this support, the District will hire an additional counselor to support students, retain a School Psychologist at each site, and train all staff in Trauma-Informed PBIS Practices.

Local Data also showed a 100% increase in the number of student devices being utilized during Distance Learning, and a 75% increase in Technology Work Orders to maintain these devices. The District purchased 1100 new student devices, additional bandwidth, and improved our technology infrastructure to increase stability this year. The District also trained all stakeholders to utilize the Canvas Learning Platform, and to utilize several new forms of Educational Technology in their instruction and learning. To build upon this progress, the District will retain its full-time Coordinator of Data Systems and Support (2.1), Network Technician (2.7), and Network Manager (2.7) to continue technology maintenance and Educational Technology Training. The District will also replace outdated student devices (2.5) and teacher devices (2.3) in phases each year of the LCAP.

## LCAP Highlights

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

Thorough analysis of our state and local data and input from all stakeholders, we identified three goals to assist the district in meeting its mission:

Increased proficiency for all students in grade level Common Core State Standards.

Increased use of and proficiency in educational technology with the goal of all students becoming 21st Century Learners.

Improving school climate and parent involvement/education with the goal of increased student attendance.

Data and Stakeholder Input helped the district to classify these three goals into a Broad Goal (Goal 1-Academic Progress and Proficiency), a Maintenance of Progress Goal (Goal 2-Technology Proficiency, Training, and Infrastructure), and a Focused Goal (Goal 3-Attendance and School Climate and Support).



Key LCAP Action Steps to support these goals include: reduced class size in TK-8, additional counseling and support at all sites, addition of technology infrastructure, support, training, and devices LEA-wide, addition of parental training programs and support, targeted support services for unduplicated students, and the addition of Tier I and Tier II Supports for attendance, academics, and behavior.

## Comprehensive Support and Improvement

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

### Schools Identified

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

N/A

### Support for Identified Schools

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

N/A

### Monitoring and Evaluating Effectiveness

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

N/A

# Stakeholder Engagement

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

## LCAP:

9/25/20-Superintendent met with Peer Leadership Class at Edison Middle School to review LCAP Progress and solicit input for 2021-22 LCAP Goals.

10/12/20-LCP Progress Report shared at October Board of Trustees Meeting.

10/21/20-LCP Progress/Action Steps shared with Site Leadership Teams.

12/10/20-LCP Progress discussed with trustees and Superintendent shared stakeholder input concerning LCAP.

12/13/20-LCP Progress shared with Staff at Site Data Teams. Input for 19-20 Goals and Action Steps solicited.

1/22/21-LCP Progress shared with Safety/Wellness Committees and input solicited for 2021-22 LCAP.

3/1-3/26/21-Distributed LCAP Survey to all stakeholders.

4/8/21-Reviewed results of LCAP Survey with District Administrative Team.

4/12/21-Met with LCAP Committee to review current progress data, survey data, and to form goals for 2021-22.

4/12/21-LCAP Progress Report shared with Board of Trustees. Input from stakeholders regarding 2021-22 LCAP Goals also shared.

4/23/21-Superintendent met with Peer Leadership Class at Edison Middle School to review LCAP Progress and solicit input for 2021-22.

April 2021-LCAP Progress Report and data shared with Board of Trustees, ELAC/DELAC Groups, Site Leadership Teams, School Site Councils, PTC, and Booster Clubs and input was solicited for 2021-22 LCAP.

4/28/21-Town Hall Meeting for LCAP and ELO Grant

5/3/21-Met with Kern County SELPA to consult regarding Students With Disabilities.

5/4/21-Met with LCAP Committee to review current progress data, survey data, and to form goals for 2021-22.

5/10/21-Reviewed LCAP Draft with Board of Trustees.

May 2021-Superintendent met with Edison Teacher's Association Representative to discuss LCAP Progress and formulation of goals for 2021-22 LCAP.

May 2021-Superintendent met with Classified Unit Representative to discuss LCAP Progress and formulation of goals for 2021-22 LCAP.

June 7, 2021-Public Hearing on LCAP and Budget.

June 21, 2021-Scheduled adoption of final LCAP and Budget at regularly scheduled board meeting.

## Annual Update:

9/25/20-Superintendent met with Peer Leadership Class at Edison Middle School to review LCAP Progress and solicit input for 19-20 LCAP Goals.

10/12/20-LCP Progress Report with data shared at October Board of Trustees Meeting.

10/21/20-LCP Progress/Action Steps shared with Site Leadership Teams.

11/6/20-LCAP Committee (Principals, Parents, Students, Teachers, Certificated Representative Classified Representative and District Administrators) met with KCSOS LCAP Team to review progress, goals, and action steps for 2018-19 and California Dashboard Data.

12/10/20-LCP Progress Report with data shared at December Board of Trustees Meeting.  
December 2020 and January 2021-LCAP Progress Report and Data shared with Site Leadership Teams, School Site Councils, Booster Club, ELAC/DELAC, and Orangewood PTC Groups.  
3/26/21-Superintendent met with Peer Leadership Class at Edison Middle School to share LCAP Progress Report and data.  
April 2021-LCAP Progress Report and data shared with Board of Trustees, ELAC/DELAC Groups, Site Leadership Teams, School Site Councils, PTC, and Booster Clubs.  
5/3/21-Met with Kern County SELPA to consult regarding annual progress of Students With Disabilities.  
May 2021-Superintendent met with Edison Teacher's Association Representative to discuss LCAP Progress and formulation of goals for 19-20 LCAP.  
May 2021-Superintendent met with SEIU Representative to discuss LCAP Progress and formulation of goals for 19-20 LCAP.  
May 4, 2021-LCAP Committee met to review Annual Update.

#### 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 2021-2024 goals and action steps, but received minimal responses. The district held a Town Hall Meeting in April 2021 to solicit more input and had over 50 participants. The parent input was that the goals should remain the same. They felt that Academic Progress should remain a top priority for our district and asked if the district could provide additional intervention opportunities for students. The parents felt that the increased parent participation opportunities were very effective, and would like the district to do a Town Hall Meeting once each semester next year. The parents also asked for more mental health support for their students and were very happy that the district was hiring a dedicated counselor for each site next year. The District also reviewed LCAP Goals and Action Steps Progress four times annually at ELAC/DELAC, School Site Council, and Parent-Teacher Club/Booster Club Meetings. Input for the 2021-2024 LCAP Goals and Action Steps was also solicited. Input from these groups mirrored that from our Parent Surveys and Town Hall Meetings.

##### Certificated and Classified Staff Consultation:

The district reviewed metric data and progress toward meeting goals and action steps quarterly with multiple staff leadership and advisory groups. A Staff Survey was conducted for input into 2021-2024 goals and action steps, and the district received about 40 staff responses. The district held a Town Hall Meeting in April 2021 to solicit more input and had over 50 participants. The staff input was that goals should remain the same with some recommendations for changes in action steps. Staff expressed the need for additional programs and training in Intervention and Learning Loss. They also expressed the need to improve engagement and to receive some training to better support our students with increased socio-emotional needs due to the pandemic. Staff felt that we should expand our Attendance Goal to include School Climate and Socio-Emotional Growth.

##### Student Consultation:

A Student Survey was conducted for input into the 2021-2024 goals and action steps. The Superintendent also shared progress with Peer Leadership and Student Council Groups quarterly. The students expressed that the additional supports on campus (SRO, VP, and Psychologist) made them feel safer and more connected to the school. They also expressed that the 1:1 computer initiative was going well and that they were accessing student devices daily during instruction with no support issues. They felt that the PBIS Program was working well at the elementary site, and has improved at the middle school with the addition of the Virtual PBIS Rewards Program. The students shared that they did not have the counseling support they needed to be successful, and that they wanted the district to reinstate the Athletic Program and In-Person Intervention next year.

#### Community Consultation:

LCAP Goals and Action Steps as well as Budget were shared in June 2021 at our public hearing. Progress toward meeting goals has been shared quarterly at board meetings. Local businesses shared that they feel safer with our School Resource Officer in place. They have also noted the additional bus stops and feel we have increased the safety for our students by decreasing the walking boundaries. Community Members also expressed the need for additional training and support for our families and were happy with the expanded Parent Center Hours.

#### SELPA Consultation:

During the SELPA Consultation, it was determined that SWD are being served through listed Goals and Action Steps. We ensured that all students have access to Common Core State Standards and Materials as well as Highly Qualified Staff. The Team also reviewed our Special Education Plan to ensure that Action Steps were being implemented to yield positive results. The District will continue to provide Afterschool and Summer Intervention to all SWD Students who are not making progress. The District will also continue to monitor that all accommodations and modifications are in place to ensure equal access and continuing progress toward IEP Goals and Objectives.

#### Bargaining Unit Consultation:

The District included Site Representatives from each Bargaining Unit on the LCAP Committee, which reviewed all Stakeholder Input Data, Local Data, and State Data. The Superintendent also met with the President of each Association (ETA and SEIU) separately to solicit input. ETA wanted to ensure that the teachers had additional training in Learning Loss, Trauma-Informed Care, and Educational Technology. SEIU wanted to ensure that members had adequate training to support students and that additional paraprofessionals are hired to support students and teachers.

#### Administrative Team Consultation:

The District included Administrative Team Representatives on the LCAP Committee, which reviewed all Stakeholder Input Data, Local Data, and State Data. The Administrative Team, including the principals, helped to formulate the Broad Goal, Maintenance of Progress Goal, and the Focus Goal. When we reviewed Spring 2021 Benchmark Data, Administrative Team Members provided the feedback that we needed additional mental health supports, multiple trainings, additional Intervention Resources, and additional transportation to address the Learning

Loss, Mental Health Needs, and increase in Homeless/Foster Students in our District. We agreed that engagement and attendance need to be our focus as our attendance decreased from 96.3% in 2018-2019 to 92% in 2020-2021. The Team felt very strongly that the relationship that our SRO has built with our District Families has increased the engagement of our SED Students and Homeless/Foster Youth. The Team also agreed that a Social-Emotional Screener should be included in our Benchmarks, and agreed that it was imperative for the District to adopt and implement an additional SEL Curriculum to support our students. Finally, the Administrative Team agreed that we needed to purchase an additional school vehicle to transport our increased number of Homeless/Foster Students and increase our supports for our Parents through our Parent Center.

