



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Arvin Union School District

CDS Code: 15-63313-0000000

School Year: 2022-23

LEA contact information:

Georgia Rhett

District Superintendent

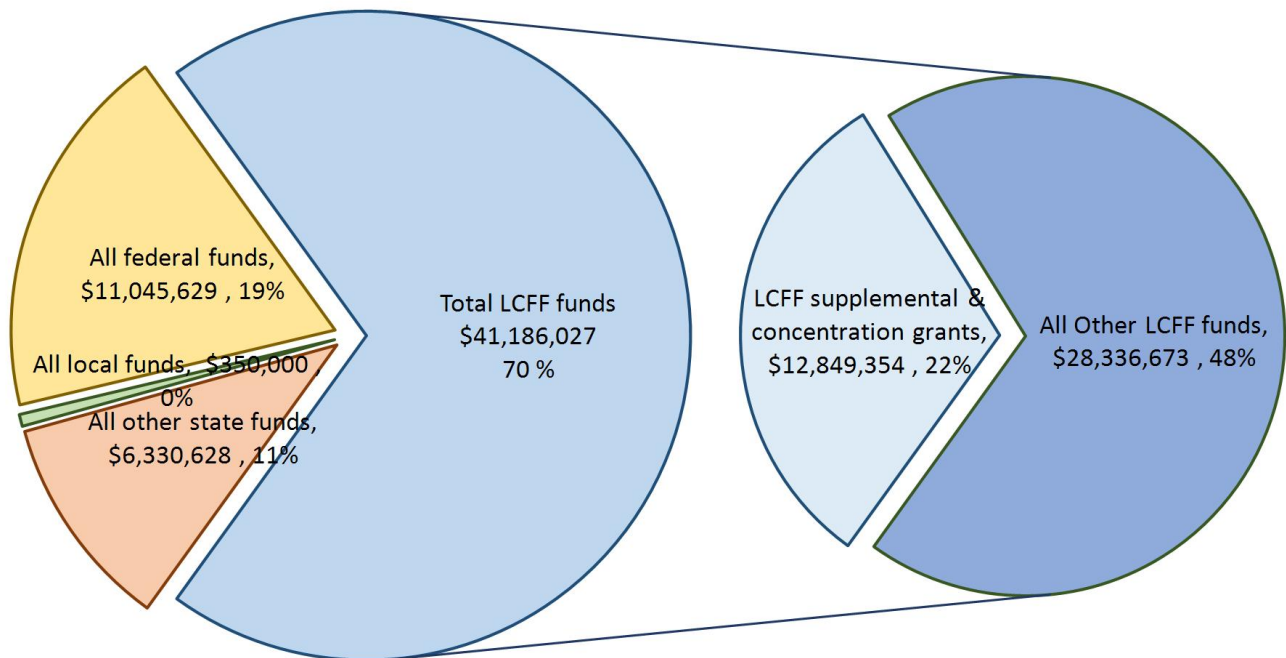
rhett@arvin-do.com

(661) 854-6500

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

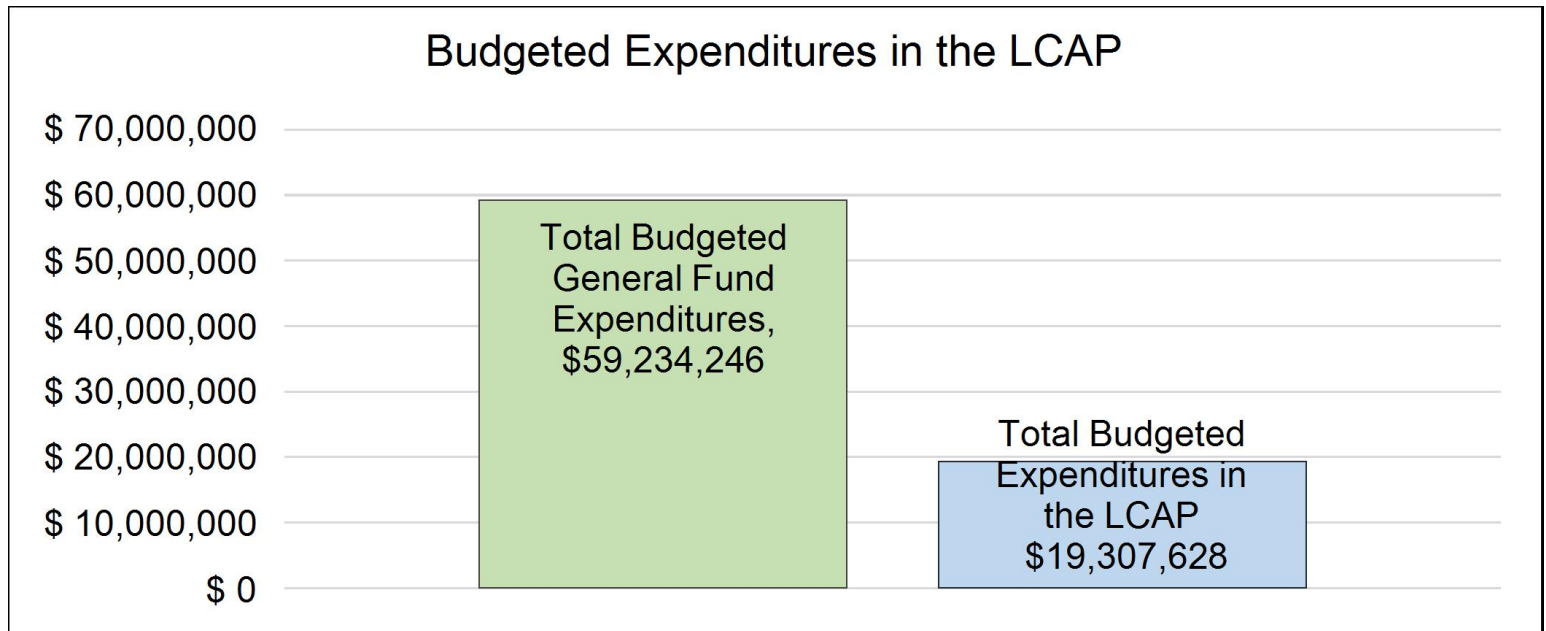


This chart shows the total general purpose revenue Arvin Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Arvin Union School District is \$58,912,284.2, of which \$41,186,027.00 is Local Control Funding Formula (LCFF), \$6,330,628.47 is other state funds, \$350,000.00 is local funds, and \$11,045,628.73 is federal funds. Of the \$41,186,027.00 in LCFF Funds, \$12,849,354.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Arvin Union School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Arvin Union School District plans to spend \$59,234,246.25 for the 2022-23 school year. Of that amount, \$19,307,628 is tied to actions/services in the LCAP and \$39,926,618.25 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

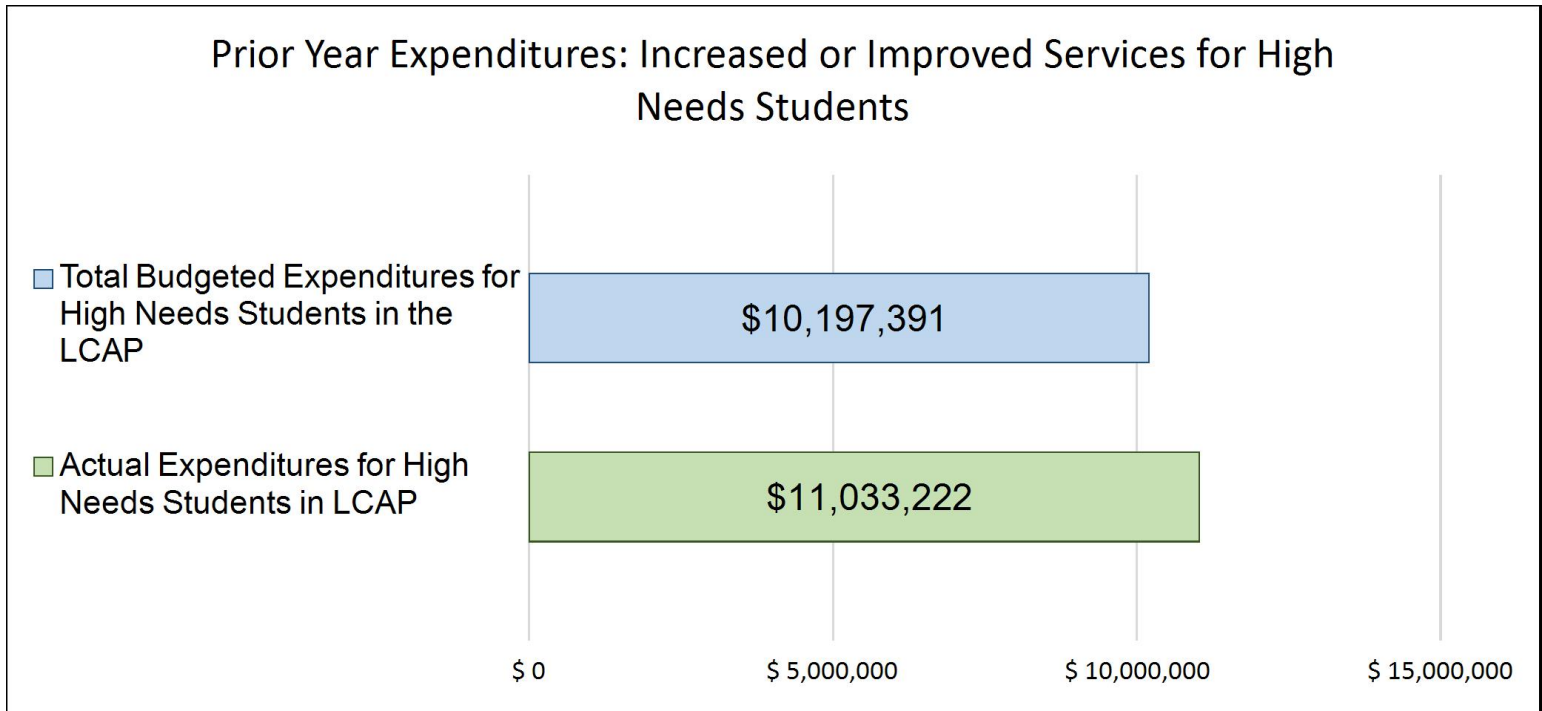
General fund expenditures include salaries and benefits for certificated teachers, classified personnel and administrative staff members. In addition, other expenditures in this area include textbooks, books and supplies, services and operating expenditures (ex. utilities) and capital outlay.

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

In 2022-23, Arvin Union School District is projecting it will receive \$12,849,354.00 based on the enrollment of foster youth, English learner, and low-income students. Arvin Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Arvin Union School District plans to spend \$13,891,031 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021-22, Arvin Union School District's LCAP budgeted \$10,197,391 for planned actions to increase or improve services for high needs students. Arvin Union School District actually spent \$11,033,222 for actions to increase or improve services for high needs students in 2021-22.



