

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Standard School District

CDS Code: 00000001563792

School Year: 2021-22

LEA contact information:

Paul Meyers

Superintendent

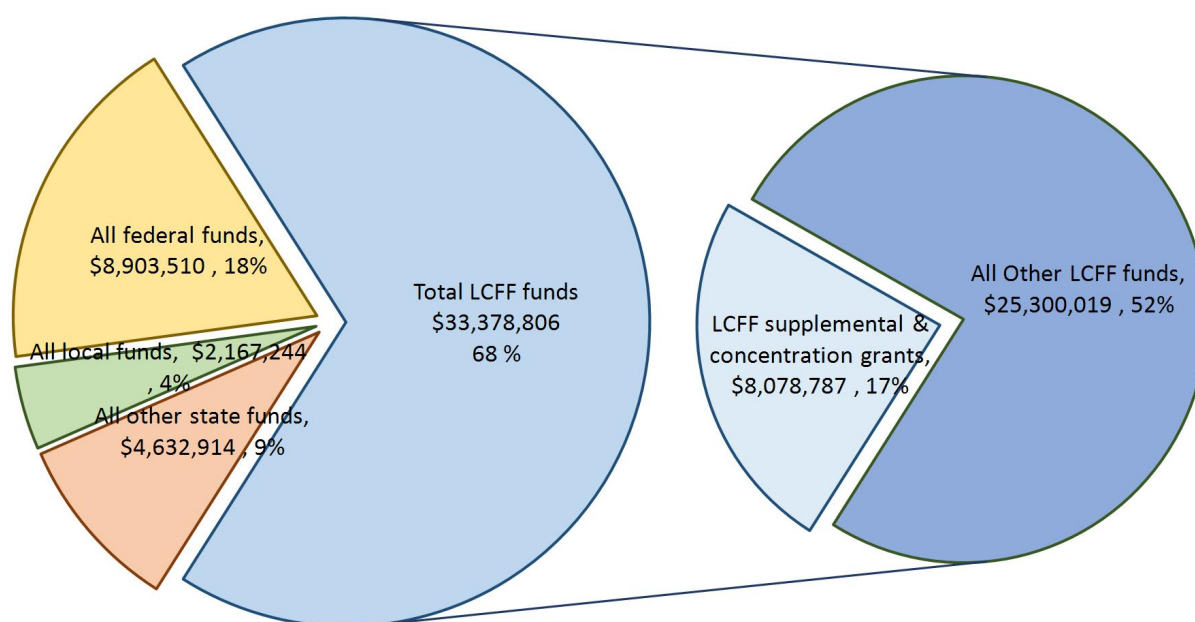
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6613922110

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



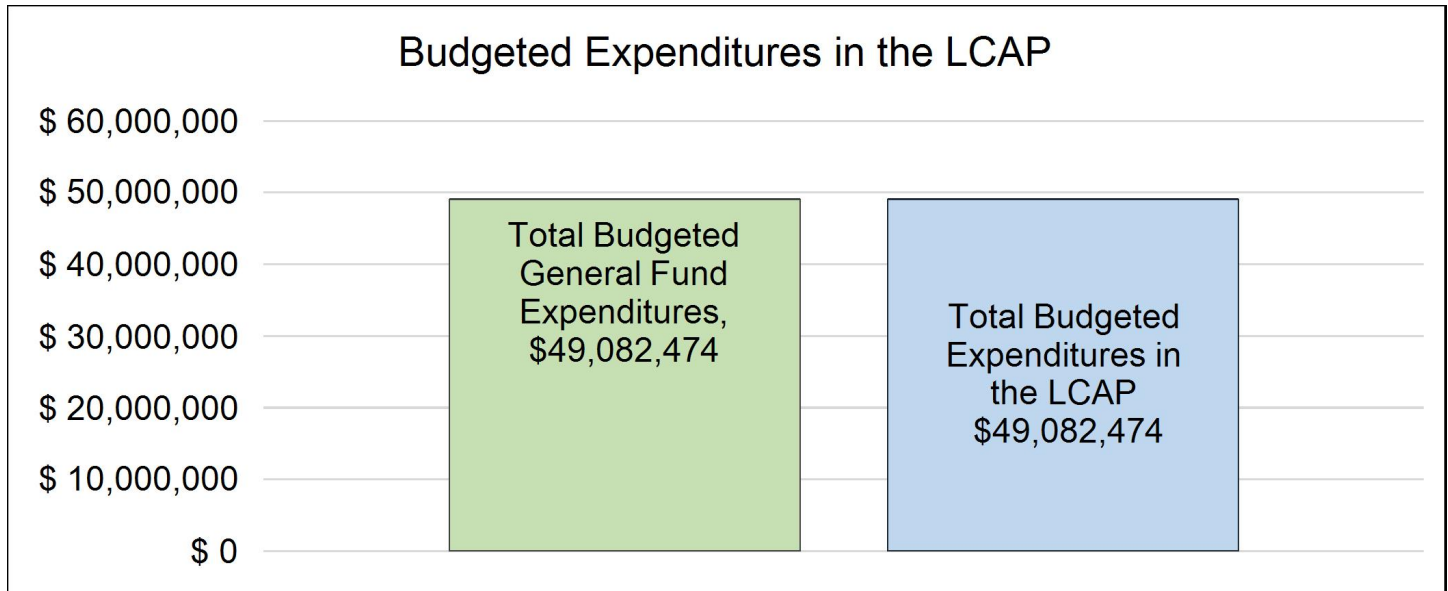
This chart shows the total general purpose revenue Standard School District expects to receive in the coming year from all sources.

The total revenue projected for Standard School District is \$49,082,474, of which \$33,378,806 is Local Control Funding Formula (LCFF), \$4,632,914 is other state funds, \$2,167,244 is local funds, and

\$8,903,510 is federal funds. Of the \$33,378,806 in LCFF Funds, \$8,078,787 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 Standard 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.

Standard School District plans to spend \$49,082,474 for the 2021-22 school year. Of that amount, \$49,082,474 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures for those actions and services principally directed at the unduplicated student population and students with disabilities that will be funded by supplemental funds are listed in the 2019-20 LCAP. Also, any other actions and services that are directly related to our LCAP goals, regardless of funding source, are detailed in the LCAP. Other general fund expenditures (salary and benefit cost for the general teaching and classified support staff for example) are not included. Other expenditures associated with running the school district (utilities, liability insurance, legal expenses, etc.) are also not included in the LCAP.

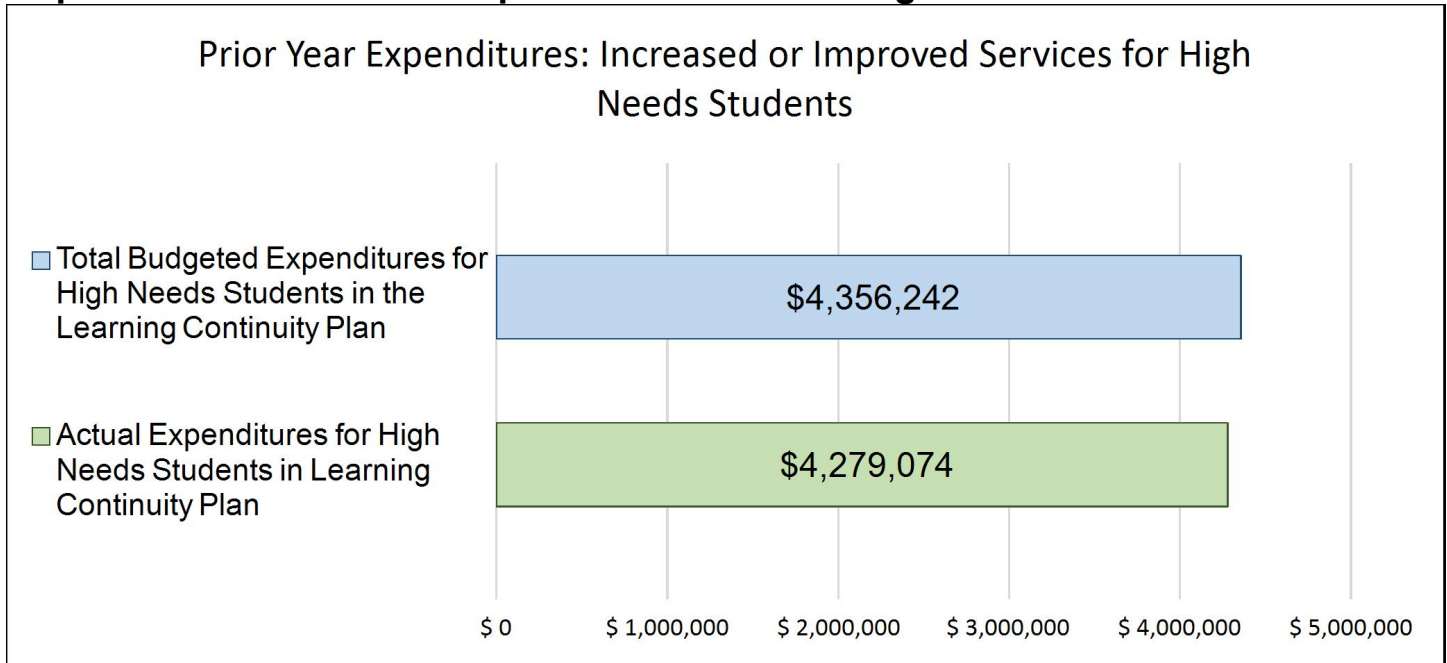
For the 2021-22, all General Fund Budget Expenditures are included in the Local Control Accountability Plan (LCAP).

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

In 2021-22, Standard School District is projecting it will receive \$8,078,787 based on the enrollment of foster youth, English learner, and low-income students. Standard School District must describe how it intends to increase or improve services for high needs students in the LCAP. Standard School District plans to spend \$8,078,787 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 Standard 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 Standard 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, Standard School District's Learning Continuity Plan budgeted \$4,356,242 for planned actions to increase or improve services for high needs students. Standard School District actually spent \$4,279,074 for actions to increase or improve services for high needs students in 2020-21.

The difference in total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is only slightly less than the total budgeted expenditures for those planned actions and services. This small difference of \$77,168 or less than 2% did not significantly impact the actions and services and the overall increased or improved services for high needs students in 2020-21.

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
Standard School District	Paul Meyers Superintendent	pmeyers@standardschools.net 6613922110

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

Increase Student Achievement. The District will provide for increased student achievement through effective instruction, tiered intervention and strong social-emotional systems and programs to support students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 4: Pupil Achievement A. State-wide Assessments B. Successfully complete A-G courses and CTE Pathways C. EL students making progress towards English Proficiency D. English Learners Reclassification E. Passed AP exam F. Early Assessment Program 19-20 State Priority 4: Pupil Achievement A. State-wide Assessments CAASPP: We will strive for better than 99% participation ELA 2018-19: Improve the number of students who score at Standard Met or Exceeded by 2%. Math 2018-19 :Improve the number of students who score at Standard Met or Exceeded by 2%.	State Priority 4: Pupil Achievement A. State-wide Assessments 19/20 CAASPP: 99% Participation Rate ELA 2019-20: 27.04% met or exceeded. Math 2019-20: 15.95% met or exceeded. CA Science Test (CAST): 15.28% met or exceeded B. A-G courses and CTE Pathways: N/A for a K-8 district. C. EL Progress Toward English Proficiency: 16.04% Proficient. D. English Learners Reclassification Rate: 35.2% raised one level or maintained level 4. E. Passed AP exam: N/A for K-8 districts. F. Early Assessment Program: N/A for K-8 districts.

Expected	Actual
<p>CA Science Test (CAST) - Growth % for 2019-20 will be based on 2018-19 Baseline scores</p> <p>B. A-G courses and CTE Pathways: N/A for a K-8 district.</p> <p>C. EL Progress Toward English Proficiency We will strive for growth on the ELL Dashboard Reports growth to move to Yellow Level.</p> <p>D. We will strive to increase the English Learners Reclassification rate 21% or higher in 2019-20.</p> <p>E. Passed AP exam: N/A for K-8 districts.</p> <p>F. Early Assessment Program: N/A for K-8 districts.</p> <p>Baseline State Priority 4: Pupil Achievement A. State-wide Assessments CAASPP: 2016-17 Participation Rate: 98.19%. ELA 2015-16: 25.3% of students scored at Standard Met or Standard Exceeded Math 2015-16: 15% of student scored at Standard Met or Standard Exceeded CA Science Test (CST) 2015-16 Results: 5th grade - 42% of students meet or exceed standards 8th grade: 40% of students meet or exceed standards</p> <p>B. A-G courses and CTE Pathways: N/A for a K-8 district.</p> <p>C. EL Progress Toward English Proficiency. Dashboard Reports revealed a 10% decline on ELL students who made progress toward English Proficiency by moving on performance bands. Using CELDT reports and local ELL records is students grew by 3%.</p>	

Expected	Actual
<p>D. English Learners Reclassification rate was 6.67% in 2015-16 and 6.74% in 2016-17.</p> <p>E. Passed AP exam: N/A for K-8 districts.</p> <p>F. Early Assessment Program: N/A for K-8 districts.</p>	
<p>Metric/Indicator State Priority 8: Pupil Outcomes A. Renaissance Learning Star Assessments - Student Growth will be measured by grade level equivalent (GE). Students are expected to make an average of one grade level of growth in Reading and Math STAR Assessments</p> <p>B. Physical Fitness Testing - The Healthy Fitness Zones (HFZ) uses objective criteria to evaluate performance for each fitness area (body composition, abdominal strength, and endurance) to represent a level of fitness that offers some protection against the diseases associated with physical inactivity.</p> <p>19-20 State Priority 8: Pupil Outcomes A. Renaissance Learning Star Assessments - Student Growth will be measured by grade level equivalent (GE). Students are expected to make an average of one grade level of growth in Reading and Math STAR Assessments</p> <p>Physical Fitness Testing Will strive for 5th grade students score 75% on the HFZ on three of the six areas measured. Will strive for 7th grade students score 75% on the HFZ on three of the six areas measured.</p> <p>Baseline State Priority 8: Pupil Outcomes</p>	<p>State Priority 8: Pupil Outcomes Renaissance Learning Star Assessments - Data not available for 2019-20 due to COVID-19 and school closures.</p> <p>18-19 Physical Fitness Testing - Grade 5 HFZ - 36.9% Grade 7 HFZ: 62.1%</p>