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

##### 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 2021-2024 goals and action steps. The parent input was that the goals should remain the same. The parents felt that the increased parent participation opportunities were very effective. The parents felt that the addition of our School Resource Officer and other supports have improved the safety and climate of the school. The district will continue to offer one parent education meeting a quarter to increase parent participation and knowledge of available resources and supports for families. The district will also fund a Parent Center, which will be open daily after school to provide resources and support. Finally, the parents expressed the need for more College and Career Exploration. The district has added STEAM Electives to Goal II and has partnered with Foothill High School to begin an FFA Program at the middle school site. The district has also received a 21st Century Grant to increase STEAM Activities at the middle school and will use LCAP Funding to increase the number of students in the Expanded Learning Program at Orangewood. The District also reviewed LCAP Goals and Action Steps Progress four times annually at ELAC/DELAC, School Site Council, and Parent-Teacher Club/Booster Club Meetings. Input for the 2021-2024 LCAP Goals and Action Steps was also solicited. Input from these groups mirrored that from our Parent Surveys and Town Hall Meetings.

##### Certificated and Classified Staff Consultation:

The district reviewed metric data and progress toward meeting goals and action steps quarterly with multiple staff leadership and advisory groups. A Staff Survey was conducted for input into 2019-20 goals and action steps. The staff input was that goals should remain the same with some recommendations for changes in action steps. The staff felt we needed to hire counselors to support our students. This will be added to Goal III. The staff also expressed a need to review available supports to students at Tier I, II, and III. A Multi-Tiered Systems of Support/PBIS Review will be scheduled for August 2021 and included in Goal III of the LCAP. The staff also expressed that the SRO has helped to improve attendance and safety in our district. The staff gave input that the district should continue to offer summer intervention for all grade levels in Reading, Math, and SEL. Finally, the staff recommended that we hire additional Intervention Aides to support ELA and Math Instruction.

##### Student Consultation:

A Student Survey was conducted for input into the 2021-2024 goals and action steps. The Superintendent also shared progress with Peer Leadership and Student Council Groups quarterly. The students expressed that the additional supports on campus (SRO, VP, and Psychologist) made them feel safer and more connected to the school. They also expressed that the 1:1 computer initiative was going well and that they were accessing student devices daily during instruction with no support issues. They felt that the PBIS Program was working well at the elementary site, but continues to need revision at the middle school. They believed the attendance incentive activities at the middle school were very effective. They appreciated the increased PBIS Incentives offered in 2020-2021. They also expressed that sixth grade sports and the soccer program were very successful and should be continued. The students shared that they did not have the counseling support they needed to be successful. In the 2021-2024 LCAP, the district has allocated funds to continue sixth grade sports and our soccer program. The district will also hire a counselor at each site to help monitor student progress in academics, attendance, and behavior interventions. The entire district will receive PBIS and MTSS Booster Training to support full implementation.

#### Community Consultation:

LCAP Goals and Action Steps as well as Budget were shared in June 2021 at our public hearing. Progress toward meeting goals has been shared quarterly at board meetings. Local businesses shared that they feel safer with our School Resource Officer in place. They have also noted the additional bus stops and feel we have increased the safety of our students by decreasing the walking boundaries. The district has been contacted by Giumarra Vineyards to supplement our LCAP Action Step of improving parental communication and participation by hosting a School Supply Drive to assist our families and donating funds to our Orangewood PTC and Edison Booster Club to help support our parent/community participation events. The company also donated funds to support our Attendance Incentives for students. The district will also continue to partner with Bakersfield College, Kern County Behavioral Health, and the Kern County Sheriff's Department to provide support and information to parents. The district received a 21st Century Grant through a consortium of districts in our region and will work with this consortium to provide increased access and support for our students and their families. Finally, Edison Middle School will continue its partnership with Foothill High School in the Kern High School District to operate an FFA Middle School Program.

#### SELPA Consultation:

During the SELPA Consultation, it was determined that SWD are being served through listed Goals and Action Steps. We ensured that all students have access to Common Core State Standards and Materials as well as Highly Qualified Staff. The Team also reviewed our Special Education Plan to ensure that Action Steps were being implemented to yield positive results. The District will continue to provide Afterschool and Summer Intervention to all SWD Students who are not making progress. The District will also continue to monitor that all accommodations and modifications are in place to ensure equal access and continuing progress toward IEP Goals and Objectives.

#### Bargaining Unit Consultation:

The District included Site Representatives from each Bargaining Unit on the LCAP Committee, which reviewed all Stakeholder Input Data. The Superintendent also met with the President of each Association (ETA and SEIU) separately to solicit input. ETA wanted to ensure that the teachers had additional training in Learning Loss, Trauma-Informed Care, and Educational Technology. SEIU wanted to ensure that members had adequate training to support students and that additional paraprofessionals are hired to support students and teachers. Their

concerns have been addressed by additional training planned in Goals 1-3 to support all staff, and the hiring of additional paraprofessionals and Mental Health Staff to support students and staff.

#### Administrative Team Consultation:

The District included Administrative Team Representatives on the LCAP Committee, which reviewed all Stakeholder Input Data, Local Data, and State Data. The Administrative Team, including the principals, helped to formulate the Broad Goal, Maintenance of Progress Goal, and the Focus Goal. Response to their feedback is reflected in Goals 1-3 and the Action Steps. The District will adopt and implement an SEL Curriculum at all sites and will utilize an SEL Screener three times annually as a benchmark. The District will also continue the contract of our SRO to build relationships, mentor, and increase attendance and engagement of our SED and Homeless/Foster Students. The District has also hired an additional counselor, psychologist, Behavior Health Aide, speech and psychologist interns to support the increased mental health needs of our students. The District will also hire a full-time Parent-Community Liaison to assist the Administrative Team with Parent Education, Training, and Resources. Finally, the District will purchase a vehicle to transport Homeless/Foster Youth and will purchase additional curriculum and hire additional staff to offer increased Intervention Opportunities.



# Goals and Actions

## Goal

Goal #	Description
1	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts and Math and growth in English Language Proficiency as demonstrated through local formative assessments and State Assessments. This goal will be supported through grade-level standards-based instruction, MTSS tiered support, and targeted support from appropriately assigned and fully credentialed teachers and staff.

An explanation of why the LEA has developed this goal.

The most current CAASPP Data as of 2019, shows that 34.2% of students met or exceeded standards on the CAASPP ELA Test and 28.13% met or exceeded standards on the CAASPP Math Test. These scores showed minimal academic growth from the 2018 CAASPP Scores. Local Assessment Data for Spring 2021 showed that 79% of TK-K, 21% of 1st, 40% of 2nd, 44% of 3rd, 31% of 4th, 27% of 5th, 26% of 6th, 38% of 7th, and 24% of 8th Graders met or exceeded standards (low risk) on the STAR Reading Test. Local Assessment Data for Spring 2021 also showed that 44% of 1st, 40% of 2nd, 48% of 3rd, 34% of 4th, 38% of 5th, 40% of 6th, 47% of 7th, and 46% of 8th Graders met or exceeded standards (low risk) on the STAR Math Test. In 2018-2019 53.2% of the district's unduplicated students were designated as making progress toward English language proficiency. On the 2017-2018 ELPAC 34.88% of the students were proficient. On the 2018-2019 ELPAC, 13.39% were proficient. Intervention Curriculum in Reading/Language Arts, Math, and ELD will be purchased and implemented. Fully credentialed teachers and staff will be trained to support this implementation, and progress will be monitored to ensure growth. The district will also implement class size reduction in all grade levels, block Reading/Language Arts Classes in Junior High, and offer increased Tier II and III Supports for SED, EL, and Foster/Homeless Youth.

We plan to reach higher academic achievement through the actions within this goal. The actions outlined work together to provide a dynamic learning experience for students and teachers. We 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	From the California Dashboard Local				Using the California Dashboard Local



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
appropriately assigned and full credentialed for assignment.	Indicators self-reflection tool shows 100% are fully credentialed and assigned appropriately.				Indicator self-reflection tool we will maintain 100% fully credentialed and appropriately assigned teachers.
Priority 1 (b): Pupils access to standards-aligned materials.	From the California Dashboard Local Indicators self-reflection tool, 100% of students have access to standards-aligned materials.				Using the California Dashboard Local Indicator self-reflection tool we will maintain 100% of students will have access to standards-aligned materials.
Priority 1 (c): School facilities maintained and in good repair.	From the California Dashboard Local Indicators all facilities have an overall rating of “Good” as indicated on FIT Report.				From the California Dashboard Local Indicators all facilities will maintain an overall rating of “Good” as indicated on FIT Report.
Priority 2 (a): Implementation of California Academic and Performance Standards	From the California Dashboard Local Indicators self-reflection tool, Survey Data reflects 100% of teachers received Professional Development in CCSS. Classroom observations show that the CCSS are				Using the California Dashboard Local Indicator self-reflection tool we will maintain Survey Data that reflects 100% of teachers received Professional Development in CCSS. Classroom observations show