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Arvin Union School District	Georgia Rhett Superintendent	rhett@arvin-do.com 661-854-6500

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

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

With the addition of multiple funding resources over the past year, the district has moved from input regarding specific funds to a more robust and wholistic strategic format focused to support comprehensive strategic planning, accountability, and improvement aligned to the 8 mandatory state priorities and district locally identified priorities. The foundation of this work has been guided by the LCAP which is the district's main strategic planning document. The District LCAP was prepared prior to the Governor's signing of the Budget Act of 2021 on June 28, 2021.

Most recent and applicable to the Local Control Funding Formula and additional funding resources including the Budget Act of 2021 is input from educational partners specific to COVID prevention and mitigation strategies and strategies addressing the impact of lost instructional time. Significant conversations related to current funding sources include safety/engagement/wellbeing/wrap-around services including extended learning opportunities, instructional services to support standards based academic achievement with a focus on early learning and meeting differentiated needs, professional development, and a focus goal particular to Designated English Language Development and implementation of lessons to support English Learners.

The following funds provided through the California Budget Act of 2021 and not specifically mentioned in the 2021-2022 LCAP nor intended to be in the future are Educator Effectiveness Grant, Universal TK and State Preschool funds, Expanded Learning Opportunity Program Funding, Universal School Meals, Special Education funds, State Preschool, and Child Nutrition. Additional concentration funds for LCFF will be included in future LCAPs. Fund specific trainings are currently being attended and meetings are being scheduled to address planning for these

specific funds in coordination with wholistic strategic planning meetings which can be found on the Arvin Union School District Website at: <https://www.arvinschools.com/userfiles/168/my%20files/2021-2022%20ausd%20strategic%20plans%20timeline20220201195749.pdf?id=3607>

Input is critical to our planning as the Arvin Union School District is committed to significant and purposeful engagement of parents, students, certificated and classified staff, bargaining units, community groups, and other educational partners in the development of district plans and the related budget process. The district commits to continue to gather input through Zoom and TEAMS virtual meetings as well as in-person conversations, focus groups with parents during Coffee with the Principals, and with students in-person at each school site. Additionally, input has occurred and will continue to occur through administrative meetings, governance meetings with parents including parents of English Learners such as English Learner Advisory councils, various school site and district councils, surveys sent to staff and parents, and email outreach to educational partners of the local South Valley Collaborative as well as the Dolores Huerta Foundation educational representatives whom we typically contact through email or phone. Notes are updated following input from each group and items prioritized based on possible impact.

As with all family outreach, ensuring communication is available to families that speak a language other than English will be continued. This included Parent Square messages, Zoom meetings, and face to face contacts. As a result of virtual and in-person meetings, educational partners have been able to ask questions, provide feedback, provide new input, and set forth a consistent, yet more robust set of actions for the district given these difficult times. Plans are then uploaded to the district website for reference.

Federal funds such as ESSER II, ESSER III (Elementary and Secondary School Emergency Relief III) and American Rescue Plan Homeless Children and Youth (ARP-HCY) were also not included in the LCAP - an ESSER III plan was written and developed through comprehensive planning of dates noted below.

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

The Arvin Union School District continues to review data related to student academic, socio-emotional, and health needs. The district will extend efforts to support our low-income, English Learners, and Foster Youth through expansion and extension of direct services in the following areas:

Health and Safety:

2 additional custodians (beyond those hired with ESSER funds) to ensure coverage at sites due to absences related to COVID or school activities which pull bus drivers from sites.

A COVID-clerk and an additional district nurse were hired for the 2021-2022 school year under the State of California Health and Human Services Grant. The district plans to continue the 5th nurse (classified LVN) to provide targeted assistance to students on school campuses for the 2022-2023 school year.

Campus Supervisor hours have been extended from 4 hours with overtime to an 8 hour position. Additional costs would be funded through supplemental funds for the 2022-2023 school year. .

Academic:
Intervention teachers have been hired utilizing carryover Title I and Expanded Learning Opportunity Grant funds. As these funds will not be available for the 2022-2023 school year, concentration money is planned to be utilized to continue up to 7 intervention positions.

Socio-emotional needs:
These funds will also be used for increased costs of newly created Social Worker contracts with KCSOS for the 2022-2023 school year to support students at all campuses will be funded. Services have been expanded to include 2 social workers per campus.

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

As stated in the question regarding Engagement for the Budget Act of 2021 as well as in the LCAP 2021-2024 Stakeholder Engagement section introduction, the district has been focused on comprehensive strategic planning which supports the district vision. Outcomes of previous input sessions focused on the 8 priorities of LCAP. The COVID-19 pandemic necessitated expansion of the district's strategic planning. Our meetings were geared to strategic actions which included ongoing funds and one-time monies which were embedded into these conversations as priorities. All educational partner sessions included a component related to health and safety as well as mitigating learning loss/addressing the impact of lost learning time and socio-emotional supports to provide wrap-around services to support ongoing recovery from the COVID-19 pandemic and the impacts of distance learning.

The Arvin Union School District remained committed to significant and purposeful engagement of parents, students, certificated and classified staff, bargaining units, community groups, and other educational partners in the course of supporting recovery from COVID -19. Engagement regarding use of one-time funds received occurred through through a multitude of opportunities including:

- *Zoom and TEAMS virtual meetings

- *In-person conversations

- *Focus groups with parents during Coffee with the Principals and with students in-person at each school site

- *During governance meetings with parents including parents of English Learners such as English Learner Advisory councils, and various

school site and district councils

*Through surveys sent to staff and parents, and email outreach to educational partners of the local South Valley Collaborative as well as the Dolores Huerta Foundation educational representatives, which provided email responses.

Following the meaningful engagement with educational partners in all of these platforms, notes were updated from each group and items prioritized based on possible impact.

As with all family outreach, ensuring communication was available to families that spoke a language other than English was continued. This included Parent Square messages, Zoom meetings, and face to face contacts. Facebook has also begun to be utilized and current plans and updates are posted to the internet. As a result of virtual and in-person meetings, stakeholders were able to ask questions, provide feedback, provide new input, and set forth a consistent, yet more robust set of actions for the district given these difficult times.

DESCRIPTION OF STAKEHOLDER GROUP INPUT OPPORTUNITIES AND OUTREACH FOR INPUT:

Educational Partner input prior to the 2021-2022 school year is included in the district's LCAP plan posted at:

<https://www.arvinschools.com/userfiles/146/my%20files/2021%20lcap%20final%20board%20approved.pdf?id=3362>

Educational Partner input upon commencement of the 2021-2022 school year is included below:

STUDENTS

In-person school site focus groups with students Grades 4 through 8 including foster, homeless, special education, migrant, English learners, and students of color.

Sierra Vista September 23, 2021; Bear Mountain September 23, 2021; El Camino September 24, 2021; and Haven Drive Middle School September 22, 2021.

PARENTS / FAMILIES INCLUDING THOSE THAT SPEAK LANGUAGES OTHER THAN ENGLISH - all district meetings are available in English and Spanish

Site Administrators shared a translated copy of draft ESSER III input to date and gathered additional input sent to the district office by each administrator

Bear Mountain Coffee with the Principal, September 17, 2021 and Bear Mountain School Site Council, September 21, 2021 meetings with Principal

Sierra Vista Coffee with the Principal, September 24, 2021 and Sierra Vista School Site Council, September 21, 2021 meetings with Principal

El Camino Parent Survey 9/29/2021 September 23, 2021 and El Camino School Site Council September 21, 2021 meetings with Principal

Haven Drive Coffee with the Principal, September 30, 2021 and Haven Drive School Site Council, October 12, 2021 meetings with Principal

Migrant Parent Advisory Council Elected Members meeting with Migrant Resource Teacher, October 4, 2021

DISTRICT ADMINISTRATORS, SITE PRINCIPALS, PROGRAM DIRECTORS , AND TEACHERS ON SPECIAL ASSIGNMENT

The District Cabinet newly designed in Fall 2021 for coherence and consistency met September 18, 2021 via TEAMS to discuss ESSER III.

This group included District Administrators, Program Coordinators, Site Principals, Vice Principals, Teachers on Special Assignment, Resource Teachers, and Classified Program Directors including Cafeteria, Technology, and Maintenance /Operations/Transportation/Warehouse. The Cabinet members reviewed the areas of possible expenditure allowances, previewed the three column chart identifying focus areas for ESSER III and added ideas. Further, they were tasked with gathering input from their site groups including staff and parents focused on our vision of Leading from the Middle. Additional input has been gathered through individual conversations throughout the time prior to the plan going before the school board for approval.

STAFF EDUCATIONAL PARTNERS INCLUDING TEACHERS AND CLASSIFIED STAFF

Bear Mountain PLC meeting, October 4, 2021

Sierra Vista PLC meeting, October 4, 2021

El Camino PLC meeting, October 4, 2021

Haven Drive PLC meeting, October 4, 2021

All District Staff survey online, Week of September 24, 2021

Email of draft ESSER III plan sent October 3, 2021 for review and input.

CLASSIFIED PERSONNEL including School Site Secretaries, Paraprofessionals, the Migrant Department, and the district's Family Resource Center

TEAMS meetings, TEAMS chats, or In-Person meetings were held with each group, either by the District Superintendent or their direct supervisor to get input for the plan using the 3 column chart as a foundation.

Secretaries, September 24, 2021; Family Resource Center Staff (especially focused on Foster/Homeless) September 22, 2021; Migrant September 17, 2021; Librarians, September 25 TEAMS message, Instructional Assistants, October 4, 2021 input requested by Teacher on Special Assignment through TEAMS

All District staff survey online, Week of September 24, 2021

Email of ESSER plan sent October 3, 2021 for review and input.

COMMUNITY

Invitation email sent out through the district's Family Resource Center with a 3 column note category chart relative to plan areas, ideas already suggested, and an overview of CDE approved expenditure list to the South Valley Community Collaborative including Arvin's Vecinos Unidos requesting input. An additional email was sent to the Dolores Huerta Foundation Educational Policy Director who replied back on behalf of their parent group with appreciation for previous efforts and with 4 key areas of input.

DISTRICT ADVISORY COUNCIL (DAC)

Meeting held September 29, 2021

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

Meetings were held focused on items already suggested as well as gathering additional input.

Bear Mountain English Learner Committee, September 21, 2021

Sierra Vista English Learner Committee, September 21, 2021

El Camino Real English Learner Committee, September 21, 2021
Haven Drive English Learner Committee, October 11, 2021
District English Learner Committee, September 29, 2021

SPECIAL EDUCATION

In-person meeting between Superintendent and Director of Student Services, September 16, 2021

HOMELESS

Family Resource Center Director and Staff have provided input specifically related to Homeless students and participated in a meeting on November 12, 2021 dedicated to identification, outreach, and meeting the needs of Homeless students.