Expected	Actual
<p>A. Renaissance Learning Star Assessments - Student Growth Percentiles (SGP) 2017-18 By Schools HES = 50%; Median = 52% SES = 36%; Median = 45% WES = 41%; Median = 50% SMS = 30%; Median = 46%</p> <p>Physical Fitness Testing Results: 2015-16 5th grade students: 67.2% increase of 3.2% in HFZ 7th grade students: 66% a decrease of 9.8% in HFZ</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Increase elective options for middle school students. Implement AVID program at SMS in order to increase student achievement. AVID will expanded to 6th grade. Reduced funding for the Pitsco STEM Lab equipment; update occurred in 2018-19 and will be maintained for the next few years as is.</p>	<p>AVID 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,040</p> <p>AVID 3000-3999: Employee Benefits Supplemental and Concentration \$431</p> <p>AVID 4000-4999: Books And Supplies Supplemental and Concentration \$5,617</p> <p>AVID 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$31,900</p> <p>Pitsco Lab (STEM) 4000-4999: Books And Supplies Supplemental and Concentration \$2,500</p> <p>Pitsco Lab (STEM) 5000-5999: Services And Other Operating</p>	<p>AVID 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$925</p> <p>AVID 3000-3999: Employee Benefits Supplemental and Concentration \$64</p> <p>AVID 4000-4999: Books And Supplies Supplemental and Concentration \$498</p> <p>AVID 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$26,525</p> <p>Pitsco Lab (STEM) 4000-4999: Books And Supplies Supplemental and Concentration \$2,792</p> <p>Pitsco Lab (STEM) 5000-5999: Services And Other Operating</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures Supplemental and Concentration \$0 Pitsco Lab (STEM) 6000-6999: Capital Outlay Supplemental and Concentration \$0	Expenditures Supplemental and Concentration \$0 Pitsco Lab (STEM) 6000-6999: Capital Outlay Supplemental and Concentration \$0
<p>1.2 Maintain Additional Student Progress Monitoring and dissemination of student progress to stakeholders.</p> <ul style="list-style-type: none"> • Renaissance Learning STAR Reading and Math Grade Equivalent (GE) • Continue parent information on the implementation of Common Core Standards and CAASPP test results. • District Advisory Committee meetings (DAC) & District English Language Advisory Committee (DELAC) 	<p>DAC-DELAC 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,600</p> <p>DAC-DELAC 3000-3999: Employee Benefits Supplemental and Concentration \$976</p> <p>DAC-DELAC 4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p> <p>Web Services for Parent Communication 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000</p>	<p>DAC-DELAC 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,680</p> <p>DAC-DELAC 3000-3999: Employee Benefits Supplemental and Concentration \$1,485</p> <p>DAC-DELAC 4000-4999: Books And Supplies Supplemental and Concentration \$237</p> <p>Web Services for Parent Communication 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$4,595</p>
<p>1.3 Maintain and increase staffing to supervise and support student learning. A second elementary PE teacher will be added to help support improved fitness in our students. A full-time elementary music teacher will also be added to support a whole child education. This will allow the previous music teacher who worked both at the elementary schools and the middle school to be a full-time music teacher at the middle school. This addition will complete a goal to have a fine arts department at the middle school, complete with a full-time band teacher, music teacher and theater arts teacher.</p> <p>To improve student achievement, several classified positions will be added as well. Each school will get a 5.75/hour bilingual aide, and this addition will eliminate the two 3.5/hour bilingual positions. Plus, an additional 5.75/hour instructional aide/supervision aide will be added to</p>	<p>Retired Teacher Tutors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$92,000</p> <p>Retired Teacher Tutors 3000-3999: Employee Benefits Supplemental and Concentration \$3,235</p> <p>Additional psychologists, speech pathologists, and additional special ed teachers. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,316,801</p>	<p>Retired Teacher Tutors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$76,896</p> <p>Retired Teacher Tutors 3000-3999: Employee Benefits Supplemental and Concentration \$2,163</p> <p>Additional psychologists, speech pathologists, and additional special ed teachers. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,316,801</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>each elementary site, and two 5.75 hour aides will be added to the middle school. Two additional 5.75/hour special education aides have also been added to support our neediest of students. An additional 12 days have been added to the Teacher on Special Assignment (TOSA) to provide additional support to instructional staff. More funds have been added to the successful retired teacher tutor program.</p>	<p>Additional psychologists, speech pathologists, and additional special ed teachers. 3000-3999: Employee Benefits Supplemental and Concentration \$619,671</p> <p>Additional Teachers: TK, Music, PE, electives 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$820,014</p> <p>Additional Teachers: TK, Music, PE, electives 3000-3999: Employee Benefits Supplemental and Concentration \$398,396</p> <p>Teacher Induction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,500</p> <p>Teacher Induction 3000-3999: Employee Benefits Supplemental and Concentration \$11,037</p> <p>Teacher Induction 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$85,000</p>	<p>Additional psychologists, speech pathologists, and additional special ed teachers. 3000-3999: Employee Benefits Supplemental and Concentration \$619,671</p> <p>Additional Teachers: TK, Music, PE, electives 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$596,946</p> <p>Additional Teachers: TK, Music, PE, electives 3000-3999: Employee Benefits Supplemental and Concentration \$271,016</p> <p>Teacher Induction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$58,927</p> <p>Teacher Induction 3000-3999: Employee Benefits Supplemental and Concentration \$11,342</p> <p>Teacher Induction 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$84,650</p>
<p>1.4 Maintain Additional Professional Development</p> <ul style="list-style-type: none"> Professional Development to support new Science curriculum, as well as recently purchased ELA, Math and History/Social Studies curriculum Continue Alignment of ELA/ELD standards to curriculum units of students Teacher Induction Program, interns, and support for new teachers with a PIP or STSP. 	<p>Professional Development 4000-4999: Books And Supplies Supplemental and Concentration \$2,900</p> <p>Professional Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$176,600</p>	<p>Professional Development 4000-4999: Books And Supplies Supplemental and Concentration \$1,062</p> <p>Professional Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$65,109</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Professional Development 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$9,359 Professional Development 3000-3999: Employee Benefits Supplemental and Concentration \$42,189 Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$18,192 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$27,846	Professional Development 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$510 Professional Development 3000-3999: Employee Benefits Supplemental and Concentration \$11,665 Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,704 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$51,295
1.5 Maintain and increase support for Extended Academic Programs and Program Resources <ul style="list-style-type: none"> • Four additional program leaders have been added to the X-Factor after school program • Program Coordinators, Special Program & Grants, and District Administrator • Maintain support for Response to Intervention activities • Continue developing MTSS-RTI student plans with measurable intervention goals and objectives. • Implement classroom intervention • Implement intensive intervention • Implement student progress monitoring • Continue after-school tutoring intervention • Maintain summer school program • Maintain AAA Saturday school program • Study Trips was removed from Goal 1 in the 2019-20 budget because was duplicated in Goal 3, Action 2 	Expanded services in X-Factor After School Program 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$270,579 Library Supplies and Materials 4000-4999: Books And Supplies Supplemental and Concentration \$1,200 Library Software - Alexandria 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,800	Expanded services in X-Factor After School Program 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$171,899 Library Supplies and Materials 4000-4999: Books And Supplies Supplemental and Concentration \$27,522 Library Software - Alexandria 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$4,780

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Bilingual aides, bilingual receptionist, clerical services, library aides and after school coordinator positions were moved and combined in actions in Goal 2. 		

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 COVID-19 and school closure on March 17, 2020, some of the actions and services were unable to be implemented. For instance, in Action 1.3, several certificated personnel vacancies were not filled. Many of the professional development activities and trainings were cancelled, and the annual end-of-the-year teacher training did not occur. In Action 1.5, the X-Factor after school program was moved to virtual format, staff vacancies were not filled, and the excess funds were used to purchase student supplies.

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

One challenge was that schools closed prior to the district conducting annual state testing. This made the staff's incredible efforts to improve student achievement on the 2019-20 CAASPP unable to be substantiated with improved test results. Many teachers were actually sad not to administer the state tests because they were so confident their students scores would show improved achievement. In addition, other measurable outcome indicators were also cancelled for spring of 2020, such as PE testing and English Learner progress monitoring. Local data, such as Renaissance Star Reading and Math scores were incomplete and left the students and staff without the 3rd quarter or end-of-the-year results.

One of the successes in implementing the actions/services to achieve this goal was the ability of staff show flexibility, tenacity and creativity in pivoting from in-person instruction to distance learning in a very short period of time. The district was proud that staff were able to provide a quality distance learning program using Google Classroom and other resources in Google Suite for Education. Some professional development opportunities were able to continue as trainers shifted to virtual format.

Goal 2

Maintain a safe and positive school climate. The District will provide a safe, healthy and positive learning environment with opportunities for stakeholders to be welcomed and engaged in the learning process.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>State Priority 1: Basic Services</p> <p>A. Teachers appropriately assigned and fully credentialed</p> <p>B. Pupil Access to standards-aligned materials</p> <p>C. School Facilities in good repair</p> <p>State Priority 3: Parent Involvement</p> <p>A. Efforts to seek parent input in making decisions for district and school sites</p> <p>B. How District promotes participation of parents for unduplicated pupils</p> <p>C. How District promotes participation of parents for pupils with exceptional needs</p> <p>State Priority 5: Pupil Engagement</p> <p>A. School attendance rates</p> <p>B. Chronic absenteeism rates</p> <p>C. Middle School dropout rates</p> <p>D. High School Dropout rates</p> <p>E. High School graduation rates</p> <p>State Priority 6: School Climate</p> <p>A. Suspension rates</p> <p>B. Expulsion</p> <p>C. Local measures on sense of safety and school contentedness</p>	<p>State Priority 1: Basic Services</p> <p>A. 100% of Teachers are appropriately assigned</p> <p>B. 100% of pupil have access to standards-aligned materials</p> <p>C. Schools will received "Exemplary" ratings on the Facility Inspection Tool (FIT) Report for 2019-20.</p> <p>State Priority 3: Parent Involvement</p> <p>The District maintained activity seeking parent input and participation through ongoing events including Back to School Night, Open House, parent conferences, PTA meetings and carnivals, School Site Council meetings, District Advisory Committee (DAC) meetings, DELAC, Title I parent meeting, Parent Project, and miscellaneous school events such as talent shows, music performances, science fairs, etc.</p> <p>Parents of our unduplicated student population were provided information on support services annually at the Title I Meeting at the Back to School Night at each school. Parents of EL students are invited to participate in quarterly meetings of the District English Learner Advisory Committee (DELAC). In addition, parents of EL students are invited to support their children's classroom by assisting teachers with creating classroom materials in our district curriculum lab each Friday. Our newly renamed family advocate, now known as Family and Community Engagement (FACE) facilitator, will coordinate regular meetings with foster youth and their foster parents through the new YES Program (YES = Youth Empowering Success). Parents of students with special needs are also invited to help with the weekly Circle of Friends (CoF) program which pairs general education students with students with special needs.</p> <p>In addition, regular communication with parents occurs through automated caller, Twitter, Facebook, and web pages for each school site, school newsletters, mailers, and phone calls.</p>

Expected	Actual
<p>19-20</p> <p>State Priority 1: Basic Services</p> <p>A. 100% of Teachers appropriately assigned and will strive to increase number of credentialed teachers</p> <p>B. 100% of pupil have access to standards-aligned materials</p> <p>C. Schools will receive "Exemplary" rating on the Facility Inspection Tool (FIT) Report for 2019-20.</p> <p>State Priority 3: Parent Involvement</p> <p>Maintain District activity seeking parent input and participation through ongoing events including Back to School Night, Open House, parent conferences, PTA meetings and carnivals, School Site Council meetings, District Advisory Committee (DAC) meetings, DELAC, Title I parent meeting, Parent Project, and miscellaneous school events such as talent shows, music performances, science fairs, etc.</p> <p>Parents of our unduplicated student population are provided information on support services annually at the Title I Meeting at the Back to School Night at each school. Parents of EL students are invited to participate in quarterly meetings of the District English Learner Advisory Committee (DELAC). In addition, parents of EL students are invited to support their children's classroom by assisting teachers with creating classroom materials in our district curriculum lab each Friday. Our newly renamed family advocate, now known as Family and Community Engagement (FACE) facilitator, will coordinate regular meetings with foster youth and their foster parents through the new YES Program (YES = Youth Empowering Success). Parents of students with special needs are also invited to help with the weekly Circle of Friends (CoF) program which pairs general education students with students with special needs.</p> <p>In addition, regular communication with parents occurs through automated caller, Twitter, Facebook, and web pages for each school site, school newsletters, mailers, and phone calls.</p> <p>State Priority 5: Pupil Engagement</p> <p>A. School Attendance rate will increase by 0.2%</p> <p>B. Chronic absenteeism rate will decrease by 0.2%</p>	<p>State Priority 5: Pupil Engagement</p> <p>A. School Attendance rate: Data not available due to COVID-19 and school closures.</p> <p>B. Chronic absenteeism rate: Data not available due to COVID-19 and school closures.</p> <p>C. Middle school dropout rate: Data not available due to COVID-19 and school closures.</p> <p>D. High school dropout rate: NA for a K-8 district</p> <p>E. High school graduation rate: NA for a K-8 district</p> <p>State Priority 6: School Climate</p> <p>A. Suspension rate in 2019-20: Data not available due to COVID-19 and school closures.</p> <p>B. Expulsion: No students were expelled in 2019-20.</p> <p>C. School climate survey: Data not available due to COVID-19 and school closures.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Maintain school facilities with grounds and play equipment in good repair. Additional custodians to clean classrooms daily; maintain site utility workers, and provide for improved maintenance to increase attendance and decrease chronic absenteeism.	Additional custodians for elementary sites 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$55,892	Additional custodians for elementary sites 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$38,103
	Additional custodians for elementary sites 3000-3999: Employee Benefits Supplemental and Concentration \$45,333	Additional custodians for elementary sites 3000-3999: Employee Benefits Supplemental and Concentration \$10,988
	Improving school climate: fencing, painting and general maintenance 6000-6999: Capital Outlay Supplemental and Concentration \$205,000	Improving school climate: fencing, painting and general maintenance 6000-6999: Capital Outlay Supplemental and Concentration \$205,000
	Desks/Furniture 4000-4999: Books And Supplies Supplemental and Concentration 0	Desks/Furniture 4000-4999: Books And Supplies Supplemental and Concentration \$84,570
	Play equipment installation 6000-6999: Capital Outlay Supplemental and Concentration \$105,000	Play equipment installation 6000-6999: Capital Outlay Supplemental and Concentration \$0
	Auditorium Sound System 4000-4999: Books And Supplies Supplemental and Concentration \$5,000	Auditorium Sound System 4000-4999: Books And Supplies Supplemental and Concentration \$0
	Update/Improve Safety Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$800	Update/Improve Safety Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$4,268
	School Safety Consultant Services 5800: Professional/Consulting Services	School Safety Consultant Services 5800: Professional/Consulting Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	And Operating Expenditures Supplemental and Concentration \$800	And Operating Expenditures Supplemental and Concentration \$0
2.2 Implement and maintain school-wide discipline programs to decrease suspensions and provide improved student behavior. These supplemental programs include Positive Behavior Interventions and Support (PBIS), Safe School Ambassadors (SSA), and Circle of Friends (CoF).	PBIS,SSA & CoF 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,800 PBIS,SSA & CoF 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0 PBIS,SSA & CoF 3000-3999: Employee Benefits Supplemental and Concentration \$2,070 PBIS,SSA & CoF 4000-4999: Books And Supplies Supplemental and Concentration \$22,280 PBIS,SSA & CoF 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$22,041 PBIS,SSA & CoF 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,600	PBIS,SSA & CoF 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,543 PBIS,SSA & CoF 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$174 PBIS,SSA & CoF 3000-3999: Employee Benefits Supplemental and Concentration \$320 PBIS,SSA & CoF 4000-4999: Books And Supplies Supplemental and Concentration \$12,994 PBIS,SSA & CoF 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$9,089 PBIS,SSA & CoF 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,617
2.3 Promote additional parent engagement opportunities and participation in school activities principally directed toward families of foster youth, homeless, low income, and English learners.	Promote parent engagement and participation 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0 Promote parent engagement and participation 2000-2999: Classified Personnel Salaries	Promote parent engagement and participation 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0 Promote parent engagement and participation 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Supplemental and Concentration \$11,101</p> <p>Promote parent engagement and participation 3000-3999: Employee Benefits Supplemental and Concentration \$9,107</p> <p>Promote parent engagement and participation 4000-4999: Books And Supplies Supplemental and Concentration \$550</p> <p>Foster Focus 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$500</p> <p>Foster Focus 3000-3999: Employee Benefits Supplemental and Concentration \$106</p> <p>Foster Focus 4000-4999: Books And Supplies Supplemental and Concentration \$250</p> <p>Foster Focus 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,850</p>	<p>Supplemental and Concentration \$35,401</p> <p>Promote parent engagement and participation 3000-3999: Employee Benefits Supplemental and Concentration \$28,598</p> <p>Promote parent engagement and participation 4000-4999: Books And Supplies Supplemental and Concentration \$550</p> <p>Foster Focus 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p> <p>Foster Focus 3000-3999: Employee Benefits Supplemental and Concentration 0</p> <p>Foster Focus 4000-4999: Books And Supplies Supplemental and Concentration \$23</p> <p>Foster Focus 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,426</p>
<p>2.4 Maintain and improve support services principally directed to meet the social/emotional needs of low income, foster, English Learners and homeless students by providing counseling, behavior interventions, crisis response, and parent/teacher consultation. We are continuing to invest in additional student support staff to improve the school climate and overall educational environment. We will add a third full-time school nurse to our staff and will move the school nurses to the school sites, instead of the district office. Consequently, we are reducing our Licensed Vocational Nurses (LVNs) from four part-time positions, to two part-time positions. These staff members will also be located at the school sites for student support. In addition, a full-time Behavior</p>	<p>Additional school counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$101,769</p> <p>Additional school counselor 3000-3999: Employee Benefits Supplemental and Concentration \$39,847</p> <p>Additional School nurse 1000-1999: Certificated Personnel</p>	<p>Additional school counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$104,994</p> <p>Additional school counselor 3000-3999: Employee Benefits Supplemental and Concentration \$39,561</p> <p>Additional School nurse 1000-1999: Certificated Personnel</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Intervention Specialists (BIS) will be added to Standard Middle School (all three elementary schools already have a full-time BIS). We will revise the responsibilities of the Family Advocate position to include community and parent engagement and added additional days to the position.</p>	<p>Salaries Supplemental and Concentration \$48,516</p> <p>Licensed Vocation Nurse (LVN) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0</p> <p>Health Services: Nurse and LVNs 3000-3999: Employee Benefits Supplemental and Concentration \$21,417</p> <p>Behavior intervention specialist, district family advocate, community liaison, bilingual district receptionist, site office receptionist. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$277,383</p> <p>Behavior intervention specialist, district family advocate, community liaison, bilingual district receptionist, site office receptionist. 3000-3999: Employee Benefits Supplemental and Concentration \$241,165</p>	<p>Salaries Supplemental and Concentration \$43,714</p> <p>Licensed Vocation Nurse (LVN) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0</p> <p>Health Services: Nurse and LVNs 3000-3999: Employee Benefits Supplemental and Concentration \$17,478</p> <p>Behavior intervention specialist, district family advocate, community liaison, bilingual district receptionist, site office receptionist. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$308,565</p> <p>Behavior intervention specialist, district family advocate, community liaison, bilingual district receptionist, site office receptionist. 3000-3999: Employee Benefits Supplemental and Concentration \$159,507</p>
<p>2.5 Maintain School Resource Officer and Campus Safety Supervisor; to provide district support for increased school safety, attendance and truancy monitoring. Improve attendance by adding an additional bus route. Provide attendance incentives to school sites.</p>	<p>Campus Safety Supervisor 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,157</p> <p>Campus Safety Supervisor 3000-3999: Employee Benefits Supplemental and Concentration \$15,574</p> <p>SRO Contract with KC Sheriff 5800: Professional/Consulting</p>	<p>Campus Safety Supervisor 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,079</p> <p>Campus Safety Supervisor 3000-3999: Employee Benefits Supplemental and Concentration \$9,021</p> <p>SRO Contract with KC Sheriff 5800: Professional/Consulting</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Services And Operating Expenditures Supplemental and Concentration \$124,825	Services And Operating Expenditures Supplemental and Concentration \$93,916
	Additional Bus Driver 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$30,894	Additional Bus Driver 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0
	Additional Bus Driver 3000-3999: Employee Benefits Supplemental and Concentration \$28,345	Additional Bus Driver 3000-3999: Employee Benefits Supplemental and Concentration 0
	Attendance Incentives 4000-4999: Books And Supplies Supplemental and Concentration \$18,000	Attendance Incentives 4000-4999: Books And Supplies Supplemental and Concentration \$7,050
	SARB 4000-4999: Books And Supplies Supplemental and Concentration \$300	SARB 4000-4999: Books And Supplies Supplemental and Concentration 0
	SARB 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$750	SARB 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,029
	School Visitor ID Scan (all schools) & eHall Pass (SMS only) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,700	School Visitor ID Scan (all schools) & eHall Pass (SMS only) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$4,497