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	substantially implemented into instruction. Pacing Guides have been created with CCSS in ELA/ELD and Math. Classroom observations show that the CCSS are substantially implemented into instruction. Pacing Guides have been created with CCSS in ELA/ELD and Math.				that the CCSS are substantially implemented into instruction. Pacing Guides have been created with CCSS in ELA/ELD and Math. Classroom observations show that the CCSS are substantially implemented into instruction. Pacing Guides have been created with CCSS in ELA/ELD and Math.
Priority 2 (b): Programs/Services that enable ELs to access CCSS and ELD Standards for academic content and English language proficiency.	Local Survey Data shows that 100% of English Learners receive 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas.				Local Survey Data will show that 100% of English Learners receive 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas.
Priority 4: Student Achievement	Local STAR assessment data for ELA in Spring 2021 showed that 79% of TK-K, 21% of 1st, 40% of 2nd, 44% of				Local STAR assessment data for ELA in Spring 2024 will that 79% of TK-K, 29% of 1st, 48% of 2nd, 52% of 3rd, 39%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>3rd, 31% of 4th, 27% of 5th, and 26% of 6th, 38% of 7th, and 24% of 8th Graders met or exceeded standards on the STAR Reading Local Assessment.</p> <p>Local STAR assessment data for Math in Spring 2021 showed that 44% of 1st, 40% of 2nd, 38% of 3rd, 34% of 4th, 38% of 5th, 40% of 6th, 47% of 7th, and 46% of 8th Graders met or exceeded standards on the STAR Math Local Assessment.</p>				<p>of 4th, 36% of 5th, 34% of 6th, 46% of 7th, and 32% of 8th Graders met or exceeded standards on the STAR Reading Local Assessment.</p> <p>Local STAR assessment data for Math in Spring 2024 will show that 52% of 1st, 48% of 2nd, 46% of 3rd, 42% of 4th, 46% of 5th, 48% of 6th, 55% of 7th, and 54% of 8th Graders met or exceeded standards on the STAR Math Local Assessment.</p>
Priority 4 (a): Statewide Assessments	<p>The most current 2018-2019 data shows that 34.2% of students met or exceeded standards on the CAASPP ELA Test and 28.13% met or exceeded standards on the CAASPP Math Test. In 2019-2020, 14.4% of the district's EL students were</p>				<p>The 2023-2024 CAASPP Data will show that 42% of students met or exceeded standards on the CAASPP ELA Test and 37% met or exceeded standards on the CAASPP Math Test. In 2023-2024, 22% of the district's EL students will be redesignated as fluent</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>redesignated as fluent English proficient.</p> <p>For ELA 2019 CAASPP:</p> <p>All students distance from standard was - 40.8  SED distance from standard was -43.9  Homeless distance from standard was - 68.9  EL distance from standard -64.6</p> <p>For Math 2019 CAASPP:</p> <ul style="list-style-type: none"> <li>• All students distance from standard was -61</li> <li>• SED distance from standard was -64.6</li> </ul> <p>Homeless distance from standard was - 67.2  EL distance from standard -78.7.</p> <p>For CAST 2019 CAASPP:</p>				<p>English proficient.</p> <p>For ELA 2024 CAASPP:</p> <p>All students distance from standard will be - 32  SED distance from standard -35  Homeless distance from standard -60  EL distance from standard -56</p> <p>For Math 2024 CAASPP:</p> <ul style="list-style-type: none"> <li>• All students distance from standard will be -53</li> <li>• SED distance from standard -56</li> <li>• Homeless distance from standard -59</li> <li>• EL distance from standard -70</li> </ul> <p>For CAST 2024 CAASPP:  All Students 25% met or exceeded Standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>All Students 18.14% met or exceeded Standard for Science</p> <p>SED 18.47% met or exceeded EL's 0% met or exceeded</p> <p>Homeless 13.33% met or exceeded</p>				<p>for Science</p> <p>SED 25% met or exceeded EL's 8% met or exceeded</p> <p>Homeless 20% met or exceeded</p>
Priority 4 (b): Percent of Students Completing a-g	N/A				N/A
Priority 4 (c): Percent of Students Completing CTE	N/A				N/A
Priority 4 (d): Percent of Students completing both B and C.	N/A				N/A
Priority 4 (e): Percent of EL pupils making progress toward English proficiency	The 2019 Ca Dashboard Data shows that 53.2% of our EL students made progress toward English proficiency.				Ca Dashboard data will show that 61% of our EL students made progress toward English proficiency.
Priority 4 (f): EL reclassification Rate	Local Data reflects that the District's Redesignation Rate for 2019-2020 was 14.4%.				The District's Redesignation Rate for 2023-2024 will be 23% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 (g): Percent passing AP Exam	N/A				N/A
Priority 4 (h): Percent of pupils who demonstrate college preparedness on EAP	N/A				N/A

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1</b>	Train 100% of teachers in Learning Loss Mitigation.	The District will offer an initial training to support improved student achievement and will review Learning Loss Strategies at Data Teams weekly.	\$133,519.00	Yes
<b>2</b>	Retain one K-6 Reading Specialists and three Intervention Aide..	The District will continue to provide ELA and Math Intervention on the Orangewood Site for all Tier II and Tier III Students.	\$164,012.00	Yes
<b>3</b>	District will host the Latino Family Literacy Project.	District will host the Latino Family Literacy Project to provide parents with strategies to support English Language Fluency in the home.	\$1,500.00	Yes
<b>4</b>	Comprehensive PD in ELPAC Proficiency Levels, rubrics, new ELD Framework, and implementation in the classroom.	The District will continue to offer Comprehensive PD in ELPAC Proficiency Levels, rubrics, new ELD Framework, and implementation in classroom by providing release time with substitute teachers.	\$10,000.00	Yes
<b>5</b>	Offer Intensive ELD Intervention Summer Session (20 days) for all students not	The District will continue to offer Intensive ELD Intervention Summer Session (20 days) for all students not making progress toward English proficiency.	\$10,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	redesignated by end of 6th grade.			
<b>6</b>	Intensive Summer Literacy Program (20 days) for TK-8th graders not at grade level for Reading and Math by end of the school year.	The District will offer Intensive Summer Literacy Program (20 days) for TK-8th graders not at grade level for Reading and Math by end of the school year.	\$135,620.00	Yes
<b>7</b>	ELA, Math, ELD Intervention Aides	The District will retain seven classroom aides to assist teachers with Reading, Math, and EL Intervention.	\$132,916.00	Yes
<b>8</b>	Progress Monitor Intervention Programs.	District MTSS Coordinator will monitor implementation of Intervention Programs with quarterly Intervention Reviews.	\$15,000.00	Yes
<b>9</b>	Site licenses and hosting for Intervention Programs	The District will maintain site licenses and hosting for Intervention Programs (AR, Read 180, Reading Inventory).	\$18,167.00	Yes
<b>10</b>	Class Size Reduction and Blocks for Learning Loss Mitigation	The District will retain class sizes of 24:1 in K-3 and create blocks in Junior High to mitigate learning loss and accelerate learning in Reading and Math.	\$305,000.00	Yes
<b>11</b>	Parent Literacy Information Nights	The District will host Parent Literacy Information Nights to provide strategies for Reading and Math support at home.	\$10,000.00	Yes
<b>12</b>	Embedded Tutorial Period	The District will maintain embedded fifteen minute tutorial period in the Master Schedule to provide support to Intervention Students.	\$187,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
13	Annual Stipend for Highly Qualified Intervention Staff	The District will retain Highly Qualified Intervention Teachers and Paraprofessionals to meet the needs of Tier III Students by offering a \$5,000 (Teachers) and \$2,500 (Aides) Annual Stipend.	\$50,017.00	Yes
14	Purchase Tier III Intervention Curriculum in ELA and Math	Purchase Tier III Intervention Curriculum in ELA and Math to Accelerate Progress (TransMath, VMath, Language!, and Lexia to replace System 44).	\$38,000.00	Yes
15	Hire Speech Intern	The District will hire a Speech Intern in addition to current SLP to offer Language Support and Vocabulary Building to Long-Term English Learners.	\$41,416.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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



# Goals and Actions

## Goal

Goal #	Description
2	All stakeholders will continue to make progress in their technology and STEAM proficiency, and all district technology infrastructure will continue to be maintained to promote this progress. Additional course offerings and trainings in STEAM will also be implemented. Progress in these areas will be evaluated with local measures annually to ensure stability and growth.

An explanation of why the LEA has developed this goal.

Current local data shows full technology infrastructure in place, full implementation of 1:1 ratio in Grades 3-8, and substantial training and support for staff and student use of technology in learning. Local Data also show that an additional 1,100 student devices and 50 hot spots were purchased during Distance Learning. Local Surveys show the need for students to continue to have devices at home and at school to be able to fully access interventions and the need to replace these devices every three years. Local Survey Data also shows the need for additional Educational Technology in the Classroom to support 21st Century Skill acquisition. Current local data also shows the implementation of two STEAM Electives with additional offerings after school during the Expanded Learning Program. Stakeholders have expressed the need for additional STEAM/STEM offerings. The district currently utilizes multiple systems to monitor programs and student attendance, academics, and behavior. The District purchased 1,150 new student devices this year to provide Distance Learning and Hybrid Learning. The District completed 1,126 technology work orders in 2020-2021 to ensure connectivity and productivity.

We plan to reach greater technology and STEAM proficiency through the actions within this goal. The actions outlined work together to provide a dynamic learning experience for students and teachers. We 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 2 (a): Implementation of CCSS	From the California Dashboard Local Indicators self-reflection tool, Survey Data reflects 100% of teachers received Professional				Using the California Dashboard Local Indicator self-reflection tool we will maintain Survey Data that reflects 100% of teachers received

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Development in CCSS. Classroom observations show that the CCSS are substantially implemented into instruction. Pacing Guides have been created with CCSS in ELA/ELD and Math. Classroom observations show that the CCSS are substantially implemented into instruction. Pacing Guides have been created with CCSS in ELA/ELD and Math.				Professional Development in CCSS. Classroom observations show that the CCSS are substantially implemented into instruction. Pacing Guides have been created with CCSS in ELA/ELD and Math. Classroom observations show that the CCSS are substantially implemented into instruction. Pacing Guides have been created with CCSS in ELA/ELD and Math.
Priority 2 (b): Programs/Services that enable ELs to access CCSS and ELD Standards for academic content and English language proficiency.	Local Master Schedules reflect that English Learners receive 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas.				Local Master Schedules reflect that English Learners receive 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas.
Priority 7 (a): Extent to which pupils have	Review of Master Schedules reflects				Review of Master Schedules reflects