LOCAL BARGAINING UNITS

Arvin Teacher's Association (ATA)

3 column chart to prompt input and conversations both in general and specific to required bargaining items including school calendar impact on work days , professional development, and other items affecting working conditions including safety. Negotiation meetings, September 1, 2021, November 29, 2021

California School Employee Association (CSEA)

3 column chart to prompt input and conversations both in general and specific to required bargaining items including school calendar impact on work days , professional development, and other items affecting working conditions including safety. Negotiations meetings, August 12 and September 7, 2021.

SCHOOL BOARD

Informational data reports and budget overview presented at a regular meeting of the board, August 17, September 14, November 16, December 14, 2021

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

As the American Rescue Plan Act has a deadline of September 30, 2024, these funds are planned to be utilized to fund one-time or short term actions or to extend services initially implemented with Extended Learning Opportunity Grant funds, ESSER II funds, In Person Instruction funds, and COVID-19 Response funds. Funding timeliness on the variety of financial resources available to the district have prompted us to prioritize expenditures according to funding guidelines and spending deadlines. As an internal guide, the district has created two spreadsheets as internal working documents to summarize details related to the Elementary and Secondary School Emergency Relief expenditure plan. The first spreadsheet created by the district Chief Business Official includes COVID-related fund titles and codes, spending deadlines, total allocations, expenditures which are updated upon budget review, and proposed budget including all actions, associated costs,

and a chronology for expenditures to extend actions using multiple resources over the course of continuous years. The second spreadsheet specific to ESSER III includes a list of action steps, elements within each action, budgeted costs, and dates aligned to implementation or extension of actions that were previously initiated with other funding sources. All actions in the ESSER III plan have been assigned tracking codes which facilitate budget maintenance.

Successes of implementation of funds through initiated purchases or completed items within actions to date includes:

- *proactive action in response to COVID-19 through hiring additional classified custodial staff and instructional aide staff as direct services to students
- *outside eating areas to ensure social distancing with shade structures and tables to remedy the demands of the lunch hour at all campuses
- *floor cleaners to ensure outdoor eating areas remain clean throughout the period of physical distancing mandates
- *replacement of desks at the middle school to ensure that students may be seated with greater distance from each other during instruction in the classroom
- *securing furniture including desks and workstations (cubbies) to support social distancing in offices with confined space including the Family Resource Center, Preschool, and Technology Department
- *securing two attendance clerks that split their work time between two schools sites to enhance engagement services district-wide
- *the addition of a gate at Bear Mountain Elementary to facilitate social distancing able to be utilized for entry or dismissal
- *voice amplification materials in specific classrooms with more to be added over the year
- *targeted professional development
- *assistive technology

Challenges experienced during implementation include:

- *tracking the multitude of codes that were updated mid-stream
- *the influx of funds with very short timelines
- *lack of applicants for posted positions
- *shipping delays
- *hurdles to overcome with concurrent implementation of the multitude of plans and initiatives within the last year
- *restrictions related to federal funding which delay processes

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

Funds allocated to districts are intended to meet a variety of needs. The needs of the community of Arvin and its students are great thus

providing a variety of state and federal funding streams with varied intents, regulations, and timelines for expenditures. The district vision states, "The Arvin Union School District focuses on the educational, environmental, and emotional needs of our community with a culture of unity and a dedication to student success. We provide equitable educational services to enhance all students' lives preparing for high school and beyond through a system of continuous improvement. We are accountable for fiscal stability, infrastructure maintenance, and developing staff capacity for the achievement of student goals with a common direction produced through Trust, Transparency, and Teamwork."

Therefore, the district team has selected to focus on strategic planning with input sessions, discussions, and action plan creation with a wholistic view focused on backwards mapping from identified needs. Educational partner input from staff, parents, and students as well as information gained through assessments or surveys guided the development of actions for multiple plans through a strategic planning process prioritizing actions and timing of implementation. Plans include the 2021-2022 LCAP, Safe Return to In-Person Instruction Plan, Learning Continuity and Attendance Plan, and ESSER III among others. Metrics have been selected to address the 8 priorities of LCAP and, for continuity, utilized to measure outcomes which indicate the impact of action plans. Each of these metrics includes a 3 year goal.

Fiscal resources received are utilized with 5 key concepts in mind to ensure meeting the funding source intent.

1. Is the cost reasonable - is the cost of the action necessary and appropriate.
2. Is the cost allocable - each cost must be consistent with the benefit it provides.
3. The cost may not be limited by cost principles - each funding source has regulations to follow and actions are separated accordingly.
4. Is adequate documentation being kept - are actions, time accounting, inventory, etc. reviewable.
5. Are district procedures and policies uniformly applied - whether state or federal funding the district applies uniform procedures for expenditures.

The district has focused on building a solid foundation for educational, environmental, and emotional support of students. This foundation is supplemented with additional funds. Reconciliation processes have been established and are exercised regularly to ensure proper accountability for expenditures. These procedures include time and effort reporting (time accounting), purchase order procedures, payroll checks and balances, position control review, and funding source allocation. Based on our district vision, our foundational principles are constant regardless of the plan.

The impact of COVID on daily attendance of staff and students has been shocking. Restructuring of campus routines including dining/seating arrangements and cleaning/health protocols necessary have been significant impacts to daily school life requiring purchases of infrastructure/seating to support routines. Although numbers were initially manageable, the mid-year surge prompted the addition of staff to support attendance calls, COVID exposure contact calls, to support independent study with a focus on attendance, and documentation pertinent to each respective plan or action. The district's intent has been to facilitate in-person instruction utilizing substitutes and re-assigning appropriately credentialed personnel to continue with stable groups. In addition, long-term independent study teachers have focused on engaging students through virtual learning. The impact of short-term independent study is great and a focus continues on providing learning materials aligned to pacing guides and in-class instruction. Socio-emotional supports have been expanded at all campuses to meet the great needs of students who have been affected by COVID health, exposure, and/or quarantine. Additional personnel and materials including Personal Protective Equipment (PPE) have been purchased to ensure safety of students and family communication has been increased through additional staff for phone and home calls and use of Parent Square. These actions align with LCAP Goal 1.

The undeniable reality of learning loss over the past 2 years coupled with already significant academic needs of our students has prompted the district to intensify focus on foundational first instruction with significant funding dedicated to Professional Development in Math, Science, English Language Development and embedded Language Arts instruction. In addition, the number of intervention teachers and instructional assistants hired at all 4 district campuses has been increased to ensure smaller groups of students to address core academic needs. Additional Teachers on Special Assignment support staff implementation of CANVAS, I-Ready, 95% and other instructional/technology supports. Action steps related to expanding technology, including the vision of a 2 to 1 ratio of Chromebooks at the elementary/universal WiFi/online platform implementation/and campus upgrades, continue to be focus areas within the various plans. Additional materials have been purchased to support instruction and plans to continue to support expanded learning opportunities continue. This aligns with LCAP Goals 2, 3, and 4.

The district will continue to focus on ensuring safety at school, focusing on academic growth, and supporting social-emotional health through the various funding sources provided.

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

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

Introduction

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

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and

- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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



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
Arvin Union School District	Georgia Rhett District Superintendent	rhett@arvin-do.com (661) 854-6500

Plan Summary [2022-23]

General Information

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

The District School Board takes an active role in leadership for our district. With input from data and educational partners the following vision continues to guide our work: "The Arvin Union School District focuses on the educational, environmental, and emotional needs of our community with a culture of unity and a dedication to student success. We provide equitable educational services to enhance all students' lives preparing for High School and beyond through a system of continuous improvement. We are accountable for financial stability, infrastructure maintenance, and developing staff capacity for the achievement of student goals with a common direction produced through Trust, Transparency, and Teamwork."

The Arvin Union School District serves approximately 3,058 students in Transitional Kindergarten through eighth grade at four school sites. For the upcoming school years, Transitional Kindergarten classes will all be held at the Bear Mountain campus. The district has three elementary schools ranging in size from 725 to 871 students (Bear Mountain, El Camino Real, and Sierra Vista) and one middle school (Haven Drive) serving 667 students. Preschool classes are available at each site through state preschool and a district preschool for Students with Special Needs is housed at Bear Mountain Elementary. Personnel are dedicated to expanding academic, physical, behavioral, and mental health services with support from supplemental services funded through Local Control Funding, Title funds, short term COVID related funding, American Rescue Plan funding, ESSER funds, the Migrant Program, the Family Resource Center - First 5, and a Community Schools grant.

Based on information gathered from the Kern Integrated Data System supported through the Kern County Superintendent of Schools Office, unduplicated student populations include, from most to least: 91.3% Socio-Economically Disadvantaged, 61.2% English Learners, 5.7%

Homeless, and 0.4% Foster Youth. The English Learner population is mainly Spanish speaking with a very small population of Arabic and native languages. Ethnicities within the district include 95.9% Hispanic, 2.5% White, 0.16% Asian, and 0.9% African American, 0.19% Filipino, and 0.06% American Indian/Native. Students with Disabilities are 8.8% of the district's enrollment and 13.4% qualify for Migrant services. The district's unduplicated LCFF count based on 2021 CBEDS was 96.8%%.

Our community is surrounded by agriculture and many of our students' parents work in some faction of the agricultural cycle working very long hours. As a semi-rural community, the drive times to work for parents whether to offices, business, local warehouses, or the fields can be 30 minutes or more. The city has transformed over the past years from a small-town atmosphere to a small city with significantly varied socio-economic status areas. Social issues impacting the city are visible homelessness, crime, violence, building blight, and a lack of adequate public services. Unemployment is high and above the state average. Family ties and friendships are strong for many providing wide-spread support systems. In opposition, there are newcomers to town who may not have a local structure for support such as childcare or to meet transportation needs. Homebuilding continues in several areas of the city. Local resources are not expanding at the same rate as the need. Entertainment and recreation opportunities other than city parks, which have not been kept up, are not available. In addition, technology suffers due to limited tower access in this far south end of the San Joaquin Valley. Many of our students and their families are isolated from services provided in the metropolitan area of Bakersfield due to distance and economic circumstances. Local business services remain largely limited to small vendors and health services are limited. A new health center is being constructed on Arvin's main street which is a positive for the community.

COVID-19 had a significant impact on Arvin students and families including physical and mental health as well as academic success. The elements within our strategic plan are outcomes of partnering with our community, families, and staff for increased services to support improving outcomes for students in spite of recent hardships.