Goal Analysis

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

Most funds allocated to Goal 2 were implemented as planned. However, due to COVID-19 and school closure on March 17, 2020, some of the actions and services were unable to be fully implemented. In action 2.2, some of the materials and events planned for

students at the end of the school year did not occur. In Action 2.5, the District contracted SRO was paid out of federal funding instead of supplemental/concentration funds as previously indicated in the plan. In addition, the extra bus driver was not hired and some of the typical SARB or attendance incentives expenses did not occur. These excess funds were used to pay for extra hours for staff to conduct home visits for our students at-risk.

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

The biggest challenge was not having a full year of data to show the gains that the district was expecting in the measurable outcomes this goal addresses. School attendance rates and chronic absenteeism rates were unobtainable due to school closure. Without end of the year data to substantiate outcomes, we were left disappointed because progress monitoring, up to the point of school closure, showed good progress in both school attendance and chronic absenteeism. In addition, district suspension rates up to March 2020 showed continued improvement for all students and in student groups previously identified as being in red or orange on the Dashboard. As mentioned previously, the staff felt confident that the measurable outcomes in Academic Engagement and Conditions and Climate would have shown improved results due to the implementation of actions and services in Goal 2.

Goal 3

Implement a rigorous curriculum. The District will provide full implementation of CCSS and access to technology to promote 21st century learning skills.

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)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 2: Implement CCSS A. Implementation of CA academic and performance standards B. How programs/services enable ELLs to access CCSS and ELD standards for academic content knowledge and English language proficiency State Priority 7: Course Access A. Extent to which students have access to and are enrolled in a broad course of study (EC 51210/51220) B. Extent to which students have access to and are enrolled in programs/services for unduplicated students. C. Extent to which students have access to and are enrolled in programs/services for students with exceptional needs.	State Priority 2: Implement CCSS A. Maintained 100% full implementation of CA academic and performance standards for all students B. Maintained 100% of ELLs having full access to CCSS and ELD standards for academic content knowledge and English language proficiency. State Priority 7: Course Access A. 100% of students had access to and were enrolled in a broad course of study. B. 100% of students had access to and were enrolled in programs/services for unduplicated students based on student needs and/or local assessments. C. 100% of students had access to and were enrolled in programs/services for students with exceptional needs as determined in their IEPs or 504 plans.

Expected	Actual
<p>19-20</p> <p>State Priority 2: Implement CCSS</p> <p>A. Maintain 100% full implementation of CA academic and performance standards for all students</p> <p>B. Maintain 100% of ELLs having full access to CCSS and ELD standards for academic content knowledge and English language proficiency.</p> <p>State Priority 7: Course Access</p> <p>A. 100% of students will have access to and are enrolled in a broad course of study.</p> <p>B. 100% of students will have access to and be enrolled in programs/services for unduplicated students based on student needs and/or local assessments.</p> <p>C. 100% of students will have access to and be enrolled in programs/services for students with exceptional needs as determined in their IEPs or 504 plans.</p> <p>Baseline</p> <p>State Priority 2: Implement CCSS</p> <p>A. 100% full implementation of CA academic and performance standards for all students</p> <p>B. 100% of ELLs will have full access CCSS and ELD standards for academic content knowledge and English language proficiency.</p> <p>State Priority 7: Course Access</p> <p>A. 100% of students have access to and are enrolled in a broad course of study.</p> <p>B. 100% of students have access to and are enrolled in programs/services for unduplicated students.</p> <p>C. 100% of students have access to and are enrolled in programs/services for students with exceptional needs.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 District to maintain the purchase educational support materials to supplement implementation of California State Standards and other core subjects, providing professional development, printing and supplies, including materials for project-based learning.	Textbooks and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$240,000	Textbooks and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$32,930
3.2 Provide a whole child education. Maintain study trips for every grade level. Many of our students do not have the means to travel and learn outside of their immediate school community.	<p>K-8 classroom supplies 4000-4999: Books And Supplies Supplemental and Concentration \$68,051</p> <p>Theater Arts/Drama 4000-4999: Books And Supplies Supplemental and Concentration \$4,850</p> <p>Music/Choir 4000-4999: Books And Supplies Supplemental and Concentration \$12,680</p> <p>Music/Choir 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$800</p> <p>Music/Choir 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$800</p> <p>Study trips for each grade level 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$105,679</p>	<p>K-8 classroom supplies 4000-4999: Books And Supplies Supplemental and Concentration \$28,445</p> <p>Theater Arts/Drama 4000-4999: Books And Supplies Supplemental and Concentration \$3,189</p> <p>Music/Choir 4000-4999: Books And Supplies Supplemental and Concentration \$7,831</p> <p>Music/Choir 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$560</p> <p>Music/Choir 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,342</p> <p>Study trips for each grade level 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$66,633</p>
3.3 Maintain and replace 1:1 student devices and provide for ongoing tech support for continued access to electronic resources. Provide ongoing and additional professional development on digital resources to improve instruction and fully implement curriculum. Changes made to this goal reflect the evolution of technology integration into the	Chromebook replacement plan 4000-4999: Books And Supplies Supplemental and Concentration \$185,000	Chromebook replacement plan 4000-4999: Books And Supplies Supplemental and Concentration \$95,757

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>classroom. The infrastructure is now in place, so less funds are needed to maintain an operational system. Furthermore, teachers are no longer new to Chromebooks and Google Suite for Education, so the need for continued professional development has lessened. As a result, funds for Ed Tech Mentors, Technology infrastructure, Chromebooks and Data Meetings have been reduced accordingly.</p>	<p>Technology equipment/infrastructure 4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p> <p>Technology equipment/infrastructure 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$8,000</p> <p>Technology equipment/infrastructure 6000-6999: Capital Outlay Supplemental and Concentration \$50,000</p> <p>Ed Tech Mentors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$16,000</p> <p>Ed Tech Mentors 3000-3999: Employee Benefits Supplemental and Concentration \$3,369</p> <p>Network manager and technicians 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$286,980</p> <p>Network manager and technicians 3000-3999: Employee Benefits Supplemental and Concentration \$142,526</p> <p>Staff incentives for Professional Development 4000-4999: Books And Supplies Supplemental and Concentration \$2,501</p>	<p>Technology equipment/infrastructure 4000-4999: Books And Supplies Supplemental and Concentration 0</p> <p>Technology equipment/infrastructure 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$9,845</p> <p>Technology equipment/infrastructure 6000-6999: Capital Outlay Supplemental and Concentration \$56,293</p> <p>Ed Tech Mentors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$14,959</p> <p>Ed Tech Mentors 3000-3999: Employee Benefits Supplemental and Concentration \$2,979</p> <p>Network manager and technicians 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$162,599</p> <p>Network manager and technicians 3000-3999: Employee Benefits Supplemental and Concentration \$95,683</p> <p>Staff incentives for Professional Development 4000-4999: Books And Supplies Supplemental and Concentration 0</p>

Goal Analysis

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

Due to COVID-19 and school closure on March 17, 2020, some of the actions and services were unable to be implemented. For example, In action 3.1, many items in "books and supplies" were ordered using other state and federal funds due to COVID-19. In item 3.2, end-of-the-year study trips were cancelled. In item 3.3, the district network manager resigned and the position was not filled. Also, additional Chromebooks were ordered using other state and federal funds due to COVID-19. The excess funds were saved and used in 2020-21 school year to purchase new chromebooks for every classroom so that every student has two chromebooks (one chromebook at home and one at school).

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

One of the successes in implementing the actions/services to achieve this goal was the ability of staff show flexibility, tenacity and creativity in pivoting from in-person instruction to distance learning in a very short period of time. The teaching staff have been using Google Suite for Education as the district learning management system for several years, so pivoting to distance learning was easier for our staff. Plus, we already had purchased and had been using new digital curriculum in all core subject areas, so nothing new needed to be purchased. The staff were able to move from paper packets to 100% digital format in as little as two weeks.

One challenge was that not all staff were confident in their skills accessing digital resources or experienced using Google Classroom, so additional training was needed as well as a lot of coaching and encouragement to ensure every student in every class had access to rich, educational content based on the California State Standards. Another challenge was getting students and parents to adapt to the new distance learning format. Our technology department staff was amazing in ensuring all students received devices. Since the district had maintained a one-to-one ratio of student Chromebooks, there were plenty of devices on hand to issue to students.

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
Renaissance Place Suite of Programs (Schoolzilla, MyOn, Freckle)	198,391	198,390	Yes
Professional Development	456,113	191,865	Yes
EL Support and personnel	104,117	84,847	Yes
AVID Mentor/ College & Career Readiness	29,538	5,992	Yes
Summer School / Triple AAA Saturday School	134,554	660,167	Yes
Curriculum Development Committees	192,780	0	Yes
Purchased additional technology	702,567	844,539	Yes
Purchased additional PPE for students and staff	192,864	52,543	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.

All actions and expenditures of funds contributed to increased or improved services focused on the needs, conditions, or circumstances of our unduplicated students. One substantial difference was that we increased our summer school offering to a K-8, full-day four-week summer school and expended over four times the original amount budgeted. We also expended more in technology than originally proposed due to setting up workspaces for teachers to have the ability to teach in person and distance learning in the same day, and to increase capacity for school site and district administration to conduct meetings in person and virtually simultaneously. Two areas where funds were not expended as expected was in professional development and curriculum development; due to COVID-19 restrictions most of the professional development offerings and curriculum meetings were cancelled or conducted during the duty day so that expenses were not incurred.

Analysis of In-Person Instructional Offerings

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

Standard School District committed to providing in-person instruction as soon as health and safety guidelines allowed a return to classroom-based instruction. When we were permitted to return to instruction in-person in the cohort model in the fall, the District returned students with special needs in a manner consistent with guidance from the California Department of Education (CDE) and the Public Health Department (PHD). Health and safety procedures included the following: daily screening of students and staff for COVID symptoms and how to address those who display symptoms, social distancing protocols for students and staff to remain 6 feet apart to the extent possible, hand washing procedures and/or hand sanitizers to ensure frequency and thoroughness, the use of personal protection equipment (PPE) including face masks, disinfecting procedures for hard surfaces and regularly scheduled deep cleaning of classrooms. Sneeze/cough shields were installed in high traffic office areas. The district provided PPE for staff and students per classroom with the following supplies: facial tissues, hand sanitizers, disinfectant wipes. Students were provided with disposable face masks if they do not bring their own.

A hybrid model was used to combine on-campus instruction and distance learning in April. In this model, students attended in-person, on-campus instruction two (2) days a week on a modified day schedule. The modified day for hybrid included an on-campus schedule with a different start and end time than the traditional schedule; this provided schoolwide staggered start and release times. Class sizes were smaller for the on-campus days because half or less of the class attended each day with classrooms set up for physical distancing with desks spaced out to the maximum extent possible and arranged in a way that minimizes face-to-face contact. Students participated in distance learning three (3) days a week. Attendance was taken each day, and there was daily access to the teacher, either on campus or virtual. Assessments and grading was part of this instructional model. Student technology devices were provided for use at school and home. On-campus meals service was available for on-campus days, and pick-up/drop-off meal service was available for virtual days.

Access to the campus has been limited to students and staff until it is safe to resume large gatherings. Students were allowed to take breaks in the classroom. The district provided bussing for students who require transportation. Staff and students were required to comply with health and safety measures including the use of PPE such as face coverings and the use of appropriate hand sanitizers. Before and after each bus route, classified staff/custodians disinfected the interior with wipes and/or foggers. Cleaning and disinfecting procedures of frequently touched surfaces in classrooms, desks, and chairs was instituted by classified staff/custodians.

The District ensured learning and competency development through the continued implementation of common formative assessments and summative assessments, including but not limited to chapter tests, unit tests, STAR Renaissance Reading and Math assessments, and Interim Assessment Blocks. Students' social and emotional learning (SEL) and well-being will be addressed in a tiered approach based on identified needs.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hired a Program Specialist/Psychologist to coordinate student support services for the middle school	140,000	136,130	Yes
Hired a School Psychologist Intern to expand continuum of resources and supports for middle school students	25,000	24,635	Yes
Hired a Special Education Teacher on Special Assignment to provide technical assistance, training, and coaching to new and veteran special education teachers and support staff	125,000	121,811	Yes
Teacher for students requiring an alternative educational program	125,000	105,630	Yes
Replace obsolete teacher Chromebooks and purchased additional Chromebooks for new teachers to provide distance learning for students	28,200	18,974	Yes
Purchase Chromebox, dual monitors, webcams and wireless keyboards to assist teachers in distance learning	197,160	187,170	Yes
Purchase additional Chromebooks for students	271,942	989,191	Yes
Purchase additional technology to support distance learning (e.g., Wi-Fi hotspots, headsets, and document cameras for staff.	96,000	63,934	Yes
Purchase assistive technology for students with disabilities to enhance access to distance learning	3,932	1,756	Yes
Procured SeeSaw learning management system software for TK/K and special education teachers.	2,475	2,475	Yes
Procure Blocks i	23,240	47,457	Yes
Procure Screencastify	2,400	2,400	Yes
Procure Goalbook Toolkit to assist special education teachers with designing and progress monitoring learning goals and instructional plans aligned to students' individual needs and universal design for learning.	17,000	17,850	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Procure AIMSWebPlus to be used for frequent and ongoing progress monitoring of students with disabilities and students and students at-risk for significant learning loss.	19,500	19,500	Yes
Apptegy/Thrillshare - District mobile app and district and school site websites	22,450	12,658	Yes
Aleks	5,391	5,391	Yes
Lexia	50,600	50,600	Yes
Read180	6,404	6,404	Yes
Communication Apps (Remind App, etc.)	12,359	12,359	Yes
Connecting Math Concepts & Reading Mastery	23,737	31,617	Yes
Instructional materials (e.g., manipulatives)	47,545	8,345	Yes
Contract with Consultant/Expert on Universal Design for Instruction (UDL)	17,250	8,000	Yes
Contract with Reading Intervention/Dyslexia Expert to provide certification training and coaching for special education and general education teachers to strengthen capacity in supporting students experiencing significant learning loss and reading difficulties.	7,500	5,833	Yes
Contract with Consultant/Expert on English Language Arts Instruction	69,900	45,300	Yes
Contract with Consultant/Expert on Math Instruction	16,200	8,600	Yes
Partner with community mental health agencies on Social-Emotional Learning/Trauma Informed Care	39,000	39,000	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.

One area with a substantive difference is in the purchase of Chromebooks for students. The district decided to purchase more Chromebooks than originally planned so that students will have a 2:1 ratio, one computer at school and one computer at home. All

actions and expenditures of funds contributed to increased or improved services focused on the needs, conditions, or circumstances of our unduplicated students.