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
access and are enrolled in a broad course of study	100% of students have access to a broad course of study.				100% of students have access to a broad course of study.
Priority 7 (b): Extent to which students have access to and are enrolled in programs/services for unduplicated students	<p>Local Data reflects:</p> <p>In grades 1-6, the following courses are offered: English, mathematics, social sciences, science, visual and performing arts, health, and physical education. In grades 7-8, the following courses are offered: English, social sciences, foreign language (Spanish), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. The following electives are offered in 7-8: Art, Dance, Creative Arts, Media Tech, Agriculture, Recreational Activities, and Photography</p> <p>The district also offers 30 minutes of ELD</p>				<p>Local Data reflects:</p> <p>In grades 1-6, the following courses are offered: English, mathematics, social sciences, science, visual and performing arts, health, and physical education. In grades 7-8, the following courses are offered: English, social sciences, foreign language (Spanish), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. The following electives are offered in 7-8: Art, Dance, Creative Arts, Media Tech, Agriculture, Recreational Activities, and Photography</p> <p>The district also offers 30 minutes of ELD</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Instruction daily to EL students in grades K-6 and 45 minutes daily to students in grades 7-8. Strategic and Intensive Intervention Classes in ELA and Math are also offered to students not performing at grade level.</p> <p>EL Students are leveled for ELD Instruction. K-6 ELD Instruction is 30 minutes daily, and 7-8 ELD Instruction is 45 minutes daily. Students are leveled for Reading and Mathematics Instruction with Intervention Aides and Reading Specialists.</p>				<p>Instruction daily to EL students in grades K-6 and 45 minutes daily to students in grades 7-8. Strategic and Intensive Intervention Classes in ELA and Math are also offered to students not performing at grade level.</p> <p>EL Students are leveled for ELD Instruction. K-6 ELD Instruction is 30 minutes daily, and 7-8 ELD Instruction is 45 minutes daily. Students are leveled for Reading and Mathematics Instruction with Intervention Aides and Reading Specialists.</p>
Priority 7 (c): Extent to which students have access to and are enrolled in programs/services for	Master Schedules reflect that each site has an RSP/Learning Center Class and an SDC Class with highly qualified staff for				Master Schedules reflect that each site has an RSP/Learning Center Class and an SDC Class with highly qualified staff for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students with exceptional needs	students with exceptional needs.				students with exceptional needs.
Priority 8 (a): Pupil outcomes in subjects described in 51210/51220 (Ex: CBM Metrics, Physical Fitness, various participation rates etc.)	<p>Master Schedule reflects that district students receive required weekly/daily minutes of physical education instruction. In grades 7-8, five sections of each Core Class is offered to serve about 120 students at each grade level.</p> <p>The district administers Common Formative Assessments every five weeks in ELA, Math, Science, and Social Studies. ELD Students are progress monitored through the ELPAC and Ellevate. The district also administers Physical Fitness Tests annually to students in grades 5-8.</p> <p>On the 2018-2019 Physical Fitness Test an average of 64% of fifth graders and 66% of seventh graders</p>				<p>Master Schedule reflects that district students receive required weekly/daily minutes of physical education instruction. In grades 7-8, five sections of each Core Class is offered to serve about 120 students at each grade level.</p> <p>The district administers Common Formative Assessments every five weeks in ELA, Math, Science, and Social Studies. ELD Students are progress monitored through the ELPAC and Ellevate. The district also administers Physical Fitness Tests annually to students in grades 5-8.</p> <p>On the 2023-2024 Physical Fitness Test an average of 72% of fifth graders and 74%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	scored in the Healthy Fitness Zone for six Physical Fitness Areas.				of seventh graders will score in the Healthy Fitness Zone for six Physical Fitness Areas.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Retain Coordinator of Data Systems and Support	Retain Coordinator of Data Systems and Support to support use of technology in the classroom.	\$146,235.00	Yes
2	Retain Annual Contract Fee for DNA (IOS)	The District will retain the Annual Contract Fee for DNA (IOS) which interfaces with Aeries Student Data System to progress monitor students and create/house Common Formative Assessments.	\$6,242.40	Yes
3	Purchase and Maintain Additional Teacher Convertible Devices, Desktops, and Screens	The District will purchase and maintain additional convertible devices, screens, and desktops for all teachers to utilize in their classrooms.	\$20,000.00	Yes
4	Educational Technology Training	The District will train teachers to utilize technology in their daily lessons. Training by KCSOS Ed Tech and substitutes for release time for teachers to attend training.	\$30,000.00	Yes
5	Purchase Student Devices and Storage	Purchase convertibles, accessories, and storage units for each student testing, and train 3rd-8th graders to use personal convertible devices in their everyday learning.	\$225,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Purchase Educational Technology and Applications	Purchase additional applications for student devices to be used for intervention.	\$25,000.00	Yes
7	Retain Full-Time Network Manager and Network Engineer	Retain one full-time Network Manager to help maintain district devices and one full-time Network Engineer to maintain technology infrastructure.	\$245,508.00	Yes
8	Retain Intervention Coordinators/Teachers	Retain Two Intervention Coordinators to progress monitor Redesignated Students and Intervention Students using Student Data Systems to ensure they have the support needed to engage in Common Core Instruction.	\$236,950.00	Yes
9	Retain Part-Time Media Clerk	Retain Part-Time Media Clerk to assist students and staff the Library/Media Center.	\$15,000.00	Yes
10	Purchase Materials and Supplies for STEAM Electives	Purchase Materials and Supplies for STEAM Electives in Grades 7-8.	\$10,000.00	Yes
11	Purchase supplies for Agriculture Elective and Partnership with FFA.	Purchase supplies for Agriculture Elective and Partnership with FFA to promote college and career exploration.	\$10,000.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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



# Goals and Actions

## Goal

Goal #	Description
3	The District will achieve and maintain a 97% attendance rate by May 1, 2024 as measured by local attendance data. The District will also decrease the number of students identified as High Risk and needing Targeted (Tier II) and Intensive (Tier III) social, emotional, and mental health support by 10% by May 1, 2024 as measured by local benchmark data, wellness checks, survey data, engagement tracking, and behavioral data.

An explanation of why the LEA has developed this goal.

Local attendance data shows that the district's attendance rate for 2020-2021 was 92.34%. The District Attendance Rate in 2018-2019 was 96.3%. The Chronic Absenteeism Rate in 2018-2019 was 12.6%. The District's 2020-2021 Suspension Rate was .19% and the Expulsion Rate was .19%. The 2018-2019 Suspension Rate was 1.3% and the Expulsion Rate was .08%. The California Healthy Kids Survey Data from 2019-2020 showed that 77% of testers felt connected to the school, 81% of testers said they had adults who cared about them at the school, and 85% of testers said they felt safe at school. Local Engagement Data shows that 180 students were on the Low Engagement List at Edison Middle School in Fall 2020. Local Engagement Data shows that this number decreased to 8 students in April 2021. Local Engagement Data also showed that 75 students were on the Low Engagement List at Orangewood in Fall 2020. This number decreased to 10 students in April 2021. On the Spring 2021 Local Socio-Emotional Benchmark, 21% of students were identified as at At-Risk and in need of a Tier II or Tier III Mental Health Support or Intervention.

We plan to reach a greater attendance rate and decrease the number of students identified as "High Risk" through the actions within this goal. The actions outlined work together to provide a dynamic learning experience for students and teachers. We 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: Parent Involvement	Local Data reflects  Four Parent Input Meetings held.  Four Parent Trainings held.				Local Data will reflect:  Four Parent Input Meetings will be held  Four Parent Trainings will be held

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	District hosted one Family Event per semester at each site.				District will host one Family Event per semester at each site.
Priority 3 (a): Efforts to seek parent input in making decisions for district and school sites	Using Local Surveys, data showed that 3% of parents participated in responding back to district surveys.				Using Local Surveys, data will show that 10% of parents participated in responding back to district surveys.
Priority 3 (b): How district promotes participation of parents for unduplicated pupils	Using local communication tools (emails, flyers, phone tree service) 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.				Using local communication tools (emails, flyers, phone tree service) 100% of all parent engagement opportunities will be advertised and delivered to unduplicated students and families.
Priority 3 (c): How district promotes participation of parents for pupils with exceptional needs	Using local communication tools (emails, flyers, phone tree service) 100% of all parent engagement opportunities were				Using local communication tools (emails, flyers, phone tree service) 100% of all parent engagement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	advertised and delivered to Students with Disabilities and families.				opportunities will be advertised and delivered to Students with Disabilities and families.
Priority 5: Pupil Engagement	Local Data reflects that the District had 250 Students on the Low Engagement List in Fall 2020 and 18 in Spring 2021.				Local Data reflects that the District has less than 10 Students on the Low Engagement List in Spring 2024.
Priority 5 (a): School attendance rates	According to the California Dashboard and Local Data, the District's Attendance Rate for 2018-2019 was 96.3% and 92.34% in 2020-2021.				The California Dashboard will reflect the District's Attendance Rate for 2023-2024 will be 97%.
Priority 5 (b): Chronic absenteeism rates	According to the California Dashboard, the District's Chronic Absenteeism Rate in 2018-2019 was 12.6%				According to the California Dashboard, the District's Chronic Absenteeism Rate for 2023-2024 will be less than 10%.
Priority 5 (c): Middle school drop-out rates	According to DataQuest, the Middle School Drop-Out Rate was .4% in 2018-2019.				According to DataQuest, the Middle School Drop-Out Rate will be less than .4% in 2023-2024.
Priority 5 (d): High school drop-out rates	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 (e): High school graduation rates	N/A				N/A
Priority 6 (a): Pupil suspension rates	According to the California Dashboard, the District's Suspension Rate for 2018-2019 was 1.3%.				According to the California Dashboard, the District's Suspension Rate for 2023-2024 will be less than 1.5%.
Priority 6 (b): Pupil expulsion rates	Local Data reflects that the District's Expulsion Rate for 2018-2019 was .08%				Local Data reflects that the District's Expulsion Rate for 2023-2024 will be less than .08%.
Priority 6 (c): Other Local Measures on sense of safety and school connectedness	California Healthy Kids Survey Data from 2019-2020 showed that 77% of testers felt connected to the school, 81% of testers said they had adults who cared about them at the school, and 85% of testers said they felt safe at school.				California Healthy Kids Survey Data from 2023-2024 will show that 85% of testers felt connected to the school, 89% of testers will say that they had adults who cared about them at the school, and 93% of testers will say they felt safe at school.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Retain Annual Contract for Aeries Student Data System	District will continue Annual Contract for Aeries Student Data System to accurately track student attendance and academic progress. Aeries will be used for attendance, behavior, and academics.	\$9,913.50	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2</b>	Hire full-time Counselor at Orangewood Elementary and Retain Full-Time Counselor at Edison Middle	Hire full-time Counselor at Orangewood Elementary and an additional full-time Counselor at Edison Middle to track student attendance, and provide additional mental health support.	\$212,119.00	Yes
<b>3</b>	Train 100% of staff in PBIS Through a Trauma-Informed Lens	Train 100% of staff in PBIS Through a Trauma-Informed Lens to provide additional socio-emotional support to students and families.	\$53,751.00	Yes
<b>4</b>	Retain Coordinator of MTSS/District Psychologist	Retain Coordinator of MTSS to serve as Attendance Supervisor and to monitor attendance, engagement, and academic progress of Intervention Students.	\$86,668.00	Yes
<b>5</b>	Stipends for PBIS Coordinator and TOSAs.	PBIS Coordinator and TOSAs will continue to monitor for full implementation of PBIS.	\$15,000.00	Yes
<b>6</b>	Purchase School van to transport Foster/Homeless Students	Purchase school van to transport increased number of Foster/Homeless Youth to help decrease Chronic Absenteeism and increase student achievement in this subgroup.	\$50,000.00	Yes
<b>7</b>	Retain full-time bus driver/custodian	Retain full-time bus driver/custodian to drive additional routes for intervention and to help increase Attendance Rates by Decreasing walking boundaries.	\$74,932.00	Yes
<b>8</b>	Retain three Full-Time Behavior/Health Aides	Retain three full-time Behavior/Health Aides to support students and assist staff with Health and Behavior Interventions to decrease Suspension Rate and increase Attendance and Engagement Rate.	\$151,837.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>9</b>	Hire Full-Time Family-Community Liaison	Hire Full-Time Family-Community Liaison to assist in the Parent Center, Attendance Monitoring, and SARB Meetings.	\$130,192.00	Yes
<b>10</b>	Core PBIS Teams Extra Duty Pay	Core PBIS Teams will attend monthly planning sessions to plan activities and ensure full implementation of PBIS to improve School Climate.	\$20,000.00	Yes
<b>11</b>	Retain Sports Program and Afterschool Extracurricular Activities	Retain Afterschool Sports Program and Afterschool Extracurricular Activities by paying Coach/Advisor Stipends and by providing transportation to afterschool and weekend events with the goal of improved engagement and attendance.	\$44,335.00	Yes
<b>12</b>	Retain one full-time School Psychologist for Orangewood Elementary School	Retain one full-time District Psychologist to monitor the Response to Intervention Program, and to provide additional support to students, families, and staff.	\$124,873.00	Yes
<b>13</b>	Retain full-time Alternative Placement Classroom Teacher	Retain full-time Alternative Placement Classroom Teacher for grades 3-8 to offer additional tiered support in academics, attendance, and behavior.	\$123,866.00	Yes
<b>14</b>	Lease Payment on Bus for Afterschool Activities	Lease payment on bus to provide transportation for Afterschool Intervention and Enrichment Students with the goal of increasing attendance, academic achievement, and engagement.	\$28,608.00	Yes
<b>15</b>	Retain additional bus driver and bus aide	Retain additional bus driver and bus aide to transport Intervention/Enrichment Students.	\$101,432.00	Yes