Reflections: Successes

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

The district vision created by our school board three years ago has remained intact and leads a commitment to maintain successful actions previously in place and to inspire the addition of new or expanded supports for students, families, and staff. Input from educational partners gathered for this plan spoke to the continuing significant impacts of interrupted learning and wellness needs. A safe return to in-person instruction, appreciation for Chromebooks, expansion of wrap-around services, and interventions were key components representing successes from multiple stakeholders. Successes include:

Priority 1:

Staff from all departments continue to support an ever-changing environment. Maintenance of Williams Act (Priority 1) compliance for appropriately assigned teachers, standards-aligned instructional materials, and school facilities was sustained with the help of many hands.

Priority 2:

Growth in implementation of state standards and active engagement of students especially in the area of Designated English Language Development and math have been areas of success. A district focus on Professional Development, site walkthroughs, and specific feedback aligned to a district rubric have all supported growth in this area. A focus on English Language Learners ensured continuation of protected time for Designated ELD and staff increased implementation of strategies to promote Integrated ELD utilizing AVID skills focused on writing and engagement among others. Rubric averages for Designated ELD walkthroughs this year improved from a Baseline of 0 to a mid-year average level of 39% with a range between 16% and 70% developing implementation. Specific areas of improvement were an increase in student interaction, use of graphic organizers, and modeling.

As reported by Educational Partners through surveys and discussions at Coffee with the Principal and District Advisory meetings, the district increased and improved services to students through accomplishment of 1 to 1 technology ratios utilizing Chromebooks and the acquisition and distribution of WIFI hotspots as needed. There is excitement over the purchase of Chromebooks to ensure a 2 to 1 technology ratio at the district's elementary sites. The district, with the assistance of Teachers on Special Assignment, continues on a path of transition more fully utilizing technology for delivery of instruction aligned to state standards and to support differentiated instruction.

With the return to in-person instruction, TK-3 teachers have continued implementation of the 95% Intervention Program to support Early Literacy and implemented Counting Collections/Math Talks for Math which have both supported depth of understanding with foundational skills - especially in the early grades. Middle school teachers focused on implementation of STAR Renaissance diagnostic assessments to guide instruction which has promoted their focus on Professional Learning Community (PLC) implementation.

Certificated staff self-reported increases in combined developing and sustaining levels on all components within the Professional Learning Community Survey taken in February. Growth averaged between 5 and 10 percentage points. District Teachers on Special Assignment, coaches, administrators, and instructional team members have led this charge. Full implementation of the Kern Integrated Data Systems (KIDS) project is well-underway and district staff are increasingly able to utilize data reporting for planning and to identify students in need of intervention or extension.

Priority 3:

The Parent Square Communication Platform was added in the 2021-2022 school year replacing the previous Blackboard Platform. Parent Square has improved ease of sharing regular updates as well as emergency information with families - 66% of respondents reported they had downloaded the Parent Square App. Whether the app is downloaded or not, parents receive texts which allow them to access district and site information. The District's Family Resource Center has significantly expanded case load and support services. As of April 30th, the Family Resource Center processed 147 Medi-Cal applications, 89 CalFresh applications, 83 housing assistance, 29 I-90 renewals, 578 unemployment assistance, 182 disability assistance, 31 Paid Family Leave assistance, and 103 pediatric vaccinations. Staff surveys for Family and Community engagement indicated an increase in Leadership and Collaborating and the range of scores increased from 43%-61% to 50%-61%. Parent surveys completed in late March 2022 indicated 88% of parents felt the schools actively sought out parent input for decisions. Percentages reporting how the best method for receiving information have remained stable with 73% of parents reported they preferred receiving a text and 16% a phone call as the best method for receiving information. ZOOM meetings have been a focus for the majority of district and school site parent meetings and have maintained levels of attendance throughout the COVID-19 surges. 162 parents enrolled in Fresno State Parent University and 87 completed courses during Fall and Spring sessions.

Priority 4:

Student achievement was greatly affected by distance learning and COVID quarantines during the 2020-2021 and 2021-2022 school years. Regular classroom and intervention teachers have worked very hard to support acceleration of interrupted learning. The unimaginable losses possible have been tempered by teachers, instructional aides, and after school staff who provided grade level instruction, intervention, acceleration supports and short-term independent study packets for students in quarantine with a return to in-person instruction for the 2021-2022 school year. Intervention data from 95% Group beginning to end of year data comparison indicates growth from 0 to 20% Core in First Grade, 1 to 22% Core in Second Grade, 1 to 8% Core in Third Grade. More significantly is the decrease of students 2 or more years below grade level in Phonics which decreased from 49% to 11% in First Grade, 92% to 53% in Second Grade, and 85% to 40% in Third Grade.

Priority 6:

Data gathered from the Kern Integrated Data System indicates the district suspension rate during in-person instruction has trended downward from a 2016-2017 baseline of 2.7% to 1.2% in 2019-2020 and is, at the time of this writing in March 2022 is 0.6% for "all students". Significantly, the violations of causing physical injury or attempting/threatening to cause physical injury have decreased dramatically. The district has implemented multiple-wrap around services to support this data point. Perhaps our largest focus, socio-emotional support, included implementation of the RULER socio-emotional learning program in conjunction with Positive Behavior Intervention and Supports (PBIS Rewards Online) and an engagement team at each site of no less than 7 staff members dedicated to reaching out to students and families. This foundational team included attendance clerks, student success facilitators, campus supervisors, social workers, nurses, and categorical clerks and expanded to include administrators, program directors, teacher teams, and additional classified staff. Based on a district survey, an overwhelming 98% of parent survey respondents stated social workers are important to have at each site. 98% of parents reported nurses were important at each site.

Resilience has been mentioned many times by various stakeholders and exemplifies students, parents, staff, and the community and is uppermost in our minds as we write this strategic plan which will guide district work for the remaining two years of this plan to maintain employment of personnel, to expand professional development, to continue implementation of successful programs and actions, and to provide additional resources with a focus on improvement in expected outcomes identified.

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.

Dashboard Indicators:

The 2018-2019 District Dashboard placement for the district was "Orange" for Language Arts and Math for all students low income, and English Learners. In addition, the 2018-2019 District Dashboard placement for Chronic Absenteeism was also "Orange" for the district and unduplicated student groups. This data is included as a primary indicator of need while identified areas in specific priorities is as follows:

Priority 2:

Implementation of State Standards surveys indicate a drop in results of Full Awareness or better in every component of the survey including Language Arts, English Language Development, Math, Science, and Social Studies. The diversity of student readiness levels, a focus on engagement through active participation with teacher as facilitator, and high number of absences of students on any given day provide a backdrop for uncertainty in daily classroom instruction. Survey results, in conjunction with student outcomes, prompt the district to focus on providing support staff to facilitate grouping for differentiated instruction, professional development for all staff, support materials, and consistent reviews of data to identify areas of progress and continued need.

Priority 3:

Parent involvement has increased through virtual means this past school year, however, stakeholder input and results from district surveys indicate a need to ensure all parents are included in conversations and collaboration. Expanded program services and personnel focused on parent involvement to improve student outcomes is a focus which supports all identified needs discussed in this section.

Priority 4:

The undeniable reality of learning loss during interrupted learning, added to the already significant academic needs of students not meeting grade-level proficiency, requires us to attend to the mitigation of learning loss with urgency. District academic scores indicate a high percentage of students are significantly below grade level in Language Arts and Mathematics, which makes evident a need for extra support in these areas to meet student needs and ensure grade level proficiency districtwide.

I-Ready mid-year MATH data confirms 43% of elementary students are performing 2 to 3+ grade levels below standard relative to 28% in Winter of 2019-2020 prior to the impact of COVID-19. The percentages of students 3 years below grade level increase from first through 6th grade with 34% of 6th graders 3 or more years below grade level. 4th grade has the highest percentage of students 2 to 3+ grade levels below standard at 56%. It is a concern that grades 1, 3, and 4 are not indicated to be in the "high growth" category which I-Ready identifies as students who exceed the "norm" for growth between assessment periods. Inequities in student group performance are a concern with the highest percentage of CAASPP equivalent in math being 18% for Hispanic and White students, 17% for Socio-economically disadvantaged and Migrant, 8% for English Learners, and 4% for Students with Disabilities. The total for all students estimated to be on grade level was 17%.

I-Ready mid-year ENGLISH LANGUAGE ARTS data confirms 46% of elementary students are performing 2 to 3+ grade levels below standard relative to 36% in Winter of 2019-2020 prior to the impact of COVID-19. The percentages of students 3 years below grade level increase from first through 5th grade with 34% of 5th graders 3 or more years below grade level. 5th grade has the highest percentage of students 2 to 3+ grade levels below standard at 63%. It is a concern that only 4th and 6th grade levels are indicated to be in the "high growth" category which I-Ready identifies as students who exceed the "norm" for growth between assessment periods. Inequities in student group performance are a concern with the highest percentage of CAASPP equivalent being 28.5% for White students, 21% for Hispanic, 19.7% for Socio-economically disadvantaged, 15.2% Migrant, 7.6% for English Learners, and 1% for Students with Disabilities. The total for all students estimated to be on grade level was 21%. Only 7% of 3rd graders ended the school year 2020-2021 on grade level as identified by I-Ready.

These identified areas of need are drivers in the decision to continue with plans to utilize I-Ready and STAR Renaissance assessments and to focus on our youngest students through P3-CC Math (Preschool through 3rd Grade Curriculum Calibration for math) and 95% Group Intervention for Language Arts. Engagement of Kern County Superintendent of Schools Math consultants for the 2022-2024 school years will be refined and continued. Plans to modify summer school, after school intervention, and extended year have begun. A focus on curriculum alignment, a university style menu of targeted and tiered professional growth structure, maintenance of additional intervention teachers at all sites, the continuation of four Teachers on Special Assignment, a focus on Cycle of Inquiry, expanded intervention and extension opportunities, and a focus on equity following a path set by the local school board are planned for the upcoming 2 years of the LCAP plan.

2020-2021 CAST Data is concerning as only 10.21% of students met or exceeded standards with a breakdown of White students 15%, Hispanic 10.12%, Socio-economic disadvantaged 9.48%, Migrant 8.16%, English Learners 2.58% and Homeless and Students with Disabilities 0%. This leads us to continue efforts to implement science with support from Kern County Superintendent of Schools and STEAM activities built into all daytime and extended programs.

The district's re-designation rate is much lower than desired and stakeholder input from parents and staff express desires to improve outcomes for English Learners. As such, the district will be working collaboratively with Jill Hamilton-Bunch, a much respected educational leader at the college level, to focus on Integrated and Designated English Language Development and utilization of content vocabulary to support academic conversations. Only 4.1% of students made progress toward English proficiency which mirrors the inconsistent progress over time.