Analysis of the Distance Learning Program

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

Continuity of Instruction: One of the successes in maintaining a continuity of instruction was the ability of staff show flexibility, tenacity and creativity in pivoting from in-person instruction to distance learning in a very short period of time. Within two weeks, all teachers were providing distance learning and providing digital assignments to students. Teachers already had access to digital curriculum and were comfortable using many of the tools in Google Education Suite, such as Google Classroom.

Online Model: Distance learning provided students with virtual instruction, personalized learning assignments, and support in an online format five (5) days a week on a full day schedule. Teachers provided live virtual instruction in whole group and small group formats. They also provided virtual office hours where students and parents could meet with the teacher or receive individualized support. Attendance was taken each day, and there was daily virtual access to the teacher. Assessments and grading were part of this instructional model. Student technology devices were available for use at home. Meals were available for pick-up at designated site(s) and via bus transportation for eligible students.

The District remained flexible to adapting its reopening plans as needed in the event of changes in stakeholder input and county and state guidance. When allowed to return to provide in-person instruction, the district began bringing back cohorts of students with special needs beginning in October, 2020.

Hybrid Model (On-Site/Online Combined): General education students returned to in-person instruction in April, 2021. A hybrid model was established that combined on-campus instruction and distance learning. In this model, students attended in-person, on-campus instruction two (2) days a week on a modified day schedule. The modified day for hybrid included an on-campus schedule with a different start and end time than the traditional schedule; this provided schoolwide staggered start and release times. Class sizes were smaller for the on-campus days for physical distancing with desks spaced out to the maximum extent possible and arranged in a way that minimizes face-to-face contact. Students received distance learning three (3) days a week. Attendance was taken each day, and there was daily access to the teacher, in-person or virtual. Assessments and grading were part of this instructional model. Student technology devices were available for use at school and home. On-campus meal service was available for on-campus days, and pick-up/drop-off meal service was available for virtual days.

Access to Devices and Connectivity: Standard was a one-to-one Chromebook district, and there was ample supply of devices for every student that needed one. Connectivity was a challenge for about 100 students, but this was quickly solved with the purchase of Wi-Fi hotspots.

Pupil Participation and Progress: Students that participated regularly in distance learning did show good progress. Surprisingly, progress was better for some students who enjoyed the virtual learning format. For others, the lack of in-person instruction impeded on their progress. One bright spot was with primary learners where teachers had flexibility in the day that allowed for small grouping and individualized instruction.

Distance Learning Professional Development: For teachers in Standard School District, little professional development was needed to begin distance learning. However, as more online resources became available, professional development was continuous throughout distance learning. One successful professional development was providing staff an opportunity to receive online training to become a Google Certified Educator Level 1 and Level 2. As a result, 80 teachers earned Level 1, and 31 teachers earned Level 2 during the 2020-21 school year. This accounts for nearly 50% of the teaching staff that has become a Google Certified Educator. This training will be available to certificated staff next year in 2021-22.

Staff Roles and Responsibilities: Standard School District began the 2020-21 school year in a distance learning environment. Staff roles and responsibilities were adapted to the learning environment to support student learning and well-being. The district created a Distance Learning Handbook for all instructional staff outlining the roles and responsibilities during distance learning. In most cases, staff continued to perform their duties to assist students and families and/or address students' academic and social/emotional needs remotely by telephone or other district approved platforms for communicating with students. However, some staff have had their roles changed to address the needs of their school sites. District administration has met and agreed upon a Memo of Understanding with the Standard Teachers Association and with the SEIU Local 521.

A description of the new roles and responsibilities as a result of COVID-19 are listed below:

- To improve academic rigor and coordination with general education during distance learning, the District modified the roles and responsibilities of Resource Specialist Program (RSP) teachers to serve students district-wide but with a focus on a significantly less grade span (e.g., one or two grade levels).
- To assist with student/family outreach and re-engagement, classified personnel were repurposed to establish and maintain contact with students/families.
- Classified employees were asked to provide service outside their regular job description. Employees worked with their supervisor to provide added support to positions that remain essential during this period. Examples include: Providing academic support and intervention to students struggling with the distance learning format; Reading stories to elementary students using online tools; Handing out food through our Child Nutrition program to ensure students have access to healthy food; Sanitizing work areas between use to minimize the spread of germs; and, Supporting instructional programs by providing additional supervision.
- Administrators and other staff delivered technology and instructional materials to student homes when families were not able to come and collect it. They monitored student online engagement and connecting with families to resolve issues preventing student participation. All employees were provided the opportunity to work even if their position was not essential in the moment.

- The District's After School Education & Safety (ASES) program staff offered computer technical support for families and students, virtual homework help & tutoring, virtual programming, and materials and supplies needed to participate in activities. Staff reached out to families through phone calls and emails to ensure they were supported.

Support for Pupils with Unique Needs: Using data from the previous school year (e.g., chronic absence, participation in distance learning in the Spring, suspensions/office discipline referrals), the District provided higher levels of support for specific students and student subgroups. District leaders regularly monitored student daily participation by site, grade, and student subgroup to assess and address any patterns that were indicative of inequitable practices.

Support for English Language Learners: Teachers incorporated designated and integrated English Language Development in their synchronous, whole-group and small-group sessions. Using technology, teachers were intentional about (1) small group instruction, sometimes with aides supporting, to interpret, collaborate and communicate; (2) applying language in academic task; and (3) using visual cues and tools to explicitly describe language and be purposeful. Curriculum and district learning apps were utilized to improve the foundational aspects of listening, speaking, writing and reading. Instructional aides were utilized for small group activities and one-on-one virtual call support. Supplemental programs were leveraged to provide additional learning opportunities. Teachers worked to provide activities that parents can facilitate at home that enrich the language experience using technology to translate tasks into native language, encourage parents to join academic activities and communicate directly with staff that are working with food distribution to relay messages.

- All communication regarding the District's Distance Learning Plan and supports was translated into Spanish, the primary foreign language of English Language Learners in the District
- Hired additional bilingual aides to support English Learners in synchronous and asynchronous learning
- EL supports were embedded throughout the curriculum
- EL students were monitored academically by site EL Coordinators
- EL students not making progress were referred to support staff
- Academic curriculum and content was available in primary levels
- Dedicated EL instruction was provided for English Learners

Support for Students with Disabilities: The District continued to provide high quality and equitable instructional practices for students with disabilities in the new distance learning context. Students with disabilities had a distance learning plan (DLP) that includes specialized academic instruction and related services aligned to their current individualized education plan (IEP). DLPs included both synchronous and asynchronous learning activities and were individualized to address the needs of students and families. Special education service delivery included the following:

- Specialized academic instruction as outlined in students' IEPs. For students in a Special Day Class (SDC), specialized academic instruction was provided consistent with their IEPs, but minutes were adjusted to align with the minimum instructional minutes required for each grade level.
- Resource Specialist Program (RSP) teachers were assigned to serve students district-wide with a focus on one or two grade levels for each teacher.
- Related services (e.g., speech therapy, occupational therapy, educationally-related mental health therapy) were provided as outlined in students' IEPs.

- Accommodations/modifications as outlined in students' IEPs.
- Regular (e.g., weekly or biweekly) communication with parents of students with disabilities (via phone, email, or virtual conference).
- Each case manager documented services provided in a weekly engagement record.
- Each case manager conducted ongoing, frequent monitoring of their students' progress.
- DLPs were reviewed at least monthly and modified if and when needed.

In accordance with the recent county and state guidance on small cohorts, the District returned students with disabilities who are experiencing the most learning loss to in-person cohorts. District leaders formed a multidisciplinary task force and collaborated with labor unions to develop and finalize site-specific protection plans before in-person instruction for small cohorts of students. Students demonstrating the most learning loss and most intensive social-emotional or attendance problems were prioritized for inclusion in small cohorts.

Support for Homeless Youth: The District ensured that children and youth experiencing homelessness were able to participate fully in school activities by identifying and removing barriers to identification, enrollment, and retention of homeless youth in school. The District's Family and Community Engagement (FACE) Facilitator provided and coordinated supports specific to Homeless Youth including the following:

- Contacting parents/students to determine if they had special or unmet needs such as technology needs or providing Wi-Fi hotspots when needed.
- Coordination and communication with students in homeless shelters to engage students in distance learning.
- Coordination and communication with community agencies to increase awareness of the district services for homeless youth and families.
- Coordination with parents/students and schools as needed for optional distance learning delivery of assignment materials and school supplies.
- Provision of community resource information and referrals for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc.
- Coordination with county LEA Homeless Liaisons to provide continuity of educational services as students transferred.

Support for Foster Youth: The District's Family and Community Engagement (FACE) Facilitator provided and coordinated supports specific to Foster Youth including the following:

- Case management to support all eligible foster youth.
- Regular (weekly or biweekly) check-ins with students and foster parents via phone, email, or virtual conference.
- Monitored attendance/engagement and communication with teachers and administrators as needed. Made referrals for resources available within the district and /or community agencies as needed.
- Referred for online tutoring services available within the District.

Expanded Learning Opportunities: The District's After School Education & Safety (ASES) program offered instruction using a variety of platforms to accommodate learning differences. Grab & Go materials were provided so students could participate in school activities

regardless of economic circumstances. Staff were able to deliver Grab & Go supplies to the homeless shelter or foster care students that were unable to pick up at the school site.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase supplemental academic intervention curriculum materials and software	386,795	54,573	Yes
Provide academic remediation opportunities, using resources such as certificated employees, expanded learning program tutors, and instructional aides	174,000	164,830	Yes
Create school-site specific plans for re-opening schools for small cohorts of students with most intensive academic needs in accordance with state and local guidance.	157,000	48,308	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.

One of the substantive differences is that we didn't expend what we had budgeted for supplemental academic material and software because we remained in distance learning for the majority of the school year didn't re-open schools to in-person instruction until April, 2021. Therefore, expenses previously planned for did not occur.

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.

Standard School District staff was successful in collaborating to address student learning loss and accelerate learning progress for students. SSD continued to support Professional Learning Communities (PLCs) with subject areas and/or grade level PLCs at the district and site level. PLCs focused on four essential questions:

- What do we expect our students to learn?
- How will we know they are learning?
- How will we respond when they don't learn?
- How will we respond if they already know it?

Guided by these questions, the District certificated staff collaborated to refine common formative assessments (CFAs) to assess and address learning loss. The Education Services Department provided support to teachers and staff as students returned to in-person instruction to address learning loss and accelerated learning progress.

The District used multiple measures to assess reading and math levels. Additionally, instructional staff received training and consultation from educational experts in English Language Arts and Math.

Learning Loss Strategies for English Language Learners: English language learner supports were embedded throughout the curriculum, and teachers incorporated designated and integrated English Language Development in their synchronous, whole-group and small-group sessions. Using technology, teachers were intentional about (1) small group instruction, sometimes with bilingual aides supporting, to interpret, collaborate and communicate; (2) applying language in academic tasks; and (3) using visual cues and tools to explicitly describe language. Curriculum and district learning apps were utilized to improve the foundational aspects of listening, speaking, writing and reading.

Bilingual instructional aides were utilized in synchronous and asynchronous learning for small group activities and one-on-one virtual call support. Dedicated EL instruction was provided for English Learners, and supplemental programs were leveraged to provide additional learning opportunities. Teachers worked to provide activities that parents could facilitate at home that enrich the language experience using technology to translate tasks into native language, encouraged parents to join academic activities and communicated directly with staff. EL students were monitored academically by site EL Coordinators, and students not making progress were referred to support staff.

Learning Loss Strategies for Students with Disabilities: The District continued efforts to provide high quality and equitable instructional practices for students with disabilities in-person using the cohort model and virtually in the new distance learning context. Students with disabilities had a distance learning plan (DLP) that included specialized academic instruction and related services aligned to their current individualized education plan (IEP).

Special education service delivery provided specialized academic instruction as outlined in students' IEPs. For students in a Special Day Class (SDC), specialized academic instruction was provided consistent with their IEPs, but minutes were adjusted to align with the minimum instructional minutes required for each grade level. To improve instructional rigor and coordination with general education teachers, Resource Specialist Program (RSP) teachers were assigned to serve students district-wide with a focus on one or two grade levels.

Related services (e.g., speech therapy, occupational therapy, educationally-related mental health therapy) were provided as outlined in students' IEPs. Staff provided regular (e.g., weekly or biweekly) communication with parents of students with disabilities (via phone, email, or virtual conference). Each case manager documented all services provided in a weekly engagement record and continue to conduct ongoing, frequent monitoring of their students' progress.

Learning Loss Strategies for Foster Youth: The District's Family and Community Engagement (FACE) Facilitator provided and coordinated support specific to Foster Youth, such as regular (weekly or biweekly) check-ins with students and foster parents via phone, email, or virtual conference, monitor attendance/engagement and communication with teachers and administrators when needed, and made referrals for resources available within the district and /or community agencies.

Learning Loss Strategies for Homeless Youth: The District's Family and Community Engagement (FACE) Facilitator provided and coordinated supports specific to Homeless Youth. These services included contacting parents/students to determine if they had special or unmet needs for accessing distance learning, coordinating and communication with shelters to engage students in distance learning, and providing resources for online tutoring services available within the District.

Expanded Learning Opportunities: The District's After School Education and Safety (ASES) program provided homework help and tutoring through email, phone calls and virtually through Google Meet. ASES staff communicated with teachers about students who were struggling to complete assignments or attend remote instruction, and reached out to those families to offer support and assistance. School Site Principals referred students in need of additional help with homework and tutoring to enroll in the program.

The Standard School District implemented a systematic cycle of assessments including initial screenings/diagnostic assessments as well as formative and summative assessments to address learning loss and accelerate the progress of students. Initial screenings/diagnostic assessments were used to identify specific areas where instruction or intervention as needed to improve student learning.

Formative assessments and progress monitoring took place during a lesson and provided actionable information about students' learning status relative to the desired lesson goal. Teachers used data from formative assessments immediately to adjust their instruction and ensure students' progress towards learning goals. Summative assessments were conducted at the conclusion of a defined instructional period to evaluate student learning, skill acquisition, and academic achievement. Additional learning support strategies were implemented as needed based on the quantitative and qualitative data collected.

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.

Social-emotional learning (SEL) was imbedded into the work of every teacher, in every classroom and every afterschool and summer learning program. The COVID-19 pandemic created different types of traumatic experiences and high levels of stress for many of our staff, students, and families. This experience emphasized the importance of social-emotional well-being for all. The District provided a continuum of resources and supports focused on the mental health and social/emotional well-being of students and staff. Schools used data to support the selection and implementation of practices matched to students' needs. Schools sites used progress monitoring frequently to determine whether interventions were having the intended effect. Adjustments were made as needed ensuring that desired outcomes were achieved. Throughout the 2020-21 school year, school staff engaged families and leveraged community partnerships.

Continuum of Interventions & Supports

Positive Behavior Intervention and Supports (PBIS) provided the foundation for the expanded continuum of supports to meet the needs of all students, especially those with or at-risk of mental health challenges. As a multi-tiered system of support, PBIS includes prevention and promotion of social-emotional-behavioral wellness at Tier 1; targeted intervention for students identified as at risk at Tier 2; and intensive, individual interventions for students identified as needing high levels of support at Tier 3.

Tier 1: The District continued to implement Positive Behavior Intervention and Supports (PBIS), social emotional learning (SEL) aligned to Collaborative for Academic, Social, and Emotional Learning (CASEL), and Trauma Informed Care. Our District-adopted SEL programs (MindUp for elementary and Second Step for middle school), were implemented by teachers and/or support staff in both a synchronous and asynchronous format. Students engaged in lessons teaching self-management, social awareness, self-awareness, relationship skills, and responsible decision making. These lessons were taught throughout each week of the school year. Students' SEL/well-being was screened via a short survey administered to students in grades 3rd through 8th. Site and district teams analyzed data to identify student needs and address these needs with layering of tier 1, 2, and 3 interventions.

Tier 2: Students with Tier 2 social emotional needs were identified by teachers/staff, parents and/or the student and then were referred to student support staff (e.g., behavior intervention specialist, school psychologist, school counselor, mentor, nurse, and/or family and community engagement (FACE) facilitator, or social worker) to address the need individually or in small online groups for skill development. Interventions included classroom lessons, activities, and/or individual small group counseling.

Tier 3 Intensive interventions (Tier 3) were provided for students whose social/emotional behavior and mental health limit participation and functioning throughout the school day. The district partners with community mental health service providers such as Kern Behavioral Health, KCSOS, and Child Guidance Center, to integrate community-based mental health services within the district's MTSS. This collective effort aims to align the Positive Behavioral Interventions and Supports (PBIS) component of MTSS and School Mental Health (SMH) systems to improve educational outcomes for all children and youth, especially those with or at risk of developing mental health challenges. The district-mental health agency partnerships focused on creating a Wrap-around support process. The partnership focused on providing evidence-based strategies for improving social-emotional/mental health of students/families.