Action #	Title	Description	Total Funds	Contributing
16	Retain School Resource Officer	Retain School Resource Officer who will coordinate services with the MTSS Team to address truancy, chronic absenteeism and to develop supportive relationships with stakeholders.	\$152,916.00	Yes
17	Retain district nurse and increase days from 188 to 199.	Retain district nurse at eight hours and increase days to provide additional support and education to students/families who have excessive absences.	\$119,416.00	No
18	Train Staff in Universal Design for Attendance, Academics, and Behavior	Train Staff in Universal Design for Attendance, Academics, and Behavior to ensure equitable access for all students.	\$53,751.00	Yes
19	Retain two additional ASES Program Leaders	Provide additional homework assistance and academic support by retaining two additional ASES Program Leaders.	\$34,000.00	Yes
20	Hire Counseling/Psychologist Intern	The District will hire a Counseling/Psychologist Intern to offer additional mental health support for Tier II and Tier III SED Students.	\$14,500.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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



## 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
32.81%	\$2,912,981

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

### Required Descriptions

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

Ninety-three percent of the Edison Elementary School District's pupils are identified as either English Learner, Foster Youth, or Low Income, and as these pupils are enrolled proportionally throughout the district, the district has determined that the use of these funds is principally directed towards, and effective in meeting the district's goals for unduplicated pupils.

According to our CALPADS Certified Reports, the enrollment of English Learners, Foster Youth, or Low-Income Students (unduplicated pupils) at Orangewood is 92%, and at Edison Middle is 94%. Therefore, the district determined that the most effective use of supplemental and concentration funds would be to provide intervention services to these students on a school-wide basis. This will allow more flexible program scheduling, and more effective use of staffing and instructional materials.

Goal 1: All students will demonstrate growth towards meeting or exceeding standards in English Language Arts and Math and growth in English Language Proficiency as demonstrated through local formative assessments and State Assessments. This goal will be supported through grade-level standards-based instruction, MTSS tiered support, and targeted support from appropriately assigned and fully credentialed teachers and staff.

Based on a thorough analysis of Local and State Data and Stakeholder Feedback, the district found that the most current CAASPP Data as of 2019, shows that 34.2% of students met or exceeded standards on the CAASPP ELA Test and 28.13% met or exceeded standards on the CAASPP Math Test. These scores showed minimal academic growth from the 2018 CAASPP Scores. Local Assessment Data for Spring 2021 showed that 79% of TK-K, 21% of 1st, 40% of 2nd, 44% of 3rd, 31% of 4th, 27% of 5th, 26% of 6th, 38% of 7th, and 24% of 8th Graders met or exceeded standards (low risk) on the STAR Reading Test. Local Assessment Data for Spring 2021 also showed that 44% of 1st, 40% of 2nd, 48% of 3rd, 34% of 4th, 38% of 5th, 40% of 6th, 47% of 7th, and 46% of 8th Graders met or exceeded standards (low risk)

on the STAR Math Test. For ELA 2019 CAASPP: All students distance from standard was -40.8, SED distance from standard was -43.9, Homeless distance from standard was -68.9, and EL distance from standard was -64.6. The past 2 years of state assessment shows improvement on the CA dashboard in ELA as -74 to -67 DFS for English Learners and -50 to -41.7 DFS for Socioeconomically Disadvantaged.

On the Math 2019 CAASPP: All students distance from standard was -61 with a positive change of 4.9 points from the previous year, SED distance from standard was -64.6 with a positive change of 2.9 points from the previous year, Homeless distance from standard was -67.2, EL distance from standard was -78.7 with a positive change of 4.4 points from the previous year.

In 2018-2019 53.2% of the district's unduplicated students were designated as making progress toward English language proficiency. On the 2017-2018 ELPAC 34.88% of the students were proficient. On the 2018-2019 ELPAC, 13.39% were proficient. Intervention Curriculum in Reading/Language Arts, Math, and ELD will be purchased and implemented. Fully credentialed teachers and staff will be trained to support this implementation, and progress will be monitored to ensure growth. The district will also implement class size reduction in all grade levels, block Reading/Language Arts Classes in Junior High, and offer increased Tier II and III Supports for SED, EL, and Foster/Homeless Youth.

To address these needs the District has planned the following:

- The District will offer an initial training to support improved student achievement and will review Learning Loss Strategies at Data Teams weekly (1.1).
- The District will continue to provide ELA and Math Intervention on the Orangewood Site for all Tier II and Tier III Students (1.2).
- Fully credentialed teachers and staff will be retained and trained to support this implementation, and progress will be monitored to ensure growth (1.4).
- The district will increase certificated and paraprofessional support to offer strategic and intensive support in Expanded Learning Opportunities including: After-School Tutoring, Saturday School, and Summer Intervention and Enrichment to mitigate learning loss and accelerate learning (1.5 and 1.6).
- The District will retain seven classroom aides to assist teachers with Reading, Math, and EL Intervention (1.7).
- District MTSS Coordinator will monitor implementation of Intervention Programs with quarterly Intervention Reviews (1.8). This is a New Action.
- The District will maintain site licenses and hosting for Intervention Programs (1.9).
- The district will also implement class size reduction in all grade levels, block Reading/Language Arts Classes in Junior High, and offer increased Tier II and III Supports for SED, EL, and Foster/Homeless Youth (1.10).
- The District will host Parent Literacy Information Nights to provide strategies for Reading and Math support at home (1.11).
- The District will maintain embedded fifteen minute tutorial period in the Master Schedule to provide support to Intervention Students (1.12).
- The District will retain Highly Qualified Intervention Teachers and Paraprofessionals to meet the needs of Tier III Students (1.13). This is a New Action.
- Purchase and implement Intervention Curriculum in Reading/Language Arts, Math, and ELD (1.14). This is a New Action.

These actions will be provided to SED, EL, and Foster Youth with the belief that all students will make progress toward meeting or exceeding State Standards in English Language Arts and Math and that EL Students will make progress in English Language Proficiency as

measured by State and Local Assessment Data. The District will monitor this progress weekly at Data Team Meetings, monthly at MTSS Meetings, and quarterly through the process of Instructional and Intervention Reviews.

Action Steps 1.2, 1.6, 1.7, 1.9, 1.10, 1.11, 1.12, are being continued from the 2017-2020 LCAP. These actions have been proven effective by increased proficiency rates on Local Benchmarks and state assessments (See data above). These actions have also increased support for English Learners through training for staff and families and intensive intervention for students. These actions have been proven effective through increased EL Stakeholder input and participation and increased Reclassification Rates for English learners (See data above).

Goal 2: All stakeholders will continue to make progress in their technology proficiency, and all district technology infrastructure will continue to be maintained to promote this progress. Progress in these areas will be evaluated with local measures annually to ensure stability and growth.

Based on a thorough analysis of Local and State Data and Stakeholder Feedback, current local data shows full technology infrastructure in place, full implementation of 1:1 ratio in Grades 3-8, and substantial training and support for staff and student use of technology in learning. Current local data also shows the implementation of two STEAM Electives with additional offerings after school during the Expanded Learning Program. Stakeholders have expressed the need for additional STEAM/STEM offerings. The district currently utilizes multiple systems to monitor programs and student attendance, academics, and behavior. The District purchased 1,150 new student devices this year to provide Distance Learning and Hybrid Learning. The District completed 1,126 technology work orders in 2020-2021 to ensure connectivity and productivity.

To ensure continued progress and stability in these areas, the District has planned the following:

- Retain Coordinator of Data Systems and Support to support use of technology in the classroom (2.1).
- The District will retain the Annual Contract Fee for DNA (IOS) which interfaces with Aeries Student Data System to progress monitor students and create/house Common Formative Assessments (2.2).
- The District will purchase and maintain additional convertible devices, screens, and desktops for all teachers to utilize in their classrooms (2.3).
- The District will train teachers to utilize technology in their daily lessons. Training by KCSOS Ed Tech and substitutes for release time for teachers to attend training (2.4).
- Purchase convertibles, accessories, and storage units for each student testing, and train 3rd-8th graders to use personal convertible devices in their everyday learning (2.5).
- Purchase additional applications for student devices to be used for intervention (2.6).
- Retain one full-time Network Manager to help maintain district devices and one full-time Network Engineer to maintain technology infrastructure (2.7).
- Retain Two Intervention Coordinators to progress monitor Redesignated Students and Intervention Students using Student Data Systems to ensure they have the support needed to engage in Common Core Instruction (2.8).
- Retain Part-Time Media Clerk to assist students and staff the Library/Media Center (2.9).
- Purchase Materials and Supplies for STEAM Electives in Grades 7-8 (2.10).
- Purchase supplies for Agriculture Elective and Partnership with FFA to promote college and career exploration (2.11).

These actions will be provided to SED, EL, and Foster Youth with the belief that all students will make progress in their technology proficiency and that all existing technology will continue to be maintained, updated, and stable to promote this progress. This progress and stability will be measured by Local Data, Surveys, and Stakeholder Feedback on a consistent basis.

Actions 2.1, 2.2, 2.7, 2.8, and 2.9, which involve increased staff or systems to ensure technology proficiency progress and stability of infrastructure, are being continued from the 2017-2020 LCAP. These actions have been proven effective by the increase of data available to progress monitor our students as well as the increased number of completed work orders to ensure availability and stability of technology infrastructure. Actions 2.3, 2.5, 2.6, 2.10, and 2.11, which involve the replacement of outdated additional devices for students and staff and the purchase of STEAM Elective Supplies, are also being continued from the previous LCAP. These actions have been proven effective by the increased technology proficiency of students and staff as reported through Local Surveys and Stakeholder Feedback. Actions 2.4 and 2.6, which involve increased applications and educational technology training for students and staff, have also been continued from the 2017-2020 LCAP. These actions have again been proven effective by the increased usage of educational technology and applications by stakeholders for the purpose of learning and communicating as reported through Local Stakeholder Surveys.