Priority 5:

Absenteeism as measured by Attention2Attendance data and as noted in real time through the Kern Integrated Data System indicates mid-year March overall positive attendance comparisons of 90.37% compared to ranges in the mid-90's in past years. 37% of students at the time of this writing, March 2022, are chronically absent as identified by KIDS. African American and foster are significantly higher than other groups in regard to chronic absenteeism. Students on quarantine not completing short-term independent study, initial issues with long term independent study work completion, and a general lack of engagement to attend school by chronic families has been noted as a critical element for focus. Expanded implementation of the district's Student Engagement Plan with support from our Family Resource Center Director will be a critical element in the upcoming years. A particular focus will be on African American 83% attendance, Homeless 89%, and White 87% who struggle with attendance below the average.

While the suspension rate decreased for "all students" the rate remains high for African American and English Learners. The continual decline is tempered with the knowledge student behavior previously leading to a suspension possible was alleviated with restorative practices of the Alternate Learning Academy. The socio-emotional needs of students, families, and staff is another factor that has prompted reflections on strategies for delivery of content, professional development, use of materials and programs, and aligning personnel services to support well-being. RULER was adopted this year to facilitate our focus on teaching and learning strategies for socio-emotional health and PBIS Rewards Online implemented. A new Family Resource Center Coordinator has been tasked with job duties aligned to facilitate improved services particularly for foster and homeless youth supported by a re-aligned engagement team.

District and site leadership training was refined to focus on the art and science of thinking, planning, and measuring the effect of our actions toward achievement of goals identified. Reflection on local district survey results including California Healthy Kids Surveys (CHKS), Butte County Survey, as well as academic data has led the group to collectively identify engagement, student achievement, and professional development as critical factors to promote a commonly owned plan for success. Moving forward, the work this year largely focused on technology acquisition, engagement and training and maintaining/building relationships from a distance. The data sources being put into place this year and Professional Learning Community Processes will be utilized to help mitigate learning loss moving forward.

LCAP Highlights

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

The 2021-2024 LCAP is the district's strategic plan. The remaining 2 years of this plan drives our comprehensive strategic planning, focuses on educational partner engagement, and provides a format for demonstrating accountability and compliance. It is a roadmap that will, over time, support redefining metrics and structures to ensure that students, staff, and parents have an opportunity to show their success in their own way to overcome when "I can't" or "I can't or haven't yet" is the current reality. The district will continue all actions related to conditions of learning and basic services which have been successful with meeting Priority 1 to date. Student, staff, and parent success foundationally begins with safety and connectedness (school climate) which facilitates engagement and trust.

Professional Learning Communities' focus on the Cycle of Inquiry will be fine-tuned to ensure sustainable change through review of expanded data resources, short term goal setting, implementation of action steps which include curriculum alignment, and refinement of standards/assessments implementation. Tiered and targeted professional development is being tailored to address areas of need identified in surveys, district walkthroughs, and survey input. A focus on the last piece of the cycle, making modifications to support individual student needs, is critical to change the district trajectory for student achievement and individual student outcomes which includes continuing to expand our course access.

Multiple action steps focus on engagement of students through activity based learning, building foundational conceptual skills, and providing ways to be involved during the day and after-school hours in order to expand learning and meaningful participation opportunities. Distance learning provided a glimpse into how isolation affects students and staff - we strive to build back our community of learners.

Parent and engagement partnerships will be key to expansion and implementation of programs - we look forward to this work.

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.

No schools in the district have been identified.

Support for Identified Schools

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

Not applicable. No schools in the district have been identified.

Monitoring and Evaluating Effectiveness

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

Not applicable. No schools in the district have been identified.

Engaging Educational Partners

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

The Arvin Union School District continues to commit to purposeful and ongoing engagement of our educational partners which include parents, students, educators, bargaining units, community groups, and other entities that share in our mission and collaboratively develop our LCAP and the budget focusing on trust and transparency. In accordance to statute, educational partner engagement supported comprehensive strategic planning, accountability and improvement utilizing the eight state priorities in conjunction with our district's locally identified priorities.

Schools were reopened for in-person instruction during the 2021-2022 school year, which facilitated more opportunities to reach students and families especially for those that had struggled with connectivity/technology during distance learning. As with all outreach, ensuring communication was available to Educational Partners that spoke a language other than English was continued. Meeting dates and times were gathered onto a district timeline document, then shared at the beginning of the year with reminders for LCAP input opportunities sent out ongoing throughout the year as well. All opportunities for Educational Partner engagement were conveyed through multiple sources including ParentSquare messages, Zoom meetings, and face to face contacts as permitted by in the moment guidance for COVID protocols. Facebook and social media were also utilized and plans and updates were posted to the district's webpage. Specific to updating the LCAP for 2022-2023, a PowerPoint presentation including local outcome data based on the eight state priorities was used to provide an overview of the district's LCAP to give context for Educational Partner Input/Feedback. These discussion and input meetings were available during the day as well as during community meeting times at later hours selected to ensure the opportunity for daytime and late evening attendance. Time was provided for Educational Partner discussion and Input/Feedback through a variety of meetings, surveys, and activities to involve educational partners regarding proposed actions and services facilitated by the 2022 Supplement to the Annual Update and 2021-2022 Mid-Year LCAP Budget report including a review of district data, funding, goals, and current action steps. Actions and services suggested by our educational partners were gathered systematically onto the hard copy of the PowerPoint presentation at each of the calendared meeting dates, which were reviewed and considered for the continuation of the 3-year plan as well as guided the remaining months of the academic year. All final educational partner input was then transposed onto one color coded district spreadsheet to guide this 2022-2023 LCAP plan.

The following groups were actively involved in the LCAP development process:

STUDENTS

February 16, 2022, Healthy Kids Surveys/Input for 2022-2023 for all three elementary sites and our middle school site; February 22, 2022 at 8:30 a.m.- El Camino Real Elementary Student Input- Morning Meeting/Input on Proposed LCAP/LEAP actions for year two of the three year 2021-2024 plan, February 23, 2022 at 8:30 a.m.- Bear Mountain Elementary Student Input- Morning Meeting/Input on proposed LCAP/LEAP actions for year 2 of the three year 2021-2024 plan; February 24, 2022 at 8:30 a.m.- Sierra Vista Elementary Student Input- Morning Meeting/Input on proposed LCAP/LEAP actions for year two of the three year 2021-2024 plan; and February 25, 2022 at 8:30 a.m.-Haven Drive Middle School Student Input- Morning Meeting for input on proposed LCAP/LEAP actions for year two of the three year 2021-2024 plan.

DISTRICT ADMINISTRATORS, SITE PRINCIPALS, PROGRAM DIRECTORS , AND RESOURCE TEACHERS

District Administrators, Site Principals, Program Directors, Department Supervisors, and Teachers On Special Assignment met with the Superintendent and Assistant Superintendent throughout the year for professional development with a focus on leadership, innovation, and initiatives related to their positions, programs, and implementation of the LCAP. This group reviewed qualitative and quantitative data as it pertained to the effectiveness of implementation and completion of action steps and provided input/feedback at various other administrative meetings during 2021-2022. These meetings were held on November 18, 2021, Program Directors and Administration/Kern County Superintendent of Schools- Annual Visit; January 20, 2022, at an Administrative Council (A/C) meeting 9:00 a.m., District and Site Administration- Input/Feedback on LCAP and Strategic Plans calendar; February 17, 2022 at an Administrative Council (A/C) meeting 9:00 a.m., District and Site Administration- Mid-Year Review and Input/Feedback on LCAP and Strategic Plans; March 3, 2022, at an Administrative Council (A/C) meeting 9:00 a.m.- District and Site Administration/Program Directors-LCAP/LEAP Analysis- of Action Steps for three year plan 2021-2024; April 21, 2022, at an Administrative Council (A/C) meeting 9:00 a.m.- District and Site Administration/Program Directors- Review of Proposed LCAP/LEAP Action Steps for year two (2) of three (3) year plan 2021-2024.

The Superintendent, Assistant Superintendent and Site Administrators work closely to ensure alignment of Single Plan for Student Achievement (SPSA) with our Local Control and Accountability Plan (LCAP). The most recent school site plans were adopted in December 2021 and were reviewed prior to approval by the school board.

CERTIFICATED AND CLASSIFIED SCHOOL SITE STAFF

Through a compilation of district and site meetings and surveys, staff stakeholders provided input for items within the 8 priorities and to respond to expected outcomes related to action steps directly affecting their positions by providing verbal and written input. All Haven Drive Middle School Site Staff met to review and provide LCAP input/feedback on March 15, 2022; All Bear Mountain Elementary School Site Staff met to review and provide LCAP input/feedback on April 4, 2022; All Sierra Vista Elementary School Site Staff met to review and provide LCAP input/feedback on April 4, 2022; and all El Camino Real Elementary School Site Staff met to review and provide LCAP input/feedback on April 5, 2022.

DEPARTMENTAL CLASSIFIED STAFF (TECHNOLOGY, CAFETERIA, AND MAINTENANCE, OPERATIONS, TRANSPORTATION, SAFETY, AND WAREHOUSE)

Maintenance, Operations, Transportation, and Warehouse (MOTSW) Staff met to review and provide LCAP input/feedback on March 22, 2022; Cafeteria Department Staff met to review and provide LCAP input/feedback on April 20, 2022; and the Technology Department Staff met to review and provide LCAP input/feedback on April 21, 2022.

PARENTS

Various groups of parents were given multiple opportunities throughout 2021-2022 at different times/days of the week to provide input for the district, school sites, and programs. District data, as available, was shared and reviewed including an overview of goals. On March 15, 2022, the Mid-Year LCAP Budget Review was shared in conjunction with the 2021-2024 LCAP Overview for year two (2) of three (3) year plan 2021-2024. Key elements of the LCAP with action steps, timelines, and budget were shared to gather their input and feedback for year two (2) of three (3) year plan 2021-2024 were shared through an ongoing process. LCAP Input/Feedback was also provided during Coffee With the Principal sessions at all school sites as follows: Bear Mountain Elementary School Coffee with the Principal, February 18, 2022;

Haven Drive Middle School Coffee with the Principal, February 24, 2022; El Camino Real Elementary School Coffee with the Principal, February 24, 2022; and Sierra Vista Elementary School, February 25, 2022. Sierra Vista Elementary School Site Council provided LCAP input/feedback on April 19, 2022 for year two (2) of the three (3) year plan 2021-2024. October 4, 2021 at 5:00 p.m., Migrant Parent Advisory Council (PAC)- input/feedback on strategic plans ; February 22, 2022 at 5:00 p.m., Migrant Parent Advisory Council (PAC)/Data Report and input for year two (2) of three (3) year plan 2021-2024 ; California Health Kids Survey- parent survey.