Students with disabilities struggling with repeated behavior issues, specific diagnosis, outside issues such as family unrest at home, or severe emotional challenges were referred for an Educationally Related Mental Health Services (ERMHS) assessment. Based on the results of this assessment, some students were provided with additional mental health services.

For employees, the District's Employee Assistance Program (EAP) provided access to a wide range of professionals including clinicians, counselors, mediators, lawyers, or financial advisors that were able to provide short-term counseling or assist employees needing more extended care. The EAP program was extra support for employees that was specifically targeted to assist with stress-related concerns associated with the COVID-19 pandemic including stress, anxiety and depression, parenting and family needs, workplace concerns, sleep issues, and substance abuse.

Participants in the District's After School Education & Safety (ASES) program provided tools to children for handling feelings of anger, frustration and isolation. Some examples include: mindfulness activities, kindness challenges, yoga on "Tranquil Tuesdays", wellness club, community service learning, and physical education activities. Science Buddies curriculum were used by staff to educate themselves and offer videos and activities to educate children on COVID-19. Examples of curriculum used to support SEL includes: Wings for Kids (After School Alliance), the WE program, and the Kindness Campaign.

Social Emotional Learning Professional Development: A variety of training opportunities was provided to school staff on social-emotional learning and mental health/wellness by school-based mental health personnel within the district (e.g., school psychologists and school counselors) as well as via partnerships with community agencies such as Henrietta Weill Child Guidance Center, Kern Behavioral Health, and Kern County Superintendent of Schools.

Internal trainings (by district student support staff) focused on evidence-based strategies and guidance to school teams on implementing multi-tiered systems of support (MTSS) that prioritized students and student groups with the most lost learning time and/or most intensive social/emotional/behavioral difficulties that interfered with their daily functioning.

External trainings (in partnership with community mental health agencies) focused on awareness/prevention, early intervention, and crisis intervention, as well as evidence-based practices and resources for school teams. The District worked in partnership with community mental health agencies to better integrate and sustain existing SEL and mental health-related initiatives, programs, practices across the school and district levels to enable students to receive the services and supports they needed when they needed it.

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.

Given multiple factors may be attendance barriers for each chronically absent student, the District used multiple strategies to effectively reduce chronic absenteeism. Standard School District teachers monitored student participation in all synchronous and

asynchronous distance learning activities using its Student Information System (SIS). Communication to families of English language learners was conducted in the primary language of the student with the assistance of bilingual staff who were available at each school to translate documents and/or provide interpretation assistance as needed. The District's SIS generated attendance notices for site administrators to review and send out to families by regular mail, email and/or text when designated benchmarks for absences were reached. In addition, the District used resources such as Class Dojo or Remind apps to communicate with families.

Principals served as the main liaison with student support services personnel, who were ready to provide support for families in need of targeted or intensive support. On a weekly basis, site and district administrators reviewed attendance data at a district level as well as broken down by site, grade, disability, race/ethnicity, etc. to determine and address any inequitable patterns, if any. To better tailor or adapt support services where they were needed, teachers and support staff helped collect qualitative information about the reasons students miss school. Additional professional development and resources were provided to teachers and support staff on how to effectively reengage specific subgroups if and when warranted by the attendance data collected.

Analysis of School Nutrition

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

The District provided pre-packaged meals that meet all standards required by the Nation School Lunch Program as well as the School Breakfast Program through curb-side service at all our school sites, meal delivery to our students with special needs, and to selected bus stops within our district. All students were eligible for free meals. By adding meal distribution at bus stops for students, we were able to increase our accessibility of meals for students who may have trouble with transportation, ensuring nutritionally balanced meals were available for all our students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Hire additional program specialist/psychologist and psychologist intern to address the social-emotional needs of students	165,000	0	Yes
Mental Health and Social and Emotional Well-Being	Contract with community mental health agencies to provide increased mental health services virtually or on school campuses when appropriate.	20,000	0	Yes
Mental Health and Social and Emotional Well-Being	SEL training and curriculum materials	30,000	0	Yes
Mental Health and Social and Emotional Well-Being	Universal screening for SEL/mental health	5,000	0	Yes
Stakeholder Engagement	Parent training curriculum and materials	12,338	0	Yes

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

Due to school closure for the majority of the school year, additional staff were not hired during the 2020-21 school year as planned. Although all of these additional actions did not occur, the needs for added mental health services and emotional well-being were addressed by staff increases and other services indicated in the Distance Learning Program Actions mentioned previously in the LCP.

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.

Lessons learned from implementing in-person and distance learning programs in 2020-21 informed the development of goals and actions in the 2021–24 LCAP. The District is committed to ensuring learning and competency development through the continued

implementation of a rigorous curriculum and common formative assessments and summative assessments. Students returning to school will need increased social and emotional learning (SEL) supports and student well-being will be addressed in a tiered approach based on identified needs.

Students returning to school will need additional support, and for the 2021-2024 LCAP the Standard School District will provide additional classroom teachers to lower class sizes so that all of our students will be provided additional academic support and have a greater opportunity for continued academic success.

The Standard School District learned that we needed a collaborative educational environment that can effectively recruit, train, support and retain highly effective teachers and staff to provide all students the basic services, access to technology and materials needed to fully implement a rigorous standards-based curriculum and promote 21st century learning skills. The District will focus efforts on providing equity and access for every student to increase academic achievement through effective instruction, tiered interventions and access to a broad course of study. The district will continue to provide induction services, mentor teachers, teachers-on-special-assignment (TOSAs) and other material supports to provide our students first and best instruction in the classroom by well-trained teachers.

We also learned that providing access to the required technology and to allow students to access these supports at home or at school is needed to improve student outcomes. Therefore, Standard Schools will provide technology to students using a 2:1 ratio - two devices (one at home and one at school) for every child, hotspots as needed and maintain the infrastructure and connectivity requirements. This will allow students access to more supports and improve student outcomes.

The Standard School District will continue to focus on providing continued professional development to ensure all certificated and classified staff are well-trained in best practices to provide effective first instruction and to identify and meet the learning needs of all students. The district will continue to focus on effective instructional and engagement strategies for economically disadvantaged students, English Learners, foster youth and students experiencing homelessness, for intervention services and accelerated learning, and for continued academic growth of all students.

To maintain a safe and positive school climate, students will need access to strong social-emotional systems and support programs. Additional student support staff are needed to meet the needs of students and families identified as low income, foster, English Learners and homeless and provide social-emotional support services to students and families. We learned that health and wellness are often a barrier to a student's education, and we will need additional school-based health professionals to provide easy and convenient access to professional, consistent medical care.

The Standard School District also learned that we will need to significantly increase supplemental academic support, systemic interventions and extended learning opportunities to improve student academic growth and achievement. The district will increase the availability of instructional aides and tutors to increase intervention services and provide multiple online supplemental academic programs and software subscriptions to support and monitor academic progress. These increased and improved academic support programs will be available to students at school and at home, increasing access to learning on demand for all students.

The district will provide supplemental instruction and support to all students, including those identified as needing academic, social-emotional, and other supports, by providing extended learning opportunities outside of the regular school day. These extended learning opportunities include before and after school program, Saturday school and summer school, and are principally directed toward the unduplicated students and are effective in helping close equity and performance gaps and meet the goals of our school district.

Last, we learned that our students lacked the social-emotional development that comes from participating in an after-school sports and athletic program. In the 2021-2024 LCAP the Standard School District will provide every student in grades 3-8 access to supplemental programs that they enjoy and excel in. Providing free sports program and after school athletic events will increase student engagement and motivate students to keep up their grades to meet academic eligibility requirements.

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 Standard School District learned that for learning loss to be assessed and addressed in the 2021-2024 LCAP, the District will need to significantly increase supplemental academic support, systemic interventions and extended learning opportunities to improve student academic growth and achievement. The District uses multiple measures to assess reading and math levels. Additionally, instructional staff will receive training and consultation from educational experts in English Language Arts and Math. The district will increase the availability of instructional aides and tutors to increase intervention services and provide multiple online supplemental academic programs and software subscriptions to support and monitor academic progress. These increased and improved academic support programs will be available to students at school and at home, increasing access to learning on demand for all students.

The district will provide supplemental instruction and support to all students, including those identified as needing academic, social-emotional, and other supports, by providing extended learning opportunities outside of the regular school day. These extended learning opportunities include before and after school program, Saturday school and summer school, are principally directed toward the unduplicated student population, and are effective in helping close equity and performance gaps and meet the goals of our school district.

The Standard School District will continue to implement a systematic cycle of assessments including initial screenings/diagnostic assessments as well as formative and summative assessments to address learning loss and accelerate the progress of students. Initial screenings/diagnostic assessments are used to identify specific areas where instruction or intervention may be needed to improve student learning.

Formative assessments and progress monitoring will take place during a lesson and provided actionable information about students' learning status relative to the desired lesson goal. Teachers use data from formative assessments immediately to adjust their instruction and ensure students' progress towards learning goals. Summative assessments will be conducted at the conclusion of a defined instructional period to evaluate student learning, skill acquisition, and academic achievement.

The District continues to invest in several online resources to assist in measuring the effectiveness of the learning loss strategies, including STAR Renaissance, Schoolzilla, Lexia, Aleks, etc. Additional learning support strategies will be implemented as needed based on the quantitative and qualitative data collected.

All actions in the 2021-2024 LCAP were developed using careful analysis of data and input from stakeholders. These contributing actions are principally directed to meet the needs of low income, foster, English Learners and homeless students to help Standard School District be effective in meeting our LCAP goals and the needs of our unduplicated students' groups.

Learning Loss Strategies for English Language Learners: English language learner supports are embedded throughout the curriculum, and teachers incorporate designated and integrated English Language Development in their synchronous, whole-group and small-group sessions. Using technology, teachers are intentional about (1) small group instruction, sometimes with bilingual aides supporting, to interpret, collaborate and communicate; (2) applying language in academic tasks; and (3) using visual cues and tools to explicitly describe language. Curriculum and district learning apps are utilized to improve the foundational aspects of listening, speaking, writing and reading.

Bilingual instructional aides were increased to improve learning for small group activities and one-on-one support. Dedicated EL instruction will be provided for English Learners, and supplemental programs were leveraged to provide additional learning opportunities. Teachers will work to provide activities that parents can facilitate at home that enrich the language experience using technology to translate tasks into native language and encourage parents to join academic activities and communicated directly with staff. EL students will be monitored academically by site EL Coordinators, and students not making progress will be referred to support staff.

Learning Loss Strategies for Students with Disabilities: The District will continue efforts to improve instructional rigor and coordination with general education teachers and to provide high quality and equitable instructional practices for students with disabilities. Staff will frequently monitor student progress and provide regular communication with parents of students with disabilities.

Learning Loss Strategies for Foster Youth: The District's Family and Community Engagement (FACE) Facilitator will provide and coordinate support specific to Foster Youth, such as regular check-ins with students and foster parents via phone, email, or virtual conference, monitor attendance/engagement and communication with teachers and administrators when needed, and refer for resources available within the district and /or community agencies.

Learning Loss Strategies for Homeless Youth: The Family and Community Engagement (FACE) Facilitator will provide and coordinate supports specific to Homeless Youth. These services included contacting parents/students to determine if they have special or unmet needs, coordinating and communication with shelters to engage students, and providing resources for tutoring services.

Expanded Learning Opportunities: The District's After School Education and Safety (ASES) program provides homework help and tutoring every day after school. ASES staff communicate with teachers about students who are struggling to complete assignments or attend remote instruction, and reach out to those families to offer support and assistance.

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.

There were no 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.

A review of the District's needs and metrics, along with stakeholder input, determined that accelerating the district's work in improving data, systems, and practices for MTSS implementation across all sites were an effective use of supplemental and concentration grant funds to meet the goals for unduplicated pupils.

The actions and services provided did address the current gaps in data, systems, and practices relevant to MTSS implementation and improve outcomes for all students, specially our most vulnerable youth such as our low-income students, English learners, foster, and homeless youth.

Extended and alternative learning opportunities were provided through Tier 2 instructional blocks within the school day and small group tutoring via afterschool and principally directed toward and effective in meeting the district's goals for unduplicated students.

The continued and improved use of Positive Behavior Interventions and Supports (PBIS) strategies and social-emotional learning (SEL) curriculum was adapted for the virtual learning environment and improved the quality of the learning environment for unduplicated students. Teachers and student support staff weaved SEL strategies in their work and provided family outreach services to ensure students/families have access to educational opportunities aimed at accelerating student growth and achievement. Additional Tier 2 and Tier 3 SEL resources and interventions such as evidence-based SEL curricula, youth mentorship, and contracts with community mental health agencies were used for wrap-around mental health services including individual counseling and case management are improved services for the district's most vulnerable students. These services increase students' access to preventative SEL support and mental health services as well as crisis intervention.

Teachers were provided with various opportunities for professional learning, including training/coaching by site/district experts or outside consultants/experts, common planning/collaboration time, shared opportunities to examine student work, and tools for self-reflection were all effective use of supplemental and concentration funds primarily directed toward improving the achievement of our most vulnerable students.

Efficient screening/diagnostic tools were used for early identification and progress monitoring of literacy and numeracy deficits as well as social-emotional/mental health. Investing in an assessment system helps administrators and teachers improve outcomes for all students by helping them more efficiently allocate and evaluate core instruction and interventions. A measurement system based on accurate, continuous, and direct assessment data provided administrators and teachers access to the specific information they need in order to provide meaningful differentiated instruction. These screening/progress monitoring tools benefited all students and were principally directed to addressing the achievement needs of English learners, low-income students, foster, and homeless youth to clarify specific instructional needs of students.

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

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

An analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan informed the development of the 21-22 through 23-24 LCAP. Students returning to school will need increased social and emotional learning (SEL) supports. Student well-being will be addressed in a tiered approach based on identified needs. In the 2021-2024 LCAP, the Standard School District will provide additional classroom teachers to lower class sizes so that all of our students will be provided additional academic support and have a greater opportunity for continued academic success.

The District is committed to ensuring learning and competency development through the continued implementation of a rigorous curriculum and common formative assessments and summative assessments. The District continues to focus our programs and services to meet the needs of foster, homeless low-income youth and English learners by enhancing our MTSS to incorporate research-based strategies and interventions including the following: identifying student needs using objective mechanisms such as universal screening and using screening data to create intervention groups based on specific skill deficits, employing interventions matched to skill deficits, using data derived from the system to monitor/evaluate interventions objectively and based upon a predetermined outcome, and adjusting intervention intensity based on response data obtained. This work requires new ways of thinking and actions about how to meet the needs of students. The District has already begun this work and is committed to advancing MTSS to better meet the needs of all students.

Given the District's unduplicated student count is approximately 88%, services provided to all students also meet the district's goals for its unduplicated pupils. Such a high percentage of unduplicated pupil count suggests that the needs of foster youth, homeless youth, low-income youth, and English learners are already at the center of the district's existing multi-tiered system of supports (MTSS). The goal of MTSS is to create and maintain an on-going process that uses student performance to guide implementation of high-quality instruction and intervention that is matched to student needs. It is ideal that in MTSS, 80% of the students meet academic expectations with 20% of the student body requiring intervention. However, the reality for districts in high-poverty areas, such as Standard School District, is much different. Over half of our student population requires targeted or intensive intervention. This highlights a call to action for building personnel capacity for implementing effective, research-based strategies and interventions.

The Standard School District will significantly increase supplemental academic support, systemic interventions and extended learning opportunities to improve student academic growth and achievement. The district will provide supplemental instruction and support to all students, including those identified as needing academic, social-emotional, and other supports, but providing extended learning opportunities outside of the regular school day. These extended learning opportunities (including before and after school programs, Saturday school, and summer school) are principally directed toward the unduplicated student population and effective in helping

close equity and performance gaps and meet the goals of our school district. These increased and improved academic support programs will be available to students at school and at home, increasing all students access to learning on demand.

The Standard School District will continue to implement a systematic cycle of assessments including initial screenings/diagnostic assessments as well as formative and summative assessments to address learning loss and accelerate the progress of students. Initial screenings/diagnostic assessments are used to identify specific areas where instruction or intervention may be needed to improve student learning.

Formative assessments and progress monitoring will take place during a lesson and provided actionable information about students' learning status relative to the desired lesson goal. Teachers use data from formative assessments immediately to adjust their instruction and ensure students' progress towards learning goals. Summative assessments will be conducted at the conclusion of a defined instructional period to evaluate student learning, skill acquisition, and academic achievement.

All actions in the 2021-2024 LCAP were developed using careful analysis of data and input from stakeholders. These contributing actions are principally directed to meet the needs of low income, foster, English Learners and homeless students to help Standard School District be effective in meeting our LCAP goals and the needs of our unduplicated student groups.