Goal 3: The District will achieve and maintain a 97% attendance rate by May 1, 2024 as measured by local attendance data. The District will also decrease the number of students identified as High Risk and needing Targeted (Tier II) and Intensive (Tier III) social, emotional, and mental health support by 10% by May 1, 2024 as measured by local benchmark data, wellness checks, survey data, engagement tracking, and behavioral data.

Based on a thorough analysis of Local and State Data and Stakeholder Feedback, the District found that Local attendance Data shows that the district's attendance rate for 2020-2021 was 92.34%. The District Attendance Rate in 2018-2019 was 96.3%. The Chronic Absenteeism Rate in 2018-2019 was 12.6%. The District's 2020-2021 Suspension Rate was .19% and the Expulsion Rate was .19%. The 2018-2019 Suspension Rate was 1.3% and the Expulsion Rate was .08%. The California Healthy Kids Survey Data from 2019-2020 showed that 77% of testers felt connected to the school, 81% of testers said they had adults who cared about them at the school, and 85% of testers said they felt safe at school. Local Engagement Data shows that 180 students were on the Low Engagement List at Edison Middle School in Fall 2020. Local Engagement Data shows that this number decreased to 8 students in April 2021. Local Engagement Data also showed that 75 students were on the Low Engagement List at Orangewood in Fall 2020. This number decreased to 10 students in April 2021. On the Spring 2021 Local Socio-Emotional Benchmark, 21% of students were identified as at-Risk and in need of a Tier II or Tier III Mental Health Support or Intervention.

To address these needs, the District has planned the following:

- District will continue Annual Contract for Aeries Student Data System to accurately track student attendance and academic progress. Aeries will be used for attendance, behavior, and academics (3.1).
- Hire full-time Counselor at Orangewood Elementary and an additional full-time Counselor at Edison Middle to track student attendance, and provide additional mental health support (3.2).
- Train 100% of staff in PBIS Through a Trauma-Informed Lens to provide additional socio-emotional support to students and families (3.3).

- Retain Coordinator of MTSS to serve as Attendance Supervisor and to monitor attendance, engagement, and academic progress of Intervention Students (3.4).
- PBIS Coordinator and TOSAs will continue to monitor for full implementation of PBIS (3.5).
- Purchase school van to transport increased number of Foster/Homeless Youth to help decrease Chronic Absenteeism and increase student achievement in this subgroup (3.6).
- Retain full-time bus driver/custodian to drive additional routes for intervention and to help increase Attendance Rates by Decreasing walking boundaries (3.7).
- Retain three full-time Behavior/Health Aides to support students and assist staff with Health and Behavior Interventions to decrease Suspension Rate and increase Attendance and Engagement Rate (3.8).
- Hire Full-Time Family-Community Liaison to assist in the Parent Center, Attendance Monitoring, and SARB Meetings (3.9).
- Core PBIS Teams will attend monthly planning sessions to plan activities and ensure full implementation of PBIS to improve School Climate (3.10).
- Retain Afterschool Sports Program and Afterschool Extracurricular Activities by paying Coach/Advisor Stipends and by providing transportation to afterschool and weekend events with the goal of improved engagement and attendance (3.11).
- Retain one full-time District Psychologist to monitor the Response to Intervention Program, and to provide additional support to students, families, and staff (3.12).
- Retain full-time Alternative Placement Classroom Teacher for grades 3-8 to offer additional tiered support in academics, attendance, and behavior (3.13).
- Lease payment on bus to provide transportation for Afterschool Intervention and Enrichment Students with the goal of increasing attendance, academic achievement, and engagement (3.14).
- Retain additional bus driver and bus aide to transport Intervention/Enrichment Students (3.15).
- Retain School Resource Officer who will coordinate services with the MTSS Team to address truancy, chronic absenteeism and to develop supportive relationships with stakeholders (3.16).
- Retain district nurse at eight hours and increase days days to provide additional support and education to students/families who have excessive absences (3.17).
- Train Staff in Universal Design for Attendance, Academics, and Behavior to ensure equitable access for all students (3.18).
- Provide additional homework assistance and academic support by retaining two additional ASES Program Leaders (3.19).
- The District will hire a Counseling/Psychologist Intern to offer additional mental health support for Tier II and Tier III SED Students (3.20).

These actions will be provided to SED, EL, and Foster Youth with the belief that there will be increased attendance and decreased chronic absenteeism for all students as measured by Local and State Data. The MTSS Team will progress monitor implementation and support on a monthly basis.

Actions 3.2, 3.4, 3.6, 3.8, 3.9, 3.13, 3.16, and 3.19, which involve increased staff, training, and resources to support, implement, and progress monitor Multi-Tiered Systems of Support for Attendance, are being continued from the 2017-2020 LCAP. These actions have been proven effective by the increase in District Attendance from 95% in 2018 to 96.3% in 2019. The District's Chronic Absenteeism Rate also decreased from 14% in 2019 to 6% in 2020. Actions 3.3, 3.5, 3.11, 3.14, 3.17, which involve increased staff, training, and mentoring to fully



implement Positive Behavior Intervention and Support, are also being continued from the 2017-2020 LCAP. These actions have been proven effective by the dramatic decrease in the District Suspension Rate from 7.6% in 2015-2016 to 1.3% in 2018-2019 as well as increased percentages of students who feel safe and connected to the school on the California Healthy Kids Survey. Finally, Actions 3.7, 3.10, 3.12, 3.15 and 3.20, which involve increased Parent Training Opportunities and access to Expanded Learning and Afterschool Activities, was found to be effective based on Stakeholder Surveys and increased participation at Parent and Community Events from 2017-2020.

Goal 3: Action 18 will maintain contract services for School Resource Officer with the County of Kern to provide district wide oversight in coordination with the MTSS and PBIS teams to address student behavior including chronic attendance/truancy issues. This action is being continued from 2017-2020 LCAP and has been proven to be effective based on the reduction of the Chronically Absenteeism Rate. This district focus has been a concerted effort by the MTSS team, which includes the School Resource Officer and the data trends show the following:

Foster Youth, EL, and Low Income Chronically Absent Rate:  
Source of data (Kern Integrated Data Systems)

2017-2018- 11%  
2018-2019- 13%  
2019-2020- 7%  
2021-2021- 29% (Year of Covid-19 Pandemic)

Additional data to support this includes the Suspension Rate of SED, EL, and Foster Youth decreased from 1.47% in 2018-2019 to 1.28% in 2019-2020. The district will develop and implement a crisis intervention plan in conjunction and collaboration with law enforcement agencies as well as a PBIS support plan for all students to ensure a consistent and appropriate response to student behavioral incidents at school. In conjunction with the MTSS team, use of intervention strategies such as A2A, PBIS, MTSS, and regular school visits will be implemented. These programs will include attendance promotion programs that will extend beyond the school settings and communication strategies will extend to more specified methods of accessibility to school. This will include virtual meetings, electronic universal access and specific tier 2 interventions conveyed to the parent and providing guidance for the teacher. The team will employ based on a need to identify and meet the needs of students encountering challenges. This action will maintain a sustained method for identifying students' needs and communicating these with parents. It will also enhance the ability of staff to make connections for students based on data. By providing this action, it will be effective in meeting the goal of our district by increasing student attendance. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the attendance gap that exists with Foster Youth, English Learners, and Low-Income by decreasing the chronic absenteeism rate for unduplicated students by 8% in three years. This action will be measured by assessing a correlation between students provided intervention from the MTSS team actions involving the School Resource officer and student populations as it relates to chronic absenteeism.

The district was able to generate local benchmark data in attendance, academics, and behavior. Our attendance rate increased from 95% in 2017-2018 to 96.3% in 2018-2019, and our Chronic Absenteeism Rate increased from 11.2% in 2018 to 12.6% in 2019. Our stakeholders expressed a need for more support for our Homeless/Foster, Low Income, and EL Students in attendance. The district plans to retain our

SRO, Hire an Administrator on Special Assignment to be our Attendance Supervisor, and retain a full-time nurse to help improve the attendance rate of these subgroups.

A review of metrics data shows that action steps taken by the district have yielded positive results. The percent of students meeting or exceeding standards on the ELA CAASPP Test decreased from 36% in 2018 (Yellow) to 34% in 2019 (Orange). The percent of students meeting or exceeding standards on the Math CAASPP Test increased minimally from 27.1% in 2018 (Orange) to 28.1% in 2019 (Yellow). These increases can be attributed to Action Steps in Goals 1-3.

The percent of students in Grades 3-8 who met or exceeded standards on the local Reading Inventory Test in Spring 2019 was 30%. The percent of students in Grades 3-8 who met or exceeded Standards on the Spring 2021 STAR Reading Assessment was 32%. These minimal increases can be attributed to the interventions implemented through Action Steps: 1.2, 1.5, 1.7, 1.10, 1.11, and 1.13. Therefore, the district will continue these Action Steps in 2021-2022.

The percent of students in Grades 3-8 who met or exceeded standards on the local Math Inventory Test in Spring 2019 was 49%. In Spring 2021, 42% of 3rd-8th Graders met or exceeded standards on the Spring STAR Math Assessment. This decrease may be attributed to the pandemic and the switch to Distance Learning. Prior increases can be attributed to the interventions implemented through Action Steps: 1.2, 1.5, 1.7, 1.10, 1.11, and 1.13. Therefore, the district will continue these Action Steps in 2021-2022.

ELPAC Data cannot be compared to CELDT Data; however, the District's RPEP Rate decreased from 33% in 2018-2019 to 14.4% in 2019-2020. This decrease can be attributed to school closures during the pandemic in 2020. Prior increases in RFEP Rate and other progress for English Learners can be attributed to the implementation of Action Steps: 1.4, 1.5, 1.7, 1.10, 1.11, and 1.13. Therefore, the district will continue these Action Steps in 2021-2022.

The district did not have any subgroups in the Red Performance Area for Academics on the Dashboard. The ELA Progress and Chronic Absenteeism Rate for All Students was in the Orange Performance Area. The Math Progress for All Students was in the Yellow Performance Area.

To facilitate improvement in English Language Arts, the district plans to have intensive professional development in the EL Teaching Strategies and integrated and designated ELD Curriculum (1.4). The district will also focus on research-based EL Instructional Strategies during Data Teams each week (1.4), and will train all staff in Learning Loss Mitigation Strategies and Universal Design for Learning (1.1, 3.20). The district will also purchase Language Live! and Lexia Curriculum for Tier III ELA Intervention (1.9). Finally, the district will hire additional teachers for Class Size Reduction in TK-6 and will block ELA Instruction in 7th-8th Grades to increase ELA Instructional Minutes (1.10)

To facilitate improvement in Mathematics, the district will have focused professional development and coaching in Mathematics Intervention (3.3). The district will also purchase NextGen Mathematics Program, which is aligned to CAASPP, to supplement Mathematics Instruction. The district will embed a Mathematics Tutorial into the Master Schedule at both sites to level Mathematics Instruction and provide Intervention (1.13). The district will also offer Mathematics Intervention after school for struggling students and an ELA/Math Intervention/Assessment Preparation for all students with an emphasis on those who have a learning gap (See data above). Finally, the

district will purchase Reflex Math and MobyMax for Tier II Intervention and TransMath and VMath for Tier III Intervention (Actions 1.9 and 1.14).