COMMUNITY

With support from our Family Resource Center and the Arvin/Lamont/Weedpatch Collaborative along with Citizens for a Better Arvin, the district was able to provide a review of data, share current action steps, and gather written input from multiple community groups including Citizens for a Better Arvin, United Farm Workers, Dolores Huerta Foundation, Kern Rural Assistance, Public Health, Community Action Partnerships, fellow Family Resource Centers, Clinica Sierra Vista and representatives from various other agencies. March 3, 2022 at 10:00 a.m./Arvin – Weedpatch Community Collaborative/Data Report and input for 2021-2024 for year two (2) of three (3) year plan 2021-2024; March 16, 2022 at 5:00 p.m./Parent-Community Forum/Input Review of LCAP/LEAP Action Steps for year two (2) of three (3) year plan 2021-2024; April 21, 2022 at 5:00 p.m. via ZOOM, a Community Forum for review of proposed action steps for year two (2) of three (3) year plan 2021-2024; June 11, 2022, draft LCAP shared with Dolores Huerta Foundation Representative through email for further input.

DISTRICT ADVISORY COUNCIL (DAC)

District Advisory Council (DAC) Meetings - This committee is composed of members representing the district and school sites include staff and parents of unduplicated students. Through various meetings the District Advisory Council provided input on and reviewed our Local Educational Agency Plan and additionally had the opportunity to review and revise as needed, the district Title I Parent Involvement Policy, and District Strategic Plans. These Meetings were held: September 29, 2021 at 9:00 a.m.- Purpose of Committee including roles and responsibilities for LCAP and district programs; October 13, 2021 at 9:00 a.m., District Advisory Council- District Input on Strategic Plans; November 10, 2021 at 9:00 a.m., District Advisory Council- Program Plan Updates; December 8, 2021 at 9:00 a.m., District Advisory Council- Input on Strategic Plans; January 12, 2022 at 9:00 a.m., District Advisory Council- Input on Strategic Plans; February 9, 2022 at 9:00 a.m., District Advisory Council- Input LCAP 2021-2024; March 16, 2022 at 9:00 a.m., District Advisory Council- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement), Mid-Year Review- outcome data related to metrics identified in the 2021–22 LCAP, and Mid-year expenditure and implementation data and feedback for action steps and proposed plan for year two (3) 2022-2023 of 3 Year Plan (2021-2024); April 6, 2022 at 9:00 a.m., District Advisory Council, Review of input on proposed LCAP plan and additional Input/Feedback for year two (3) 2022-2023 of 3 Year Plan (2021-2024); and May 11, 2022 at 9:00 a.m., District Advisory Council- Review of Draft LCAP.

May 11, 2022 at 9:00 a.m./District Advisory Council/ Review of Draft LCAP, there were no written responses requested from the Superintendent.

DISTRICT ENGLISH LANGUAGE ADVISORY COUNCIL (DELAC)

September 29th, 2021 at 3:30 p.m. State and Local Measures overview, Input/Feedback for Strategic Plans; October 13, 2021 at 3:30 p.m. Input/Feedback for Strategic Plans; November 10, 2021 at 3:30 p.m., LCAP training; January 12, 2022 at 3:30 p.m., Input/Feedback for Strategic Plans; February 9, 2022 at 3:30 p.m., LCAP Timeline, Calendar, and Input/Feedback; March 16, 2022 at 3:30 p.m., The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement), Mid-Year Review- outcome data related to metrics

identified in the 2021–22 LCAP, and Mid-year expenditure and implementation data and feedback for action steps and proposed plan for year two (3) 2022-2023 of 3 Year Plan (2021-2024); April 6, 2022 at 3:30 p.m., Review of LCAP Input for 2022-2023; May 11, 2022 at 3:30 p.m., Review of Draft LCAP, there were no written responses requested from the Superintendent.

SELPA LCAP SUPPORT CONSULTATION

April 22, 2022, 1:00 p.m. SELPA LCAP SUPPORT CONSULTATION with Kern County Superintendent of Schools including the District Superintendent and Director of Student Services.

LOCAL BARGAINING UNITS

Both bargaining unit leadership representatives for Arvin Teachers Association (ATA) and California School Employees Association (CSEA) met throughout the 2021/2022 year for LCAP Input/Feedback opportunities including:

ATA

September 1, 2021 at 3:00 p.m.- negotiations and input on strategic plans; November 8, 2021 at 2:00 p.m.- negotiations and input on strategic plans; November 16, 2021 at 2:30 p.m.- negotiations and input on strategic plans; and February 23, at 2:30 p.m. input on academic calendar for 2022-2023 and input on strategic plans. June 11, 2022, draft LCAP shared with unit leadership for further input before recommendation for approval to school board.

CSEA

August 12, 2021 at 9:00 a.m.- negotiations and input on strategic plans; and September 7, 2021 at 9:00 a.m.- negotiations and input on strategic plans. June 10, 2022, draft LCAP shared with unit leadership for further input before recommendation for approval to school board.

SCHOOL BOARD

Informational Reports to the School Board on LCAP goals, action steps, outcomes and budget were presented as part of the Superintendent Evaluation as well as program and specific LCAP updates.

These meetings were held on September 14, 2021 at 6:00 p.m.-Board Update/Annual LCAP Update Report/Action Step update and Dashboard/State and Local Measures Report; October 19, 2021 at 6:00 p.m.- Board Update/Report on strategic plans; November 16, 2021 at 6:00 p.m.- Williams Settlement Report- Facilities (Priority 1);

December 14, 2021 at 6:00 p.m.- Presentation, recommendation, and approval of all four school site plans for student achievement to School Board; January 18, 2022 at 6:00 p.m.- Board update on LCAP/Strategic Plans Input Calendar; February 15, 2022 at 6:00 p.m.- Board reports/updates on The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement), Mid-Year Review- outcome data related to metrics identified in the 2021–22 LCAP, and Mid-year expenditure and implementation data and feedback for action steps and proposed plan for year two (3) 2022-2023 of 3 Year Plan (2021-2024); March 8, 2022 at 6:00 p.m.- Board Update on LCAP and strategic plans input to date; April 19, 2022 at 6:00 p.m.- Board Update on LCAP and strategic plans input to date.

June 21, 2022 at 6:00 p.m., a draft of the LCAP was taken to the school board meeting allowing an opportunity for questions, comments, and a public hearing. Public comment was given by a school board member/parent. Additional input has been received from Kern County Superintendent of Schools in relation to details for an approvable plan. No group provided a request that required a written response from the Superintendent.

June 28, 2022 at 6:00 p.m., the district presented the LCAP, Local Measures, and the Budget for board approval at a regularly scheduled meeting of the board of trustees. Plans were approved as presented.

A summary of the feedback provided by specific educational partners.

All educational partners' LCAP feedback indicated that the distance-learning model due to the pandemic was a very challenging time both educationally and emotionally. All educational partners concurred that the district had been very proactive in keeping everyone updated throughout the pandemic, as well as "safe", providing personal protective equipment and exercising a multitude of measures throughout the duration of this unprecedented time in education and the world. Further, feedback gathered from all educational partners resonated gratitude of moving toward normalcy including coming back to in-person instruction. Educational partners provided wealth of additional feedback as follows:

A SUMMARY OF STUDENT FEEDBACK INCLUDED:

- They preferred in-person instruction
- They felt safe during COVID and that all protocols were helpful including extra staff to help with safety
- They felt that ParentSquare helped keep them and their parents informed
- They liked support staff including nurses, social workers, campus supervisors, student success facilitators, intervention teachers, principals, vice principals, and the front office staff they wanted all of these services continued
- They liked platforms that helped them with their learning including CANVAS (they want more apps available), iReady, and PBIS Rewards online
- They felt that 95% Intervention program was helping them be able to read and that they enjoyed being able to check out books from the library
- They wanted after school programs to continue and they also wanted more sports and clubs available for enrichment

A SUMMARY OF FEEDBACK FROM DISTRICT ADMINISTRATORS, SITE PRINCIPALS, PROGRAM DIRECTORS, AND RESOURCE TEACHERS INCLUDED:

- Preferred in-person teaching/learning/instructional delivery
- Wanted to continue with CANVAS, I-Ready
- Wanted to keep building upon and expanding professional development time/days/calendar, focus, and current district-wide Mathematics and English Language Development (ELD) initiatives that were started in year 1 (2021-2022) of our 3 year plan
- Felt that family involvement was important and should include Family Resource Center support, promotion of parents to be on campus for Coffee with the Principal/School Site Council/ Parent Partners/Academic Workshops/ Lunch on the Lawn, AVID/ Instructional Nights provided once per trimester, continue parent workshops once per trimester including items such as how to read report cards, and continue digital literacy
- Wanted to continue to provide support materials for parents such as parenting books to use in conjunction with MTSS support
- Wanted a continuation of the ParentSquare platform

- Felt that expansion of the attendance clerk additional position was important for each school site versus sharing half-time of one attendance clerk between two sites
- Wanted to continue with initiatives for school climate including PBIS, RULER (social emotional program), Safe School Ambassador Program as well as continue with staff that support positive school climate including school nurses/licensed vocational nurses, social workers, student success facilitators, campus supervisors, and intervention teachers
- Would like more support and supplemental materials for instruction such as manipulatives to promote "counting collections" strategies in the classroom, STEAM kits, continue to provide technology for students and teachers, and continue with 95% group intervention program
- Would like to continue to enhance support and enrichment programs including Response to Intervention (RTI), elementary art, elementary music, and the possibility of securing an elementary science teacher

CERTIFICATED AND CLASSIFIED SCHOOL SITE STAFF:

- Were thankful to be back to in-person instruction
- Wanted to maintain 95% intervention teachers and 95% instructional aides
- Wanted continued support and maintenance of technology and devices to support and supplement instruction
- Wanted to keep iReady, iStation, 95% Intervention Program, supplemental materials, and counting collections manipulatives for math
- Would like the district to hire more single subject teachers including expansion of opportunities for electives
- Wanted to continue with upkeep and maintenance of facilities, grounds, equipment, and furniture district-wide
- Wanted further training in English Language Development (ELD) including strategic EL instructional practices professional development particularly in the areas of Math and Reading this group expressed positivity for implementation of ELD as they've seen more progress making connections across curriculum, acknowledgement of academics, and gratitude for students working in-person in groups again
- Wanted more hands-on social studies and science learning experiments/experiences
- Wanted to continue with social emotional learning, including the staff that help support this initiative, they felt that staff supporting check-ins, phone calls, and behavior issues were important
- Wanted more "family" style nights, student assemblies to include family invites, and family workshops to educate parents on supports related to the enhancement of the whole-child in addition to explaining the importance of school attendance, discipline, technology, ParentSquare, and school events such as coffee with the principal
- Wanted to continue with current initiatives such as Building Positive Relationships with students to understand the whole-child, PBIS, PBIS incentives, SEL, student incentives for all areas

DEPARTMENTAL CLASSIFIED STAFF (TECHNOLOGY, CAFETERIA, AND MAINTENANCE, OPERATIONS, TRANSPORTATION, SAFETY, AND WAREHOUSE):