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.

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	6,622,341.00	5,247,879.00
	0.00	0.00
Supplemental and Concentration	6,622,341.00	5,247,879.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	6,622,341.00	5,247,879.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	2,641,140.00	2,286,494.00
2000-2999: Classified Personnel Salaries	691,766.00	565,431.00
3000-3999: Employee Benefits	1,624,794.00	1,281,541.00
4000-4999: Books And Supplies	583,479.00	309,718.00
5000-5999: Services And Other Operating Expenditures	162,771.00	107,494.00
5700-5799: Transfers Of Direct Costs	270,579.00	171,899.00
5800: Professional/Consulting Services And Operating Expenditures	287,812.00	264,009.00
6000-6999: Capital Outlay	360,000.00	261,293.00

* 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	6,622,341.00	5,247,879.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	2,641,140.00	2,286,494.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	691,766.00	565,431.00
3000-3999: Employee Benefits	Supplemental and Concentration	1,624,794.00	1,281,541.00
4000-4999: Books And Supplies	Supplemental and Concentration	583,479.00	309,718.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	162,771.00	107,494.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	270,579.00	171,899.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	287,812.00	264,009.00
6000-6999: Capital Outlay	Supplemental and Concentration	360,000.00	261,293.00

* 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	4,009,383.00	3,423,759.00
Goal 2	1,475,722.00	1,245,075.00
Goal 3	1,137,236.00	579,045.00

* 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	\$2,010,924.00	\$2,038,343.00
Distance Learning Program	\$1,395,185.00	\$1,973,020.00
Pupil Learning Loss	\$717,795.00	\$267,711.00
Additional Actions and Plan Requirements	\$232,338.00	
All Expenditures in Learning Continuity and Attendance Plan	\$4,356,242.00	\$4,279,074.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$192,864.00	\$52,543.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$192,864.00	\$52,543.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,818,060.00	\$1,985,800.00
Distance Learning Program	\$1,395,185.00	\$1,973,020.00
Pupil Learning Loss	\$717,795.00	\$267,711.00
Additional Actions and Plan Requirements	\$232,338.00	
All Expenditures in Learning Continuity and Attendance Plan	\$4,163,378.00	\$4,226,531.00

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
Standard School District	Paul Meyers Superintendent	pmeyers@standardschools.net 6613922110

Plan Summary [2021-22]

General Information

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

Standard School District, established in 1909, encompasses an area of approximately 34 square miles in the north Bakersfield community of Oildale. The district has three TK-5 elementary schools, Highland Elementary School, enrollment 716, Standard Elementary School, enrollment 504, and Wingland Elementary School, enrollment 722. Class size reduction has been fully implemented in grades K-3. The elementary school sends students to the district's 6th to 8th grade middle school, Standard Middle School, enrollment of 971 students. The enrollment for the Standard School District is 2,913 students. The schools are modern, functional facilities, equipped with computers and other multimedia, and offer excellent staff and support services to meet the needs of all students. The majority of Standard School District students move to North High School in the Kern High School District.

The student populations consist of the following Ethnic groups: White: 57.05%, Hispanic: 35.98%, African American: 3.02%, American Indian/Alaskan Native: 0.96%, and the following groups are under 1%: Asian, Filipino and Pacific Islander. Based on the 2018-19 CALPADS Certified 2018 Fall Report student subgroups consist of the following: Socio-Economically Disadvantaged students - 2,565 or 88.05%; English Learners - 145 students or 5%; Special Education - 380 students or 13%; Youth in foster care - 17 students; Students experiencing homelessness - 50 students; Migrant Program - 6 students. The total LCFF Unduplicated Count for the Standard School District is 2549 students or 87.50%.

The unduplicated students in the Standard School District have unique needs and many of them experience circumstances that can be barriers to learning and interfere with accessing and receiving a quality education. Some of limiting factors that constitute high risk for our students are as follows:

- Generational poverty;
- Multiple family and multi-generational dwellings;
- Relatives care for many of our students - grandparent and or extended family serving as the primary care giver;
- Foster students and group homes throughout the district;
- Parent education levels are below Kern County average;

- School boundaries include areas of very high crime, including the highest violent and property crimes rates in Bakersfield, which has an overall crime rate that is 76% higher than national average;
- Students are exposed to traumatic situations in the home and community;
- Some students lack trusting relationships with those in positions of authority;
- Parents/guardians lack access to personal vehicles resulting in many students that have never traveled outside their neighborhood in Oildale; and
- Students often lack cultural proficiency.

Standard School District is expected to receive \$8,321,121 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). Standard School District is planning to expend all the supplemental and/or concentration funds on actions or services that are principally directed towards the unduplicated student population as explained in detail in each contributing action description within this plan.

Reflections: Successes

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

Due to COVID-19, Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (Dashboard). However, in 2019-20, one area of success was the continued decline of the number of student suspensions. We believe this is due to our continued investment into additional staff to provide student supports at each of the schools, and the implementation of PBIS. Since 2019, each of our four schools have been recognized with a silver, gold or platinum award from the California PBIS Coalition. The district has continued to increase student support staff at each of the school site to enable our schools to implement pro-active and preventative social-emotional supports to our students that will decrease problem behavior and potential suspensions from school. In 2020-21, Standard Middle School was recognized as a School-to-Watch, a state and national recognition program, for their student-centered focus in providing multiple responsive and socially equitable student support programs. The district will continue to maintain a 2:1 Chromebook implementation so that students have access to digital curriculum and resources both at school and at home. The district will continue implementation of a Multi-tiered System of Support (MTSS) in order to provide academic, behavioral and social-emotional supports to students. The district will continue to invest in early education and strive to obtain our goal for expanded TK, full-day kindergarten, pre-school and before and after school care for TK/K students.

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.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, the Standard School District previously in 2019-20 met the eligibility criteria for Differentiated Assistance (DA) due to Special Education students being identified in the Red category in English-Language Arts, Math and Suspensions. 2019-20 was our second year in Differentiated

Assistance.

2019 Dashboard Data

The following outcomes need to be listed and explained in this section because the all student or overall indicator was red or orange:

- Chronic Absenteeism - Red
- ELA - Orange
- Mathematics - Orange

The following outcomes need to be listed and explained in this section because the student group indicator was two or more colors below all students:

- ELA - Orange for All Students; Red for English Learners, Foster Youth, Homeless; Orange for Hispanic, Two or More Races, Socioeconomic Disadvantaged, Students with Disabilities, White.
- Math - Orange for All Students; Red for Foster Youth, Hispanic; Orange for English Learners, Homeless, Socioeconomic Disadvantaged, Students with Disabilities, White
- Chronic Absenteeism - Red for All Students; Red for African American, Students with Disabilities, Socioeconomic Disadvantaged, White; Orange for English Learners, Homeless, Two or More Races
- Suspension Rate - Yellow for All Students; Red for American Indian, Foster Youth, Homeless; Orange for African American, English Learners

Since 2019-20, the district has worked on ongoing professional development and implementing targeted programs to address these areas of need. The district is increasing our investment in both classified and certificated professional development and providing supplemental and intervention programs specifically geared toward increasing and improving small group instruction to meet the needs of our unduplicated students and our under-performing subgroups. Additional trainers were contracted 2019-20 and provided professional development on rigorous standards-based instruction and in reading for all our TK/K and 1st grade instructional staff - both certificated and classified. In 2020-21, the district expanded professional development for our all staff in Universal Design for Learning (UDL). In addition, the district provided targeted professional development for the middle school ELA and math departments.

LCAP Highlights

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

Standard School District LCAP goals for 2021-22 focus on three broad goals: implementing a rigorous curriculum, maintaining a positive school climate, and increasing student achievement. To accomplish these goals, the District will continue to advance its implementation of a multi-tiered system of supports (MTSS) focused on improving student outcomes in the domains of academic, social/emotional/behavior, and attendance. Although much work remains, the actions and services that have been implemented thus far by the district to meet these goals have resulted in positive student outcomes.

In the broad focus area of implementing a rigorous curriculum, the District will continue to provide professional development for classified and certificated staff on providing high quality first instruction. We strive to maintain our priority of providing our teachers with standards-aligned instructional materials and our students with the newest technology to optimize the most important skills required for 21st century education: critical thinking, communication, collaboration, and creativity.

- Lower class sizes
- Full-time PE teacher at every school
- More classroom academic support for ALL students
- Increase professional development opportunities for certificated and classified staff
- Increase library services
- More enrichment opportunities for students
- STEM Labs at every school
- Increase funding for band and music equipment
- Increase staffing in the technology department for site-based technicians
- Touch screen Chromebooks for all students for a 2-to-1 computer to student ratio (one for school ; one for home)
- Increase staff/hours for improved after school nutrition program
- Increase support for teachers with TOSAs at school sites

In the broad focus area of maintaining a safe and positive school climate, the District has made steady gains in reducing suspensions and increasing student attendance. This year we will continue to invest in social-emotional learning (SEL) supports for our students to build students' mental health and resilience which can help them adapt and deal with adverse events in their lives. Continued professional development in PBIS and SEL will focus on implementing and sustaining a multi-tiered system of supports for positive student behavior and mental wellness. Additional actions and services for maintaining a positive school climate planned for the 2021-22 school year include the following:

- Increase parent education and family nights
- More behavior and counseling for improved social/emotional supports for students
- More playground supervision aides
- School nurse at every school and an LVN for increased after school health care needs

In the broad focus area of improving student achievement, the District will continue to invest in additional interventions and supports for students, including a variety of expanded learning opportunities. Additional actions and services for improving student achievement planned for the 2021-22 school year include the following:

- Increase intervention and accelerated learning opportunities
- Increase services for English Learners
- TK/K before and after school program
- Increase capacity of Explore after school program
- Before school care at each school
- Saturday extended learning opportunities
- Summer school for all grades
- Summer recreation program

- Summer career development opportunities for middle school (ROC/CTEC)
- Improve and increase after school sports program

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.

Standard Middle School was identified for comprehensive support and intervention (CSI).

Support for Identified Schools

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

The district will continue to provide support for Standard Middle School administration and staff. District staff and teachers-on-special-assignment (TOSA) have met with middle school staff to conduct a local needs assessment, review content standards and design an evidence-based improvement model that will support student success. The focus area for 2021-22 is mathematics, and the plan is to continue the partnership with our Tulare County Office of Education math consultant with additional in-person training, consultation and planning with the math teachers in grades 6, 7, 8. The work with the consultant will use our student data to create strong standards-based lessons and learning activities that promote critical thinking and problem solving skills. Additionally, we are utilizing funding from the CSI grant to create intervention electives for students scoring below grade level in math. The district is purchasing curriculum to provide supplemental support during these targeted intervention periods. The site leadership team intends to participate in upcoming math conferences for state frameworks, interim state assessments, and workshops in the 2021-2022 school year.

Monitoring and Evaluating Effectiveness

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

District and site administrative staff will monitor and evaluate the implementation of the CSI plan to meet accountability expectations and use SMART goals to measure program effectiveness. The CSI team will use qualitative and quantitative data to observe trends, identify areas of need and measure progression towards meeting our SMART goals. Using common formative and curriculum based benchmark assessments, as well as STAR Math, district and site administration monitor growth of student achievement each quarter. All courses in math will be grade-level specific following the Mathematics Frameworks for California. Ongoing academic coaching and implementation targeted intervention periods will occur. In our efforts to build capacity of our middle school staff and stakeholders, we will continue to focus on a continuous improvement model. Our goal is to support each focus area with high-quality professional development, onsite coaching and consultation, site alignment of intervention services and scaffolded support through student support services staff. We will ensure that adequate time is allotted for staff collaboration directly aligned to addressing the effective implementation of the CSI plan.

Stakeholder Engagement

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

Standard School District is committed to significant and purposeful engagement of parents, students, educators, and other stakeholders in the development of the LCAP and the budget process. Every staff member and every parent/guardian has an opportunity to provide input. Stakeholder engagement is an ongoing, annual process that supports comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities. Stakeholder engagement influences the decisions reflected in the district LCAP. The goal is to allow stakeholders a broader public understand how the district engages stakeholders and the impact of that engagement. Stakeholder groups consulted with when developing the LCAP include: teachers, principals, administrators, other school personnel, classified (SEIU) and certificated (STA) bargaining units, parents, and students. The LCAP is shared with the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) which consists of parents, classified and certificated staff and school and district administration. No written comments were received, so no written responses were required. The LCAP is also shared with school site councils and student advisory groups to facilitate alignment between school site and district-level goals and actions. As site principals developed their site's Single Plan for Student Achievement (SPSA), the LCAP Goals, Actions and Services, and Annual Measurable Outcomes were incorporated into their site plans to ensure alignment with LCAP. During this process, we were able to add input into the development of the LCAP. Kern SELPA was consulted regarding the LCAP and supports for students with disabilities. All SPSAs were reviewed by the superintendent and aligned to the LCAP.

LCAP Input meetings and consultation for 2021-22:

- January 21, 2021 – Highland & Standard School Site Council
- January 23, 2021 – Special Board Meeting
- January 26, 2021 – Site Administration Input
- January 27, 2021 – Oildale Community Partnership
- January 29, 2021 – SMS Student Leadership Class
- February 2, 2021 – SES & SMS Staff Meetings
- February 9, 2021 – Highland Staff Meeting
- February 11, 2021 – Classified Staff Online Survey
- February 16, 2021 – Wingland Staff Meeting
- February 22, 2021 – Parent Online Survey
- March 1, 2021 – Administrative Team Input
- March 23, 2021 – Special Board Meeting
- April 19, 2021 – Administrative Team Input
- April 23, 2021 - Kern SELPA LCAP Consultation
- April 24, 2021 – Special Board Meeting
- May 5, 2021 – DELAC and District Advisory Committee Meeting
- May 11, 2021 – Regular Board Meeting
- May 27, 2021 – Special Board Meeting

June 8, 2021 – Regular Board Meeting (Public Hearing for the LCAP)
June 22, 2021 – Special Board Meeting (Governing Board Adoption of the LCAP)

A summary of the feedback provided by specific stakeholder groups.

The District conducted an anonymous online survey for stakeholders. We asked a series of questions regarding parent and student engagement, district goals, initiatives and investments to improve student outcomes. Stakeholder feedback helped provide clarity on the investments most important in key components of the LCAP. As a result of analyzing stakeholder input, the overall theme is "staying the course" and allowing time and opportunity for the current plan to work. Probably most significant change was an increased focus on the need to provide additional classrooms so that our TK and kindergarten students could receive full-day instruction and have an opportunity for before and after school care. In addition, COVID -19 and school closures focused stakeholder attention on increasing staff to lower class size and expanding learning opportunities outside of the regular day, such as increasing after school program capacity, more comprehensive summer school and other intervention and accelerated learning opportunities. The parent survey also validated the support of continuing existing and current district initiatives and focus areas. Below are the parent responses to a series of questions:

Top three resources/services that support student achievement.

- Smaller class sizes
- More student enrichment offerings (STEM, PLTW, clubs, student activities, etc.)
- Academic supports for struggling students

Top three resources/services that support student engagement at Standard Middle School.

- More staff to provide academic and social-emotional support to students and families
- More extra-curricular activities (clubs, sports, VAPA, etc.)
- Academic supports that meet individual student needs (intervention)

Top three resources/services that support a safe and positive school climate.

- Positive school culture programs (PBIS, restorative practices, bullying prevention, etc.)
- Social-emotional learning (recognizing and managing emotions, caring about others and making good decisions)
- Student support staff (psychologists, counselors, BIS, etc.)

Top three resources/services that support parent involvement.

- School-family communication (auto-phone calls, texts messages, website, Twitter, Facebook, etc.)
- Sports and/or academic competitions with parents attending as audience
- Provide family nights (e.g. paint night, game night, or movie night)

Top three resources/services that support the implementation of a rigorous curriculum:

- Professional development for teachers and staff
- Intervention classes

- Parent education classes to support the academic development of students

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

Due to COVID -19 and school closures, stakeholder input focused on adding additional staff, building more classrooms to accommodate full-day kindergarten and expanded learning opportunities.