The District's Chronic Absenteeism Rate in 2019 was 12.6% and in the Orange Performance Range. To facilitate improvement in the District Chronic Absenteeism Rate, the district will retain and Administrator on Special Assignment to act as an Attendance Supervisor (3.4), retain our School Resource Officer to make home visits (3.16), hire a counselor at each site to support students (3.2), and train all staff in PBIS Through a Trauma-Informed Lens and UDL for attendance, behavior, and academics (3.3) and (3.18).

The District's Homeless Students were one performance level below all students in Chronic Absenteeism. The District's Foster Youth showed a 28% increase in Chronic Absenteeism from 2018-2019. To address these gaps the Edison Elementary School District will provide the following increased or improved services:

- All staff will be trained in PBIS Through the Trauma Lens and UDL by the Director of Accountability and Academics to provide intervention and support to all students (3.3, 3.18).
- Intervention Staff will meet in Data Teams with the MTSS Coordinator weekly to review student progress (1.2, 1.13).
- The district will offer an ELA/Math Intervention/Assessment Preparation for all Tier 2 and 3 students Monitored by the Coordinator of Data Systems and Support after school (2.1, 1.14).
- District Administration Team (Principals, Administrator on Special Assignment, Psychologist, Director of Accountability and Academics, and Superintendent) will review Suspension/Expulsion Data monthly with explicit review of all significant student subgroups.
- McKinney-Vento Liaison (MTSS Coordinator) will attend all meetings for our Foster/Homeless Students and will quarterly meet with Superintendent to discuss necessary supports and actions for our Foster/Homeless Students (3.4.)
- District SRO will assist in monitoring attendance and behavior plans for all students including our Foster/Homeless Students (3.18).
- Teaching and Administrative Staff will meet for Attendance Review, Instructional Review, and Intervention Review quarterly to monitor the progress of students in intervention (1.8, 1.9, 2.2, 3.1, 3.4, 3.12).
- Two site counselors will be hired to provide additional support for Intervention Students (3.2)

The District's 2018-2019 Redesignation Rate was 33.3%. This rate decreased to 14.4% in 2019-2020. To address this lack of progress for English Learners, the Edison Elementary School District will provide the following increased or improved services:

- The district will host the Latino Family Literacy Project facilitated by Title I/EL Coordinators to support English Fluency in the home (1.3).
- The district will provide comprehensive Professional Development from Title I/EL Coordinators and Director of Accountability and Academics in ELPAC, ELD Framework, and EL Teaching Strategies (1.4).
- The district will offer an Intensive ELD Intervention Summer Session directed by Title I/EL Coordinators and Director of Accountability and Academics (1.5).
- The district will retain classroom aides to support EL Intervention (1.7).



- Director of Accountability, Title I/EL Coordinators, and Coordinator of Data Systems and Support will monitor progress of English learners (1.8, 2.1, 2.8).

The district will provide EL Intervention after school with transportation monitored by Coordinator of Data Systems and Support and Director of Accountability and Academics (3.13, 3.17).

The district will retain DnA and STAR 360 supported by Coordinator of Data Systems and Support to progress monitor Intervention Students (2.2, 3.21).

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

In addition to the actions and services being provided LEA-wide or Schoolwide, the actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to all services for all students.

A thorough review of Stakeholder Input and State and Local Assessments showed multiple needs for our English Learners. On the 2017-2018 ELPAC 34.88% were proficient. In 2018-2019, this percentage decreased to 13.39%. The CAASPP Performance Level for English Learners on the ELA Assessment was Yellow in 2017-2018 and dropped to Orange in 2018-2019. The Redesignation Rate was 35.8% in 2017-2018, and decreased to 14.4% in 2018-2019. In 2017-2018 the number of LTELs and ELs for 4+ years in the District was 27 students. This number more than doubled in 2018-2019 to 64 students in this classification. On the 2021 District Spring ELA Benchmark, only 7% of English Learners in Grades 3-8 met or exceeded grade-level standards in ELA, compared to 34% of English Only Students. There was also a significant achievement gap on the District Spring Math Benchmark. On this assessment, 19% of English Learners in Grades 3-8 met or exceeded standards, compared to an average of 42% of English Only Students. In 2018, 65.2% of the District EL Students made progress toward achieving English proficiency. In 2019, the percentage of EL Students making progress decreased to 53.2%. As a result of the pandemic, the District has been limited in 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 in the 2021-2022 school year to increase the academic achievement of English Learners and to accelerate their English language Proficiency:

Goal 1.3-District will host the Latino Family Literacy Project to provide parents with strategies to support English Language Fluency in the home.

Goal 1.4-Comprehensive PD in ELPAC Proficiency Levels, rubrics, new ELD Framework, and implementation in the classroom.

Goal 1.5-The District will continue to offer Intensive ELD Intervention Summer Session (20 days) for all students not making progress toward English proficiency.

Goal 1.15-The District will hire a Speech Intern to offer Language Support and Vocabulary Building to Long-Term English Learners.

Goal 2.8-Intervention Coordinators at each site to progress monitor Redesignated Students and Intervention Students by using Student Data Systems to ensure they have the technology support needed to engage in Common Core Instruction.

The District also completed a detailed review of Stakeholder Input and State and Local Assessment Data for Socio-Economically Disadvantaged Students to determine needs and action steps. The CAASPP Performance Level for SED Students on the ELA Assessment was Yellow in 2017-2018 and dropped to Orange in 2018-2019. The CAASPP Math Performance Level for both years was Orange. On the 2021 District Spring ELA Benchmark, only 28% of SED Students in Grades 3-8 met or exceeded grade-level standards in ELA, compared to 32% of students not in this subgroup. The percent of SED Students in Grades 3-8 who met or exceeded grade-level standards on the 2021 District Spring Math Benchmark was 28%, compared to 42% of students not in this subgroup. The Performance Level for Chronic Absenteeism for SED Students was Orange in 2017-2018 and Orange in 2018-2019. The District's Unduplicated Student Rate is 92%. This is also our Free and Reduced Meal Percentage. Local data has shown that the pandemic has caused several additional barriers to learning for our SED Students including: extreme food insecurities, lack of transportation, multiple adverse childhood experiences, and inability to access adequate mental health supports. The following targeted actions have been planned in the 2021-2022 school year to increase the academic achievement, attendance, and engagement of our SED Students and to offer additional socio-emotional support:

Goal 2.8-Intervention Coordinators at each site to progress monitor Redesignated Students and Intervention Students by using Student Data Systems to ensure they have the technology support needed to engage in Common Core Instruction.

Goal 3.2.-Hire full-time Counselor at Orangewood Elementary and full-time Counselor at Edison Middle to track student attendance, and provide additional support.

Goal 3.3-Train 100% of staff in PBIS Through a Trauma-Informed Lens to provide additional socio-emotional support to students and families.

Goal 3.7-Retain full-time bus driver/custodian to drive additional routes for intervention and to help increase Attendance Rates by decreasing walking boundaries.

Goal 3.21-The District will hire a Counseling/Psychologist Intern to offer additional mental health support for SED Students.

A thorough Needs Assessment was also completed for the District's Foster/Homeless Students. The CAASPP Performance Level for Foster/Homeless Students on the ELA Assessment was Yellow in 2017-2018 and dropped to Orange in 2018-2019. The CAASPP Math Performance Level was Yellow in 2018 and dropped to Orange in 2019. On the 2021 District Spring ELA Benchmark, only 20% of Foster/Homeless Students in Grades 3-8 met or exceeded grade-level standards in ELA. On this assessment, 32% of students not in this subgroup in Grades 3-8 met or exceeded standards. On the District Spring Math Benchmark, 34% of Foster/Homeless Students met or exceeded standards; while 42% of students not in this subgroup met or exceeded standards. The Performance Level for Chronic Absenteeism for Homeless Students was Red in 2017-2018 and Red in 2018-2019. Chronic Absenteeism of the District's Foster Youth increased 28% from 2017-2018. As a result of the pandemic, several of our families have been displaced and are now doubled-up or tripled-up in single-family residences. While the District's Foster Youth Count has remained stable at 15 students for the past two years, the District's Homeless Student Count has almost doubled. The following targeted actions have been planned in the 2021-2022 school year to increase the academic achievement, attendance, and engagement of our Foster/Homeless Students and to offer additional socio-emotional support:

Goal 3.3-Train 100% of staff in PBIS Through a Trauma-Informed Lens to provide additional socio-emotional support to students and families.

Goal 3.6-Purchase school van to transport an increased number of Foster/Homeless Youth to help decrease Chronic Absenteeism and increase student achievement in this subgroup.

Goal 3.9-MTSS Coordinator will attend Local Advisory Group for Foster Youth as well as AB 490 Liaison Meetings to provide additional attendance, academic, and behavior support to Foster/Homeless Youth.

Goal 3.10-Hire Full-Time Family-Community Liaison to assist in the Parent Center, Attendance Monitoring, and SARB Meetings.