- Felt it was positive for students to have returned to in-person instruction this school year and were happy that our district made it through the mandates of distance learning
- Felt continuation of COVID measures for safety were important
- Wanted staff development for classified employees in district initiatives

- Felt that communication was good and that ParentSquare provided a lot of information to parents
- Wanted classes/workshops for parents including Latino Family Literacy
- Felt that doing fun things like PBIS with students made kids look forward to coming to school, which also helps with positive attendance
- Felt that School Wrap Around Support was important so students could achieve academically and have access to experiences that assist them in building social skills
- Wanted to maintain the school social workers, health fairs, and staff training and development on Mental Health education/strategies/supports

PARENTS/DISTRICT ADVISORY COUNCIL (DAC)/DISTRICT ENGLISH LANGUAGE ADVISORY COUNCIL (DELAC):

- They were grateful to have students return to in-person instruction after living the challenging experience of taking the classroom into their own homes
- They would like to see more water filling stations and "cold" water capacity at the filling/drinking stations especially during the summer for summer school as well as more shade areas for students at the school sites
- They would like to continue with extended learning opportunities for all students including after school programs
- They would like 2 to 1 Chromebooks for the students so they don't carry them back & forth to and from school/home
- They would like to continue with programs to support students far behind grade level (95% intervention)
- They requested more parent workshops for all parents/grades
- To continue to provide a Zoom platform for parents to participate from home or work if we return to in-person meetings at school next year
- To continue with Positive Behavioral Interventions and Supports (PBIS) and student incentives for all areas to support attendance
- Wanted more extracurricular activities offered to students such as dance and sports for elementary and have opportunities for career exploration

COMMUNITY:

- They were grateful for students returning to in-person instruction
- Wanted to continue to provide students and families with Chromebooks and accessibility to the internet implementing a continuous cycle of updates to technology moving forward
- Wanted Family Workshops and more family involvement opportunities
- Continue with interpretation during meetings and workshops
- Continue with ZOOM opportunities even if returning to in-person instruction
- Wanted to continue with COVID safety measures and staff to support
- Wanted to continue to provide social workers, attendance support staff; safety staff, and maintain critical support staff for students such as the social workers/counselors

SELPA for Special Education Students:

- To have continued support of Goals and focuses of 1. Welcoming Environments- collaborating with families and community- SEL, parents and community participating, attendance, engagement in school

- To continue support of goals and focuses of 2. Student Achievement- Academics and purposeful intervention and enrichment; and 3. Professional Development (PD)- contracting with providers for Math and ELA development for 3 years, thoughtful classroom feedback
- For goal 4. English Language Development (ELD)- designated- reclassification ability, iReady to narrow down individualized assistance, celebrating reclassification of of SPED students
- Continue with professional development
- Implement breakfast in the classroom at the middle school

LOCAL BARGAINING UNITS:

- Wanted continued focus on safety, scheduling, and ensuring staff had required resources
- Support extended learning times and professional development

SCHOOL BOARD:

- They were glad to have more normalcy with students and staff back to in-person learning this year
- They continue to support safety first for all
- They would like focuses on equity, mental health, inclusion, and continuous growth in academic achievement and mitigating learning loss
- They want to continue what is working and expand/refine area identified as "in need of improvement" and based upon qualitative and quantitative data

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

Goals of the 2021-2024 LCAP remain in full effect as we move into year two of our three year plan and direct feedback from our educational partners affirms that our LCAP goals remain the same as they are important and relevant to our mission of every child learning every day no matter what it takes. As such, our three general goals focused on engagement/wellbeing/wrap-around services, standards based academic achievement, and professional development and our fourth goal indicated to be a focused goal particular to Designated English Language Development continue. The slow move toward normalcy after living through the pandemic all educational partners experienced provided a new-found lens on our educational reality. These many educational partner perspectives meshed to provide guidance to focus on the following:

Student feedback supports a continuation of Goal 1 and all action steps within this goal. Feedback in regard to basic services/equitable school facilities that influenced aspects of the LCAP include classroom furniture and campus gates will instead be funded largely out of ESSER funds and not LCAP. This feedback directly influences our LCAP plan as we will hold educational partner meetings both in-person and virtually as allowable per state health guidance. Parents, DAC, DELAC, and Community were also supportive of our educational and attendance incentives as they felt that these helped students want to come to school every day and make their best efforts. Our action step to fully utilize Attention 2 Attendance (A2A) as a result of feedback, will be minimized to focus on utilization of conferencing notation, the "letters" capacity of this vendor, and informational postcards. Moving forward into year two of our three year plan, the district will utilize the

Kern Integrated Data System (KIDS) platform to access detailed reports to facilitate engagement initiatives. Thus, all categories of our educational partners' feedback influenced the district's action steps for year two of the three year plan to continue with the Expanded Engagement Team including administrators, teachers, Family Resource Center personnel, student success facilitators, campus supervisors, categorical and attendance clerks, social workers and nurses who made a difference in their children's lives and the desire to continue these supports affirming continuation of Goal 1 and all actions within this goal.

Feedback in regard to "Academic achievement", our Goal 2, calls for focusing on accelerating learning, filling gaps, being mindful of time, expanded learning programs, technology additions and utilization have remained at the forefront of our initiatives and feedback from all educational partners supports continuation of our LCAP Goal 2 and action steps within this goal. Further, educational partner input influences our LCAP plan to enhance our students' achievement through the addition of the School City platform to assist with detailed student data reports as well as continuing implementation of AVID (advancement via individual determination), GATE (gifted and talented education), Read 180 (for middle school), and 95% (for the lower grades). These enhancements in our LCAP plan concurrent to strong core instruction facilitate our mission of "Every Student Learning Every Day, No Matter What It Takes".

Goal 3 is in response to staff survey results and feedback which indicates that educational partners were receptive to district professional development implemented in year one, which specifically targeted Mathematics, differentiated instruction utilizing technology, and supported implementation of action steps within our LCAP plan. Improvement throughout the year in student scores, combined with feedback, prompt district attention to continue a focus on the core subject areas especially as they relate to foundational skills and implementation of 95% group intervention and work throughout the year with P3CC Math - Preschool through third grade curriculum calibration with the Gates Foundation. Staff indicated that they felt this professional development goal was effective in their direct instruction to students and feedback reflected that they wanted to enhance the foundation already established in year one during the 2021-2022 school year. This feedback influences year two of our LCAP as we sustain professional development initiatives continuing a partnership with trainers at Kern County Superintendent of Schools and providing layered technology integration training are an extended component of this goal. Multi-year agreements with consultants to support Math and English Language Development are constructed for year two to address needs for integrated instruction. A focus on key student groups including Foster, Homeless, English Learners, and Students with Disabilities as groups with very specific needs will be guided by data and provided as stand-alone trainings as well as integrated into every training provided throughout year two. Student success skills, AVID strategies, and close reading strategies will continue to be a focus and feedback influences continuation on our initiative to focus on Learning By Doing and utilizing the Thoughtful Classroom Teacher Effectiveness Framework for coherence. Feedback as well as low data outcomes for EL students in the area of reading comprehension of informative text influences our LCAP action steps to add this component for year two of our three year plan. Classified staff have reported how validated they feel by being involved in professional development related to their job tasks which will continue to be expanded. Additional days of professional development and dedicated time to implement the structure built in 2021-2022 are scheduled to ensure continued growth in areas address through the LCAP and supports feedback from Classified staff which reported how professional development related to their job tasks this year has been meaningful and supported their efforts with supporting students in the classroom.

The fourth goal reflects the need to continue support of our large English Learner student population based on current ELPAC and local assessment data and feedback from educational partners that expressed the benefit from the focus on professional development in this area in 2021-2022 and directly influences our LCAP for year two (2022-2023) of implementation.

Goal 4: Educational partner feedback as well as data influences the continuation of a focused goal targeted to address Designated English Language Development, input from English Learner Parents and the Advisory Committee which again, hope for a higher redesignation rate and want to see the continuation of instruction modified to address improvement of our English Learner students also solidifies our plan for year two and change in Redesignation rate from 10% to 6%. Action steps that reflect the continuation of instructional support staff to have more hands in the classroom to break students into smaller practice groups will continue as a result of feedback from educational partners. Further directly influencing our LCAP is the need to focus on conceptual vocabulary to remedy concerns over performance in core classes and support students' understanding of the English language and influences that TOSAs will support more systematically in year two of our LCAP. We will continue utilization of information and reference resources from the California Roadmap, the "English Learner Toolkit of Strategies", the California English Language Development Standards, and training contracted from Jill Hamilton-Bunch to further expand the systems already in place and provide a cohesive foundation for developing language as noted as a need by quantitative data and qualitative educational partner feedback. School Site Leadership Teams and Grade Level Teams PLC full-day planning will be reinstated (now that teacher substitute pool is plentiful after COVID) to meet on calendared dates throughout the year to analyze student data and plan for targeted next-steps for ELD instruction. Lastly, educational partner feedback indicating a need for integrated ELD support influenced action steps within goal four with the addition of professional development by trainers at Kern County Superintendent of Schools ELD department contracted to lead this initiative in year two of our three year LCAP plan.

Goals and Actions

Goal

Goal #	Description
1	Expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process.

An explanation of why the LEA has developed this goal.

Pupil engagement:

Meaningful communication and conversations to promote expanding engagement have been a topic of all educational partners' input sessions. Basic implementation of skills, strategies, and communication has been a focus of the district for several years as part of the LCAP process and foundations are now laid to move forward. Survey data, including California Healthy Kids, and educational partners' interview data, including interviews with student groups, indicate many students do not yet feel meaningfully engaged as they participate in school. Conversations regarding utilization of group work, projects, technology for presentations, constructing meaning and problem solving have all come about as a result of multiple sources of data. Implementation of the upper stages of "I do, we do, you do" model is critical to success for this goal as well as investigatory thinking including productive struggle. Integration of skills, problem-solving, and linguistic discourse to increase levels of rigorous engagement are part of planned philosophical shifts to ensure students apply, deepen, and reinforce their learning.

Family Engagement and Communication:

Survey results from staff indicate a majority of responses at the Progressing and Excelling level on the Family and Community Engagement Metric. Key terms identified in conjunction with parent input through District Advisory Council and parent surveys suggest that while many programs are in place for students and families, not everyone is aware of these services. Data from the Family and Community Engagement Metric question regarding the need to support families to be more informed in order to advocate for students decreased from 52% of results at the Emerging and Progressing level in 2020-2021 to 41% in 2021-2022 which is progress in the right direction but with room for continued growth. Expansion of communication has increased information accessible on the district website and through Parent Square with attached links for workshops to be conducted live and recorded through Zoom. This format showed a significant increase in attendance during COVID-19 closure which has continued especially for governance meetings and Coffee with the Principal. Suggestions based on survey results regarding Collaborating with the Community also have included continuing to expand the role of the Family Resource Center as that department has many community partnerships which are able to support unduplicated student groups and their families. The Family Resource Center participates in a community collaborative yet these services are not known to all. Parent input from School Site Council, Coffee with the Principal, and District Advisory Council meetings has continued to express concern regarding the number of parents who choose to actively participate and development of a communication plan to identify and address the most appropriate methods for sharing is favorable to ensure consistency throughout the district while also identifying specific needs of individual campuses or groups. Personnel,

programs, and outreach materials will be necessary to promote tools for advocacy and support independence and interdependence, as opposed to co-dependence, throughout the school community and stakeholders.