Stakeholder input added specific actions and increased expenditures in Goal 1 in the following areas:

- More teachers to have smaller class sizes
- Expand Elementary Music Program
- Add a Full-Time P.E. Teacher at Each Elementary School
- More Classroom Support for Students
- Expanded Transitional Kindergarten (TK) - Universal Preschool (for 4-year-olds) - more classrooms needed
- Full-Day Kindergarten Facility Needs - more classrooms needed
- Construct an Additional Student Drop-Off Loop at Highland Elementary
- More Shade (add shade structures and trees for shade)
- More Outside Seating Areas for Students
- Update/Add Play Structures and Playground Equipment
- More Custodial/Maintenance Staff to Keep School Grounds Safe, Clean, & Functional

Stakeholder input supported the modification of Goal 2 and material increases in expenditures in the following program improvements:

- More Playground Supervision Aides
- More Behavior and Counseling Support (Counselors, Psychologists, BIS, Mentors)
- Add School Nurse/LVN at Every School Site

In Goal 3, there were material differences in expenditures to implement expanded learning opportunities for students, such as:

- Provide Before and After School Care for K/TK Students
- Increase Capacity of EXPLORE After School Program
- Provide New Summer Recreation Program
- Expand Summer School Program to All Grade Levels
- Create a District-Operated After School Sports Program for students in grades 3rd to 8th.

Goals and Actions

Goal

Goal #	Description
1	Implement a rigorous curriculum. The Standard School District will provide a collaborative educational environment that effectively recruits, trains, supports and retains highly effective teachers and staff; provide all students the basic services, access to technology and materials needed to fully implement a rigorous standards-based curriculum and promote 21st century learning skills. The District will provide equity and access for every student to increase academic achievement through effective instruction, tiered interventions and access to a broad course of study.

An explanation of why the LEA has developed this goal.

The CA Dashboard indicates that the students are achieving below expectations in statewide assessments and a clear and steady focus on improving student achievement is necessary. Goal 1 is a broad goal focused on improving the conditions of learning across a wide range of metrics listed below. The district seeks to employ fully credentialed teachers who can provide effective first instruction and differentiated support to help all students achieve educational success. The district will maintain 100% access to standards-aligned instructional materials, adequate number of classrooms and facilities in good repair.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services A. Appropriately assigned and fully credentialed teachers.	Basic Services A. 100% of Teachers are appropriately assigned and 83% are fully credentialed (2019-20 data)				Basic Services A. 100% of Teachers appropriately assigned and 95% are fully credentialed
B. Access to standards-aligned materials will be assessed using the LCAP Self-Assessment tool	B. 100% of students have access to standards-aligned materials (2020-21 data) based on the LCAP Self-Assessment Tool				B. 100% of students have access to standards-aligned materials based on the LCAP Self-Assessment Tool

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
C. School Facilities maintained in good repair	C. Schools received 'Good' or higher on the Facility Inspection Tool (FIT) Report for 2020-21				C. Schools received 'Good' or higher on the Facility Inspection Tool (FIT) Report for 2023-24
Implement CCSS A. Implementation of CA academic and performance standards for all students	Implement CCSS A. 100% full implementation of CA academic and performance standards for all students based on the LCAP Self-Assessment Tool				Implement CCSS A. 100% full implementation of CA academic and performance standards for all students based on the LCAP Self-Assessment Tool
B. Enable EL students access CCSS and ELD standards for academic content knowledge and English language proficiency as measured by the LCAP Self-Assessment tool	B. 100% of ELLs have full access CCSS and ELD standards as measured by the LCAP Self-Assessment tool				B. 100% of ELL will continue to have full access CCSS and ELD standards as measured by the LCAP Self-Assessment tool
Course Access A. Students will have access to and are enrolled in a broad course of study (EC 51210/51220) as measured by a administrative review of master schedules	Course Access A. 100% of students have access to and are enrolled in a broad course of study as measured by administrative review of master schedules				Course Access A. 100% of students have access to and are enrolled in a broad course of study as measured by administrative review of master schedules

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
B. Students have access to and are enrolled in programs/services for unduplicated students as measured by a administrative review of master schedules.	B. 100% of students have access to and are enrolled in programs/services for unduplicated students as measured by administrative review of master schedules.				B. 100% of students have access to and are enrolled in programs/services for unduplicated students as measured badministrative review of master schedules.
C. Students have access to and are enrolled in programs/services for students with exceptional needs as measured by annual review of 504 plans and IEPs.	C. 100% of students have access to and are enrolled in programs/services for students with exceptional needs as measured by annual review of 504 plans and IEPs.				C. 100% of students have access to and are enrolled in programs/services for students with exceptional needs as measured by annual review of 504 plans and IEPs.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff, Supplies, and Services	Basic educational and operational expenditures including but not limited to staffing, supplies, services and other operating expenditures.	\$25,303,400.00	No
2	Teacher Support and Induction Program	The district will continue to provide induction services, mentor teachers, teachers-on-special-assignment (TOSAs) and other material supports to provide our students first and best instruction in the classroom by well-trained teachers.	\$95,800.00	Yes
3	Instructional Materials	Maintain standard-aligned texts, supplemental materials, and digital and paper instructional resources to improve academic performance and allow all students the most opportunity for continued academic growth on local and state assessments.	\$52,789.00	No

Action #	Title	Description	Total Funds	Contributing
4	Technology Infrastructure, Devices and Support	Provide all students and staff strong and reliable access to digital curriculum and online resources, adequate technology devices and internet access to support learning and academic growth, ongoing system maintenance and classroom support, and district and site technology leadership to ensure our students have the education and skills to succeed in the 21st century workplace.	\$523,459.00	Yes
5	Professional Development	Standard School District will continue to provide continued professional development to ensure all certificated and classified staff are well-trained in best practices to provide effective first instruction and to identify and meet the learning needs of all students. The district will continue to focus on effective instructional and engagement strategies for economically disadvantaged students, English Learnings, foster youth and students experiencing homelessness, for intervention services and accelerated learning, and for continued academic growth of all students.	\$374,980.00	Yes
6	Kindergarten Expansion	Add additional classrooms at two elementary schools to provide expanded TK, full-day kindergarten, preschool, and before and after school care for TK/K students. Moving from a half-day program to full-day kindergarten has been a top priority of stakeholders for the last seven years. Of this expense, \$10,000 is from LCFF and will be used for supplemental learning and intervention materials for kindergarten classrooms.	\$6,248,501.00	Yes
7	School Grounds: Maintenance and Improvement	Maintain quality and improve school grounds, including repair/replacement of play structures, irrigation and grass restoration of playing fields, installing outdoor shade structures and sitting areas, and ongoing paint and repairs as needed.	\$1,994,227.00	No

Action #	Title	Description	Total Funds	Contributing
8	Study Trips	Provide students in every grade level an off-campus study trip aligned to their grade level curriculum standards. Provide all 6th grade students an opportunity to attend a full week at Camp KEEP outdoor science education camp.	\$216,691.00	Yes
9	Class Size Reduction	By adding additional classroom teachers and lowering class sizes, all students will be provided additional academic support and have a greater opportunity for continued academic success.	\$1,753,239.00	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	Maintain a safe and positive school climate. Standard School District will provide a safe, healthy and positive learning environment where students, staff and parents are treated with respect and care. Parents and community members will feel welcomed and have opportunities to have meaningful involvement and participate in their own educational development. Students will have access to strong social-emotional systems and programs to support students.

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. Goal 2 is a broad goal focused on improving performance across the wide range of metrics listed below. Opportunities for parents and our community to participate and communicate effectively need to continue to grow in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and educated so that they can actively participate in the school community and promote educational success for their children. Currently, 100% of students do not attend school on a daily basis. Students need to be actively engaged in school daily in order to become ready for high school, college and career-ready in the future. The number of students suspended and/or expelled needs to continue to decline in order to provide all students a safe and positive school climate conducive to learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement A. Seek improved parent input by increasing parent participation in the annual LCAP input survey and promote parental participation in programs for unduplicated students and students with exceptional needs by increasing the number	Parent Involvement A. The District will annually measure its progress in seeking input from parents in decision making by increasing parent participation in the annual LCAP input survey and promoting parental participation in programs by increasing the number				Parent Involvement A. The District will seek an increase from the previous year in the number of parents participating in the annual LCAP input survey and increasing the number of parents signed up for IC Parent Portal each year. The desired outcome is to maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of parents signed up for IC Parent Portal.	of parents signed up for IC Parent Portal. The 2018-19 baseline for this metric was 23.89%.				a minimum of 50% in Parent Portal sign-ups.
B.	B.				B.
C.	C.				C.
Student Engagement A. School attendance rates	Student Engagement A. School Attendance rate in 2018-19 was 93.8%				Student Engagement A. School Attendance rate will be greater than 94% in 2023-24.
B. Chronic absenteeism rates	B. Chronic absenteeism rate in 2018-19 was 16.86%.				B. Chronic absenteeism rate in 2023-24 will be below 15%.
C. Middle School dropout rates	C. Middle school dropout rate: 0%				C. Middle school will maintain a 0% dropout rate.
D. High school drop out rate	D. N/A - K-8 District				D. N/A - K-8 District
E. High school graduation rate	E. N/A - K-8 District				E. N/A - K-8 District
School Climate A. Suspension rates	School Climate A. Suspension rate for the district was 5.2% in 2018-19				School Climate A. Student suspension rate for the district will be below 4% in 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
B. Expulsion	B. Expulsion: one student was expelled in 2018-19				B. Student expulsion rate will be under 0.1% of enrollment
C. Student sense of safety and school connectedness	C. CHKS 2017-18 data indicate 91% 91% school connectedness for 5th graders and 85% for 7th graders. Due to COVID-19, a survey on student's safety and school connectedness was not collected.				C. Co-Vitality student surveys conducted annually will show improvement in students' perception and reporting of safety and school connectedness. The desired outcome si to maintain above 90% levels of school connectedness for 5th and 7th grade students.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Involvement	Provide a full-time Family and Community Engagement (FACE) facilitator principally directed to meet the needs of students and families identified as low income, foster, English Learners and homeless; provide parent education opportunities; promote additional parent engagement and involvement opportunities such as School Site Council, District Advisory Committee/DELAC; Parent Education classes, Parent Project, and family nights; Foster Focus; and increase participation in school activities through a variety of school-to-home communication strategies.	\$100,725.00	Yes
2	School Climate and Student Support	Provide social-emotional support services to students and families by providing counseling, behavior interventions, crisis response, and parent/teacher consultation. Implement and maintain school-wide	\$6,458,975.00	Yes

Action #	Title	Description	Total Funds	Contributing
		programs improved student safety, behavior and school connectedness.		
3	Student Safety and Attendance Improvement	Maintain Campus Safety Supervisor and attendance improvement incentives to provide support for increased school safety, attendance and truancy monitoring. Increase the number of supervision aides to monitor student behavior during non-academic times, before/after school, recess, lunch, etc.	\$263,428.00	Yes
4	Health Services	Provide ongoing health services to students in the regular and after school program with school-based school nurses and licensed vocational nurse (LVN).	\$601,528.00	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	Increase Student Achievement. Standard School District will provide supplemental academic support, systemic interventions and extended learning opportunities to improve student academic growth and achievement.

An explanation of why the LEA has developed this goal.

The CA Dashboard clearly indicates that the students in Standard School District are achieving below expectations. Student performance on statewide assessments are substandard and a clear and steady focus on improving student achievement is necessary. Student performance on the 2019 CAASPP indicated performance levels at the Orange level in English Language Arts and Mathematics. Results in the California Science Test were well below expectations. In addition, English Learner progress towards English language proficiency was at 36% which is considered Low in the performance matrix.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Assessments - CAASPP Participation Rate	CAASPP: 2018-19 Participation Rate: 98.30%.				CAASPP Participation Rate: Standard will maintain an excellent participation rate of 98.50% or better.
CAASPP - ELA Results	<p>ELA 2018-19: All students performed 59.3 points below standard. Another way of looking at this is that only 30% of students scored at Met or Standard Exceeded Standard</p> <p>The lowest-performing groups were:</p>				<p>ELA 2023-24: All students will perform at or above standard. At least 45% of students that score at Met or Exceeded Standard.</p> <p>These groups will close the gap by 50%: English Learners: 35 points below standard or better</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners: 70.5 points below standard Foster Youth: 78.1 points below standard Homeless: 112.9 points below standard				Foster Youth: 39 points below standard or better Homeless: 56 points below standard or better
CAASPP - Math Results	Math 2018-19: All students performed 88.1 points below standard. Another way of looking at this is that only 16% of students scored at Met or Standard Exceeded Standard The lowest-performing groups were: Foster Youth: 103 points below standard Hispanic: 95.6 points below standard				Math 2023-24: Most students will perform at or above standard, and will perform at 44 points below standard or better. At least 32% of students that score at Met or Exceeded Standard will be greater than the previous year. These groups will close the gap by 50%: English Learners: 52 points below standard or better Foster Youth: 48 points below standard or better
CA Science Test Results	CA Science Test (CST) 2018-19 Results:				CA Science Test (CST) 2023-24 5th grade: The % of students that score at Met or Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>5th grade: 17.45% of students met or exceeded standards</p> <p>8th grade: 13% of students met or exceeded standards</p>				<p>Exceeded Standard will be greater than the previous year.</p> <p>8th grade: The % of students that score at Met or Exceeded Standard will be greater than the previous year.</p>
Rate of students completing A-G	N/A - K-8 District				N/A - K-8 District
Rate of students completing a CTE Pathway	N/A - K-8 District				N/A - K-8 District
Rate of students completing both A-G and a CTE Pathway	N/A - K-8 District				N/A - K-8 District
EL students will make progress towards English Proficiency	EL Progress Toward English Proficiency. Dashboard Reports indicated that 36.2% of EL students were making progress towards English language proficiency in 2018-19.				English Learner progress towards English language proficiency will increase by at least 9% by 2024 and move from Low to Medium Progress Level.
English Learners Reclassification rates	English Learners Reclassification rate was 20.89% in 2018-19				English Learners Reclassification rate will maintain its high reclassification rate at 10% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of students scoring 3+ on AP exams	N/A - K-8 District				N/A - K-8 District
Students who report ready on EAP in Math and ELA	N/A - K-8 District				N/A - K-8 District
Physical Fitness Testing Students will be measured for progress using the percentage of students meeting Healthy Fitness Zones (HFZ) .	Physical Fitness Testing Results for 2018-19 (most recent). Baseline data for 5h grade is 53.1% Baseline data for 7th grade is 62.1%.				Physical Fitness Testing Results for 2023-24 Data will represent an increase in the percent of students meeting Healthy Fitness Zones (HFZs) from the previous year. The desired outcome is to maintain 55% or above of 5th grade students and 65% or above for 7th grade students meeting HFZs

Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic Intervention and Support Services	The district will provide students indicating a need for academic support with supplemental learning opportunities, academic interventions, accelerated learning, and tiered-support systems to improve student achievement on state and local assessments. The district will increase the availability of bilingual instructional aides,	\$1,952,984.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional aides, and tutors to increase intervention services, including services for English Learners and other students in need of supplemental academic support. This will include additional support, staffing, and resources for English Learners through additional intervention as identified by the classroom teacher based on the specific needs to support English proficiency.		
2	Supplemental Academic Support Programs	The district will provide multiple online supplemental online academic programs, subscriptions, and software to support and monitor academic progress. Supports will be targeted to the needs of all students and identified groups of students, including English Learners, with additional targeted support based on specific needs to support English proficiency. Supports will be targeted to the needs of all students and identified groups of students including English Learners with additional targeted support provided based on the specific needs to support English proficiency.	\$1,049,210.00	Yes
3	After School Sports Program	Implement and maintain school-based after-school sports and athletic program available to students in grades 3-8 at all schools.	\$251,366.00	Yes
4	Extended Learning Opportunities	The district will provide supplemental instruction and support to all students, including those identified as needing academic, social-emotional, and other supports, but providing extended learning opportunities outside of the regular school day. These extended learning opportunities include before and after school program, Saturday school and summer school.	\$1,841,172.00	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
24.9%	\$8,321,121

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.

Standard School District is committed to removing barriers and meeting the needs of its most disadvantaged youth and ultimately improving outcomes for ALL students. While many of the contributing actions in the District's LCAP are provided to all students (on a district-wide basis), the need for these actions is rooted in the achievement gaps between ALL students and the Foster Youth (FY), English Learners (EL), and Low-Income (LI) student groups. By removing the multitude of barriers these vulnerable student groups experience, the District can more effectively meet the unique needs of students and families and achieve its goals to implement a rigorous curriculum, maintain a safe and positive school climate, and increase the academic achievement of ALL students.

Goal 1, implement a rigorous curriculum, includes actions that address the needs of the foster youth (FY), English Learner (EL), and Low-Income (LI) student groups. These needs are illustrated in the achievement gaps between ALL students and the FY, EL, and LI (or Socio-Economically Disadvantaged, SED) student groups shown in the 2019 California Dashboard results for English Language Arts (ELA) and Math.

The 2019 Dashboard results for ELA indicate that the performance of ALL students fell within the ORANGE level (at -59 Distance from Standard, or DFS), while the performance of FY, EL, and Homeless student groups fell within the RED level (at -70.5, -78.1, and -112.9 DFS, respectively). While scores for the FY student group were commensurate with the previous year at only -2.5 points difference, scores for the EL and Homeless student groups indicate a decline from the previous year of 40 and 12.2 points, respectively.