Goal 3.21-The District will hire an additional Counseling/Psychologist Intern to offer additional mental health support for Foster/Homeless Students.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,937,765.90	\$572,051.00	\$95,416.00	\$219,679.00	\$3,824,911.90

Totals:	Total Personnel	Total Non-personnel
Totals:	\$3,187,065.00	\$637,846.90

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Train 100% of teachers in Learning Loss Mitigation.	\$103,519.00			\$30,000.00	\$133,519.00
1	2	English Learners Foster Youth Low Income	Retain one K-6 Reading Specialists and three Intervention Aide..	\$164,012.00				\$164,012.00
1	3	English Learners	District will host the Latino Family Literacy Project.	\$1,500.00				\$1,500.00
1	4	English Learners	Comprehensive PD in ELPAC Proficiency Levels, rubrics, new ELD Framework, and implementation in the classroom.	\$10,000.00				\$10,000.00
1	5	English Learners	Offer Intensive ELD Intervention Summer Session (20 days) for all students not redesignated by end of 6th grade.	\$5,250.00	\$5,250.00			\$10,500.00
1	6	Low Income	Intensive Summer Literacy Program (20 days) for TK-8th graders not at grade level for Reading and Math by end of the school year.	\$67,810.00	\$67,810.00			\$135,620.00
1	7	English Learners Foster Youth Low Income	ELA, Math, ELD Intervention Aides	\$43,572.00			\$89,344.00	\$132,916.00
1	8	English Learners Low Income	Progress Monitor Intervention Programs.	\$15,000.00				\$15,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Site licenses and hosting for Intervention Programs	\$18,167.00				\$18,167.00
1	10	English Learners Foster Youth Low Income	Class Size Reduction and Blocks for Learning Loss Mitigation	\$175,000.00	\$130,000.00			\$305,000.00
1	11	English Learners Foster Youth Low Income	Parent Literacy Information Nights	\$10,000.00				\$10,000.00
1	12	English Learners Foster Youth Low Income	Embedded Tutorial Period	\$187,200.00				\$187,200.00
1	13	English Learners Foster Youth Low Income	Annual Stipend for Highly Qualified Intervention Staff	\$50,017.00				\$50,017.00
1	14	English Learners Foster Youth Low Income	Purchase Tier III Intervention Curriculum in ELA and Math	\$38,000.00				\$38,000.00
1	15	English Learners	Hire Speech Intern	\$41,416.00				\$41,416.00
2	1	English Learners Foster Youth Low Income	Retain Coordinator of Data Systems and Support	\$146,235.00				\$146,235.00
2	2	English Learners Foster Youth Low Income	Retain Annual Contract Fee for DNA (IOS)	\$6,242.40				\$6,242.40
2	3	English Learners Foster Youth Low Income	Purchase and Maintain Additional Teacher Convertible Devices, Desktops, and Screens	\$20,000.00				\$20,000.00
2	4	English Learners Foster Youth Low Income	Educational Technology Training	\$15,000.00	\$15,000.00			\$30,000.00
2	5	English Learners Foster Youth Low Income	Purchase Student Devices and Storage	\$175,000.00	\$50,000.00			\$225,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	6	English Learners Foster Youth Low Income	Purchase Educational Technology and Applications	\$25,000.00				\$25,000.00
2	7	English Learners Foster Youth Low Income	Retain Full-Time Network Manager and Network Engineer	\$245,508.00				\$245,508.00
2	8	English Learners Foster Youth Low Income	Retain Intervention Coordinators/Teachers	\$236,950.00				\$236,950.00
2	9	English Learners Foster Youth Low Income	Retain Part-Time Media Clerk	\$15,000.00				\$15,000.00
2	10	English Learners Foster Youth Low Income	Purchase Materials and Supplies for STEAM Electives	\$10,000.00				\$10,000.00
2	11	English Learners Foster Youth Low Income	Purchase supplies for Agriculture Elective and Partnership with FFA.	\$10,000.00				\$10,000.00
3	1	English Learners Foster Youth Low Income	Retain Annual Contract for Aeries Student Data System	\$9,913.50				\$9,913.50
3	2	English Learners Foster Youth Low Income	Hire full-time Counselor at Orangewood Elementary and Retain Full-Time Counselor at Edison Middle	\$104,000.00	\$108,119.00			\$212,119.00
3	3	English Learners Foster Youth Low Income	Train 100% of staff in PBIS Through a Trauma-Informed Lens	\$23,751.00			\$30,000.00	\$53,751.00
3	4	English Learners Foster Youth Low Income	Retain Coordinator of MTSS/District Psychologist	\$43,334.00	\$43,334.00			\$86,668.00
3	5	English Learners Foster Youth Low Income	Stipends for PBIS Coordinator and TOSAs.	\$15,000.00				\$15,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	Foster Youth	Purchase School van to transport Foster/Homeless Students	\$25,000.00	\$25,000.00			\$50,000.00
3	7	Low Income	Retain full-time bus driver/custodian	\$74,932.00				\$74,932.00
3	8	English Learners Foster Youth Low Income	Retain three Full-Time Behavior/Health Aides	\$93,199.00	\$58,638.00			\$151,837.00
3	9	English Learners Foster Youth Low Income	Hire Full-Time Family-Community Liaison	\$115,292.00	\$14,900.00			\$130,192.00
3	10	English Learners Foster Youth Low Income	Core PBIS Teams Extra Duty Pay	\$20,000.00				\$20,000.00
3	11	English Learners Foster Youth Low Income	Retain Sports Program and Afterschool Extracurricular Activities	\$4,000.00			\$40,335.00	\$44,335.00
3	12	English Learners Foster Youth Low Income	Retain one full-time School Psychologist for Orangewood Elementary School	\$124,873.00				\$124,873.00
3	13	English Learners Foster Youth Low Income	Retain full-time Alternative Placement Classroom Teacher	\$123,866.00				\$123,866.00
3	14	English Learners Foster Youth Low Income	Lease Payment on Bus for Afterschool Activities	\$28,608.00				\$28,608.00
3	15	English Learners Foster Youth Low Income	Retain additional bus driver and bus aide	\$101,432.00				\$101,432.00
3	16	English Learners Foster Youth Low Income	Retain School Resource Officer	\$122,916.00	\$30,000.00			\$152,916.00
3	17	All	Retain district nurse and increase days from 188 to 199.		\$24,000.00	\$95,416.00		\$119,416.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	18	English Learners Foster Youth Low Income	Train Staff in Universal Design for Attendance, Academics, and Behavior	\$23,751.00			\$30,000.00	\$53,751.00
3	19	English Learners Foster Youth Low Income	Retain two additional ASES Program Leaders	\$34,000.00				\$34,000.00
3	20	English Learners Foster Youth Low Income	Hire Counseling/Psychologist Intern	\$14,500.00				\$14,500.00



## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$2,937,765.90	\$3,705,495.90
<b>LEA-wide Total:</b>	\$2,500,880.90	\$3,160,491.90
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$436,885.00	\$545,004.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Train 100% of teachers in Learning Loss Mitigation.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$103,519.00	\$133,519.00
1	2	Retain one K-6 Reading Specialists and three Intervention Aide..	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Orangewood Elementary	\$164,012.00	\$164,012.00
1	3	District will host the Latino Family Literacy Project.	LEA-wide	English Learners	All Schools	\$1,500.00	\$1,500.00
1	4	Comprehensive PD in ELPAC Proficiency Levels, rubrics, new ELD Framework, and implementation in the classroom.	LEA-wide	English Learners	All Schools	\$10,000.00	\$10,000.00
1	5	Offer Intensive ELD Intervention Summer Session (20 days) for all students not redesignated by end of 6th grade.	LEA-wide	English Learners	All Schools	\$5,250.00	\$10,500.00
1	6	Intensive Summer Literacy Program (20 days) for TK-8th graders not at grade level for Reading and	LEA-wide	Low Income	All Schools	\$67,810.00	\$135,620.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Math by end of the school year.					
1	7	ELA, Math, ELD Intervention Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,572.00	\$132,916.00
1	8	Progress Monitor Intervention Programs.	LEA-wide	English Learners Low Income	All Schools	\$15,000.00	\$15,000.00
1	9	Site licenses and hosting for Intervention Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,167.00	\$18,167.00
1	10	Class Size Reduction and Blocks for Learning Loss Mitigation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$175,000.00	\$305,000.00
1	11	Parent Literacy Information Nights	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
1	12	Embedded Tutorial Period	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$187,200.00	\$187,200.00
1	13	Annual Stipend for Highly Qualified Intervention Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,017.00	\$50,017.00
1	14	Purchase Tier III Intervention Curriculum in ELA and Math	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$38,000.00	\$38,000.00
1	15	Hire Speech Intern	LEA-wide	English Learners	All Schools	\$41,416.00	\$41,416.00
2	1	Retain Coordinator of Data Systems and Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$146,235.00	\$146,235.00
2	2	Retain Annual Contract Fee for DNA (IOS)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,242.40	\$6,242.40

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	Purchase and Maintain Additional Teacher Convertible Devices, Desktops, and Screens	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
2	4	Educational Technology Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$30,000.00
2	5	Purchase Student Devices and Storage	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$175,000.00	\$225,000.00
2	6	Purchase Educational Technology and Applications	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00
2	7	Retain Full-Time Network Manager and Network Engineer	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$245,508.00	\$245,508.00
2	8	Retain Intervention Coordinators/Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$236,950.00	\$236,950.00
2	9	Retain Part-Time Media Clerk	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
2	10	Purchase Materials and Supplies for STEAM Electives	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
2	11	Purchase supplies for Agriculture Elective and Partnership with FFA.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Edison Middle 5-8	\$10,000.00	\$10,000.00
3	1	Retain Annual Contract for Aeries Student Data System	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,913.50	\$9,913.50
3	2	Hire full-time Counselor at	Schoolwide	English Learners Foster Youth	All Schools	\$104,000.00	\$212,119.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Orangewood Elementary and Retain Full-Time Counselor at Edison Middle		Low Income	Specific Schools: Edison Middle and Orangewood Elementary		
3	3	Train 100% of staff in PBIS Through a Trauma-Informed Lens	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Orangewood Elementary and	\$23,751.00	\$53,751.00
3	4	Retain Coordinator of MTSS/District Psychologist	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,334.00	\$86,668.00
3	5	Stipends for PBIS Coordinator and TOSAs.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
3	6	Purchase School van to transport Foster/Homeless Students	LEA-wide	Foster Youth	All Schools	\$25,000.00	\$50,000.00
3	7	Retain full-time bus driver/custodian	LEA-wide	Low Income	All Schools	\$74,932.00	\$74,932.00
3	8	Retain three Full-Time Behavior/Health Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$93,199.00	\$151,837.00
3	9	Hire Full-Time Family-Community Liaison	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,292.00	\$130,192.00
3	10	Core PBIS Teams Extra Duty Pay	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
3	11	Retain Sports Program and Afterschool Extracurricular Activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	\$44,335.00
3	12	Retain one full-time School Psychologist	Schoolwide	English Learners Foster Youth	Specific Schools: Orangewood Elementary	\$124,873.00	\$124,873.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		for Orangewood Elementary School		Low Income			
3	13	Retain full-time Alternative Placement Classroom Teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$123,866.00	\$123,866.00
3	14	Lease Payment on Bus for Afterschool Activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,608.00	\$28,608.00
3	15	Retain additional bus driver and bus aide	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,432.00	\$101,432.00
3	16	Retain School Resource Officer	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$122,916.00	\$152,916.00
3	18	Train Staff in Universal Design for Attendance, Academics, and Behavior	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,751.00	\$53,751.00
3	19	Retain two additional ASES Program Leaders	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Orangewood Elementary	\$34,000.00	\$34,000.00
3	20	Hire Counseling/Psychologist Intern	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,500.00	\$14,500.00

Annual Update Table Year 1 [2021-22]

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

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

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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



# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### **Focus Goal(s)**

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

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

***Broad Goal***

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

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

***Maintenance of Progress Goal***

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

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

***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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



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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.