Math results show similar trends. While all students scored within the ORANGE level (at -88 DFS), EL students scored at -96 DFS with an improvement of almost 6 points, FY scored at -103 DFS with a drop in results of -30 points over the previous year, and LI (SED) students scored at -92 DFS with a 1 point gain over the previous year.

To close the observed achievement gaps for FY, EL, and LI student groups, the Standard School District will implement actions in the following domains: (1) Teacher Induction and Support, (2) Technology Infrastructure, Devices, and Support, (3) Professional Development, (4) Kindergarten Expansion, (5) Study Trips, and (6) Class-Size Reduction. All of these actions were premised on the needs of the District's vulnerable students, the FY, EL, and LI student groups, but applied to ALL students district-wide primarily based on stakeholder input and/or evidence of effectiveness for all students.

By continuing teacher induction services and supports, including providing mentor teachers and teachers on special assignment (TOSAs), the District can more effectively recruit, train, support, and retain highly qualified teachers and staff effective in addressing the needs of all students, especially the district's most vulnerable youth such as FY, EL, and SED student groups.

By strengthening the District's technology infrastructure and providing additional devices to students and staff at a ratio of 2:1 (device-to-student/staff), the District can remove barriers for vulnerable student groups such as FY, EL, and LI youth and ensure all students have access to the technology and instructional materials necessary to engage in a rigorous standards-based curriculum and instruction and have the opportunity to acquire 21st-century learning skills.

By continuing high-quality professional development for all certificated and classified staff in effective first instruction and assessments, the District will build educators' capacity and collective efficacy to engage and meet the needs of all students, especially the most vulnerable student groups such as FY, EL, and LI youth.

By building additional classrooms at two elementary schools, the District will be able to provide expanded TK, full-day kindergarten, preschool, and before- and after-school care for TK/K students. Moving from a half-day program to full-day kindergarten has been a top priority of stakeholders for the last seven years.

By providing off-campus Study Trips in every grade level aligned to the grade-level curriculum (e.g., Camp KEEP outdoor science education camp for 6th graders), students who may be disadvantaged due to barriers related to poverty, limited English proficiency, or unstable home environment, can gain opportunities that level the playing field and enable them to experience things outside the classroom that may not otherwise be available to them. Implementing Study Trips district-wide can help educators link classroom learning to civic and cultural applications in their community.

By maintaining class sizes below state requirements, in conjunction with the above actions, the District aims to enable teachers to more effectively engage, provide targeted intervention, and meet the needs of individual students, especially the most vulnerable youth such as FY, EL, and LI students.

Carry-over Action for Goal 1:

- Action 2: Teacher Induction Support - deemed effective by the completion of clear teaching credentials and higher teacher retention rate
- Action 4: Technology Infrastructure - deemed successful with the implementation of our 2:1 device:student ratio goal and the successful support of technology

- Action 5: Professional Development - deemed successful by the low rate of suspension and expulsion year over year
- Action 8: Study Trips - deemed successful based on parent and student feedback supporting study trips as opportunities otherwise not available to their students
- Action 9: Class Size Reduction - deemed successful by the increases in STAR Math and ELA benchmark results though the three-year LCAP term

The combined results of these actions will support maintaining outcomes in Priority 1: Basic services and support the goals for improved student outcomes in Priority 4: Student Outcomes.

Goal 2, maintain a safe and positive school climate, includes actions that address the needs of the foster youth (FY), English Learner (EL), and Low-Income (LI) or Socio-Economically Disadvantaged (SED) student groups. These needs are depicted in the 2019 California Dashboard results for Suspensions and Chronic Absenteeism for these student groups compared to ALL students in the District.

As shown in the 2019 California Dashboard, although Standard School District's overall suspension rate for ALL students falls within the YELLOW performance level (with 5% of students suspended at least once and reflecting a decline of 1% from the previous year), specific student groups were identified in the RED or ORANGE performance levels. For suspensions, FY and Homeless student groups were identified in the RED category, while the EL student group was identified in the ORANGE category. The percentage of students that were suspended at least once was 8.2% for FY and 9.1% for Homeless students, reflecting 1.3% and 1.9% increase from the previous year, respectively. The percentage of EL students that were suspended at least once in the same year was 2.5%, depicting a 0.9% increase from the previous year.

The 2019 California Dashboard data for chronic absenteeism indicate the District's overall rate continues to double that of the state average (with 20.8% of students identified as chronically absent) and falls within the RED performance level. Data for LI (SED) students also fall within the RED performance level (with 22.2% chronically absent, reflecting a 0.6% increase from the previous year) while data for EL and Homeless students fall within the ORANGE category (16.1% and 38.8% students identified as chronically absent, respectively). Data for the EL student group was about commensurate with the previous year, whereas, data for the Homeless student group is indicative of a 9.9% decline from the previous year.

To maintain a safe and positive school climate, the District will implement actions focused on removing barriers for vulnerable student groups such as FY, EL, and SED student groups, and improving the social-emotional learning (SEL) and development of ALL students. These actions are distributed among the following domains: (1) Parent Involvement, (2) School Climate & Student Support, (3) Student Safety and Attendance Improvement, and (4) Health Services. As with the other two District goals, all of these actions were premised on the needs of the District's vulnerable students, the FY, EL, and SED student groups, but applied to ALL students district-wide primarily based on stakeholder input and/or evidence of effectiveness for ALL students.

By providing a full-time Family and Community Engagement (FACE) Facilitator principally directed to meet the needs of students and families identified as FY, Homeless, EL, and LI (SED), the District can remove barriers (e.g., transportation, nutrition, clothing, etc.) and level the playing field for its most disadvantaged students and families.

By providing a variety of parent engagement and education opportunities such as membership and active participation in School Site Council, District Advisory Committee, District English Language Advisory Committee, Parent Project, parent education events, and family fun nights, the District can more effectively partner with parents and families in the development, implementation, and assessment of educational programs that meet the needs of students and families.

By providing an expanded continuum of social-emotional learning (SEL) supports and services to students and families such as counseling, behavior interventions, crisis response, and parent/teacher consultation and implementing and maintaining school-wide SEL programs focused on student safety, wellness, and school connectedness, the District can more effectively remove barriers for disadvantaged student groups that result in students missing school, teach students necessary SEL skills, and promote a safe and positive school climate, ultimately improving student outcomes for ALL.

By maintaining its Campus Safety Supervisor, the District can improve school safety and school attendance. The Campus Supervisors play key roles in truancy/absenteeism monitoring, conducting home visits for wellness checks, and linking students and families to needed resources.

By expanding the number of health services professionals so that each school site has a site-based school nurse and a full-time licensed vocational nurse is available for health-related services for the regular and after school programs, the District is better positioned to remove barriers for many vulnerable students who experience challenges with accessing or maintaining regular health care. Physical health can be a barrier to a student's education, thus, providing easy and convenient access to professional, consistent medical care on each school site can help students receive the preventative and responsive medical care they need.

Carry-over Action for Goal 2:

- Action 1: Parent Involvement - deemed successful based on increased parent participation (pre-pandemic) in school conferences
- Action 2 - School Climate and Support - deemed successful based on the maintenance of the low suspension and expulsion rate and a reduction in discipline referrals
- Action 3: Student Safety and Attendance Improvement - deemed successful based on improved ADA
- Action 4: Health Services - Deemed successful based on increased use of services, decreased rates of students being sent home, and decreased absence rates

The combined results of these actions will support maintaining outcomes in Priority 5: Student Engagement and support the goals for improved student outcomes in Priority 6: School Climate.

Goal 3, increase academic achievement, includes actions that address the needs of the foster youth (FY), Low-Income (LI) or socio-economically disadvantaged (SED), and English Learner (EL) student groups. These needs are also depicted in the achievement gaps between ALL students and the FY, EL, and LI (or Socio-Economically Disadvantaged, SED) student groups shown in the 2019 California Dashboard results for ELA and Math.

As described previously in Goal 1, the 2019 Dashboard results for ELA indicate that the performance of ALL students fell within the ORANGE level (at -59 Distance from Standard, or DFS), while the performance of FY, EL, and Homeless student groups fell within the RED

level (at -70.5, -78.1, and -112.9 DFS, respectively). While scores for the FY student group were commensurate with the previous year at -2.5 points difference, scores for the EL and Homeless student groups indicate a decline from the previous year of 40 and 12.2 points, respectively.

Math results show similar trends. While all students scored within the ORANGE level (at -88 DFS), EL students scored at -96 DFS with an improvement of almost 6 points, FY scored at -103 DFS with a drop in results of -30 points over the previous year, and LI (SED) students scored at -92 DFS with a 1 point gain over the previous year.

The District's actions pertaining to Goal 3 are centered around the following domains: (1) supplemental, targeted academic intervention and support services, (2) online/digital academic resources, (3) after-school sports programs, and (4) extended learning opportunities. By implementing these actions, the District aims to remove barriers for its most vulnerable youths and improve the academic performance of ALL students.

By providing additional supplemental, targeted academic intervention and support services and service providers (such as bilingual instructional aides and tutors to increase services for EL students and paraprofessionals in the classroom to assist teachers in supporting students), the District can expand its multi-tiered system of support for students who experience barriers to learning or for whom the core or tier 1 services are not enough.

By providing students access to multiple online/digital academic resources (including online subscriptions and software), educators can better engage learners, accommodate for learner variability, improve productivity, accelerate the rate of learning, and better utilize teacher time. These resources and strategies can help educators to facilitate a more tailored or personalized instruction by providing students multiple options for taking in information, making sense of ideas, and expressing what they are learning. They can also be particularly useful when remote learning is necessary (as in independent study contexts).

By implementing and maintaining an after school sports program in grades 3 through 8 at all schools, the District aims to use sport and physical activity as a mechanism to engage at-risk students (such as students demonstrating the highest achievement gaps), enhance their existing strengths, and teach them life skills such as teamwork, good sportsmanship, leadership, and conflict resolution skills.

By providing extended learning opportunities outside the regular school day such as before and after school programs, Saturday school, and summer school, students will have multiple opportunities to access supplemental, targeted instruction in academic as well as social-emotional domains. With these actions, the District aims to improve student engagement, school attendance, and academic achievement of ALL students, particularly its most disadvantaged or at-risk students (e.g., FY LI, or EL students).

Standard School District's LCAP goals and related contributing actions were premised on the needs of the District's most disadvantaged and high-risk student groups such as FY, EL, and LI students. The District expects that the combination of these goals and actions will remove barriers to learning, meet the unique needs of EL, FY, and LI student groups, and improve outcomes for ALL students.

Carry-over Action for Goal 3:

- Action 1: Academic Intervention and Support Services - deemed successful based on increased reclassification rates, improved benchmark outcomes, and increased opportunities for intervention and support

- Action 2: Supplemental Academic Support Program - deemed successful based on increased access of support platforms by students and improved course outcomes reflected in grades

The combined results of these actions will support maintaining outcomes in Priority 4: Pupil Achievement and support the goals for improved student outcomes in Priority 8: Other Outcomes (Physical Fitness Testing).

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

Supporting the unduplicated students directly is a priority for Standard Schools. This LCAP includes two actions that are designed with specific support to aid and increase language acquisition and fluency among our English Learners (ELs). The actions are based on the identified need of EL students using two metrics. The first metric is the most recent CAASPP ELA. Results show that English Learners score -70.5 DFS. This is -12 lower than All Students. This score also represents a -2.4 point drop from 2018. This illustrates a gap and a one year negative trend in student outcomes for ELA. The second metric is the English Learner Progress Indicator (ELPI). ELPI shows that there are gains that need to be maintained in ELPAC outcomes, but also identifies needs for intervention and additional support. The most recent ELPI results show that 36.1% of ELs scored either at Level 4 or increased at least one level. This is tremendous progress for our students and actions need to be included to support ongoing similar outcomes. In addition, ELPI illustrates that 63.7% of ELs either maintained current level (1, 2L, 2H, 3L, 3H) or decreased a level from their previous ELPAC assessment. Intervention and additional support are required to increase and improve student outcomes for language acquisition.

To support the gains already achieved and advance the English proficiency of all English Learners (ELs), the District aims to implement the following key actions: increases paraprofessional support in EL classes (Action 3.1) and continue cloud-based support programs that ELs can access at school and home (Action 3.2).

Action 3.1, increase in paraprofessional support, will be in the form of additional paraprofessional hours in order to expand the individual and small group interventions available to EL students. These interventions will be assessed and directed by the certificated staff in the classroom. The teacher-paraprofessional team will work collaboratively to assess and address student needs in a more dynamic and individualized manner. Paraprofessionals can help break down activities into smaller, more comprehensible units for ELs who need extra explanation and review and reinforce concepts taught by the classroom teacher to the class as a whole.

Action 3.2, continued use of cloud-based EL resources, can support English Learners' engagement in instruction and access to content in many ways. For example, they can offer multimodal means to presenting information, variety of examples, embedded support features (e.g., new vocabulary and translations), instruction differentiated to students' English language proficiency and learning needs. The District has a 2:1 device initiative that allows for each student to have a chromebook at home and at school along with any needed connectivity support.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$33,378,806.00	\$4,632,914.00	\$2,167,244.00	\$8,903,510.00	\$49,082,474.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$39,529,345.00	\$9,553,129.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Staff, Supplies, and Services	\$23,018,644.00	\$1,000,636.00		\$1,284,120.00	\$25,303,400.00
1	2	English Learners Foster Youth Low Income	Teacher Support and Induction Program	\$95,800.00				\$95,800.00
1	3	All	Instructional Materials	\$44,814.00			\$7,975.00	\$52,789.00
1	4	English Learners Foster Youth Low Income	Technology Infrastructure, Devices and Support	\$369,583.00			\$153,876.00	\$523,459.00
1	5	English Learners Foster Youth Low Income	Professional Development	\$255,050.00			\$119,930.00	\$374,980.00
1	6	English Learners Foster Youth Low Income	Kindergarten Expansion	\$10,000.00			\$6,238,501.00	\$6,248,501.00
1	7	All	School Grounds: Maintenance and Improvement	\$1,994,227.00				\$1,994,227.00
1	8	English Learners Foster Youth Low Income	Study Trips	\$54,936.00	\$161,755.00			\$216,691.00
1	9	English Learners Foster Youth Low Income	Class Size Reduction	\$346,632.00	\$1,406,607.00			\$1,753,239.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	Parent Involvement	\$46,523.00			\$54,202.00	\$100,725.00
2	2	English Learners Foster Youth Low Income	School Climate and Student Support	\$4,388,152.00	\$165,711.00	\$1,883,715.00	\$21,397.00	\$6,458,975.00
2	3	English Learners Foster Youth Low Income	Student Safety and Attendance Improvement	\$263,428.00				\$263,428.00
2	4	English Learners Foster Youth Low Income	Health Services	\$179,922.00	\$120,379.00	\$211,683.00	\$89,544.00	\$601,528.00
3	1	English Learners Foster Youth Low Income	Academic Intervention and Support Services	\$896,671.00	\$400,103.00	\$5,785.00	\$650,425.00	\$1,952,984.00
3	2	English Learners Foster Youth Low Income	Supplemental Academic Support Programs	\$883,920.00	\$165,290.00			\$1,049,210.00
3	3	English Learners Foster Youth Low Income	After School Sports Program	\$48,834.00		\$20,000.00	\$182,532.00	\$251,366.00
3	4	English Learners Foster Youth Low Income	Extended Learning Opportunities	\$481,670.00	\$1,212,433.00	\$46,061.00	\$101,008.00	\$1,841,172.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$8,321,121.00	\$21,732,058.00
LEA-wide Total:	\$8,311,121.00	\$15,483,557.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$10,000.00	\$6,248,501.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Teacher Support and Induction Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,800.00	\$95,800.00
1	4	Technology Infrastructure, Devices and Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$369,583.00	\$523,459.00
1	5	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$255,050.00	\$374,980.00
1	6	Kindergarten Expansion	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Highland Elementary School Wingland Elementary School Kindergarten, TK, Preschool	\$10,000.00	\$6,248,501.00
1	8	Study Trips	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$54,936.00	\$216,691.00
1	9	Class Size Reduction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$346,632.00	\$1,753,239.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Parent Involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,523.00	\$100,725.00
2	2	School Climate and Student Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,388,152.00	\$6,458,975.00
2	3	Student Safety and Attendance Improvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$263,428.00	\$263,428.00
2	4	Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$179,922.00	\$601,528.00
3	1	Academic Intervention and Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$896,671.00	\$1,952,984.00
3	2	Supplemental Academic Support Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$883,920.00	\$1,049,210.00
3	3	After School Sports Program	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 3-8	\$48,834.00	\$251,366.00
3	4	Extended Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$481,670.00	\$1,841,172.00

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.

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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