Attendance:

The district 2018-2019 Dashboard indicated a placement of Orange for All Students and 5 of 6 student groups. Students with Disabilities have been identified as a Red on the Dashboard due to significant increases to absences. The impact of COVID-19 has significantly altered this picture with Chronic absenteeism recorded by the Attention2Attendance midyear report raising to 17.6% in 2020-2021 from a rate of 9% in 2019-2020. Unfortunately, attendance trends have only worsened during the 2021-2022 school year with the lowest week of attendance at 83% of students compared to a previous weekly low of 91% in 2020-2021. The impact of COVID on students and their families during the winter months of 2021-2022 was significant, even with staff focused on encouraging attendance, with average attendance ranging from 83% to 90% when the typical range is 91% to 95% based on information gathered from the Kern Integrated Data System (KIDS). KIDS also reports an overall 33% chronic absent rate for the 2021-2022 school year with Homeless at a high of 41.81%, SED at 32.34%, EL at 30.21%, Foster at 28.57% based on early May data. Kindergarten and First Grade students have significantly more chronic absence rates than other grade levels which continues a trend over time. The focus of staff on attendance has raised the attendance rate to approximately 90% averaging lows and highs with continuous improvement since the lows of December and January. It is critical this focus be maintained with attention to updated COVID-19 guidance to ensure students are engaged in school and have the opportunity to participate in daily instruction.

School Climate:

Stakeholder input overwhelmingly supports site social workers, counselors, school nurses, and support personnel to meet physical, social-emotional, and mental health. The implementation of the online component of PBIS, PBIS Rewards(Positive Behavior Intervention Support) and Socio-emotional digital check-ins along with RULER (a social-emotional learning program) have significantly supported outreach to students and supported connections which were desired outcomes of the previous LCAP. Parents and students have expressed excitement to accumulate points which can be redeemed for incentives to support positive behaviors. Specifically, utilization of common vocabulary and creating consistency in social-emotional learning checks to support students. California Healthy Kids survey results continue to indicate safety as an issue with students and parents - especially at the middle school level. This score has been mentioned in stakeholder input sessions to not only reflect the climate on each campus, but the world in general and outside influences which could penetrate the school walls. In addition, input sessions with parents, staff, and students indicate areas for growth. Suggestions for supervision, high expectations, modeling, and incentivizing good behavior have been mentioned. As a result, the district is focusing on the broad climate indicators of meaningful participation, perceived school safety, and school connectedness. Increases in the number of support staff and continuation of programs implemented were tested with the return to in-person instruction. Specific safety plan actions utilizing personnel and programs funded through LCAP and ESSER funds have facilitated the transition back to school yet student needs have increased dramatically as noted by mental health referrals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 B - Basic Materials Review Student Access to standards-aligned instructional materials	100% of students have required standards-aligned materials	100% of students have required standards-aligned materials per materials review August 2021			Maintain 100% of students have required standards-aligned materials
Priority 1 C - Basic Facilities Inspection Tool Facilities in Good Repair	"Exemplary" status at each school site El Camino, Sierra Vista, Bear Mountain, and Haven Drive Middle School	Exemplary status at each school site including El Camino, Sierra Vista, Bear Mountain, and Haven Drive Middle School per facilities inspection August 2021			"Good" or "Exemplary" status at each school site El Camino, Sierra Vista, Bear Mountain, and Haven Drive Middle School
Priority 7 A - Course Access The extent to which students have access to and are enrolled in a broad course of study Master Schedule	100% of students, including unduplicated students, have access to all required areas of broad coursework as stated in Ed Code 51210.	100% of students are enrolled in a broad course of study per Master Schedules 2021			100% of students, including unduplicated students, will have access to all required areas of broad coursework as stated in Ed Code 51210.
Priority 7 B - Course Access Programs and services for Low income, English Learner, and foster youth Low - income:	100% of unduplicated students had access to general education programs and services including Dual Immersion, AVID, and Summer School. 100% of TK-6 have access to music and art education.	100% of student have access to general education programs and services including Dual Immersion AVID, and Summer School. 100% of TK-6 have access to music and art education.			100% of unduplicated students had access to general education programs and services including Dual Immersion, AVID, and Summer School. 100% of TK-6 have access to music and art education.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>School schedules and class lists</p> <p>English Learner: *Class lists leveled by English Learner Support Levels for Designated English Language Development *Classroom walkthrough tool</p> <p>Foster Youth: parent/student survey</p>	<p>100% of English Learners received targeted English Language Development during Designated and Integrated English Language Development instruction</p> <p>Identified English Learners received appropriate supports during Integrated ELD as identified by classroom walkthrough tool to be implemented 2021-2022 Baseline 0%</p> <p>Enrolled foster youth and their families are aware of programs and services and have access to desired programs and services as measured to survey to be</p>	<p>100% of English Learners receive targeted English Language Development during Designated and Integrated English Language Development Instruction 1/6/21 per walkthrough evidence and class lists</p> <p>100% of English Learners received Integrated ELD supports at the Emerging (Level1) or Progressing Implementation level (Level 2) on a 4 level rubric (Emerging, Progressing, Developing, and Full Implementation)</p> <p>7% of enrolled foster youth and their families reported being aware of programs and services.</p>			<p>100% of English Learners received targeted English Language Development during Designated and Integrated English Language Development instruction</p> <p>100% of identified English Learners receive appropriate supports during Integrated ELD as identified by classroom walkthrough tool to be implemented 2021-2022</p> <p>100% of enrolled foster youth and their families are aware of programs and services and have access to desired programs and services</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	implemented 2021-2022. Baseline 0%				
<p>Priority 7 C - Course Access</p> <p>Programs and services for students with disabilities</p> <p>Program Checklist</p>	<p>IEP Program Services Review</p> <p>100% of pupils with exceptional needs had access to and received special education programs and services in the least restrictive environment as detailed in their IEP's as noted in Program Review - checklist to be developed.</p> <p>Speech Resource Specialist Program Special Education Full Day Adaptive PE Services for Visual/Hearing Occupational Therapy from Kern County Superintendent of Schools Preschool Special Day Class Home School</p>	<p>100% of IEP's were reviewed for access to services identified for each student. 100% of students were identified to have received services in the least restrictive environment identified in the IEP utilizing the program checklist.</p>			<p>IEP Program Services Review</p> <p>100% of pupils with exceptional needs had access to and received special education programs and services in the least restrictive environment as detailed in their IEP's as noted in program checklist.</p> <p>Speech Resource Specialist Program Special Education Full Day Adaptive PE Services for Visual/Hearing Occupational Therapy from Kern County Superintendent of Schools Preschool Special Day Class Home School Extended School Year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Extended School Year				
Priority 6 A - School Climate Suspension rate DataQuest	DataQuest 1.0% for 2019-2020 partial year DataQuest 2019-2020 Groups over 1.8% Suspension rate: African American Foster Students with Disabilities	DataQuest 2020-2021 All students = 0.1% Groups reported at or over 1.2% Suspension rate: White 1.2%			maintain all students at or below 1.2% with every student group below 1.2%
Priority 6 B - School Climate Expulsion rate DataQuest	DataQuest 0.09% for all students- for the 2019-2020 school year	DataQuest 2020-2021 Expulsions = 0			maintain at or below 0.09% for all students
Priority 6 C - School Climate California Healthy Kids Survey -Students	Elementary 2019-20 data School connectedness 74% Perceived school safety 75% Meaningful participation 51% Middle school 2019-20 data School connectedness 67% Perceived school safety 61%	Elementary 5th grade 2021-2022 School connectedness 68% Perceived school safety 76% Meaningful participation 43% Elementary 6th grade 2021-2022 School connectedness 62% Perceived school safety 63%			Elementary School connectedness 80% Perceived school safety 80% Meaningful participation 75% Middle school School connectedness 75% Perceived school safety 70% Meaningful participation 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Meaningful participation 32%	Meaningful participation 32% Middle school 2021-2022 School connectedness 47% Perceived school safety 45% Meaningful participation 18%			
Priority 6 C - School Climate California Healthy Kids Survey -Safety Staff	Elementary 2019-20 data Safe place for staff 48% Safe place for students 48% Meaningful student participation 40% Middle School 2019-20 data Safe place for staff 15% Safe place for students 13% Meaningful student participation 25%	Elementary CHKS 2021-2022 data Safe place for staff 63% Safe place for students 63% Meaningful student participation 43% Middle school 2021-2022 data Safe place for staff - 23% Safe place for students - 25% Meaningful student participation 31%			Elementary Safe place for staff 60% Safe place for students 60% Meaningful student participation 60% Middle School Safe place for staff 60% Safe place for students 60% Meaningful student participation 60%
Priority 6 C - School Climate	Safe place 2019-20 data Elementary 49% Middle School 47%	Data acquired under distance learning circumstances during COVID - data not			Safe place Elementary 65% Middle School 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey - Safety/Engagement Parents	Meaningful student engagement 2019-20 data Elementary 48% Middle School 43%	acquired for middle school not in person Safe place 2020-2021 data Elementary 13% Middle School not yet in person Meaningful student engagement 2020-2021 data Elementary 25% Middle School not yet in person			Meaningful student engagement Elementary 65% Middle School 60%
Priority 3 A- Parent and Family Engagement - Efforts the school district makes to seek parent input in making decisions for the district and each school site California Healthy Kids Survey - Parents	California Healthy Kids 2019-2020 parent engagement question Elementary 46% Middle School 40%	CHKS 2020-2021 parent engagement question - encourages me to be an active partner Elementary 37% Middle School 31% engagement question - actively seeks the input of parents Elementary 33% Middle School 36%			California Healthy Kids Parent Engagement Question Elementary 60% Middle School 60%
Priority 3 B- Parent and Family Engagement - How the district will	2020-2021 Staff survey indicates a range from 43% to	2021-2022 Staff survey indicates a range from 50 to 61%			Staff survey indicates an increase of 10% in the minimum and maximum of the range

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
promote parental participation for low-income, English Learner, and foster youth Family and Community Engagement Metric 6 questions Four point rubric: Emerging, Progressing, Excelling, and Building Capacity	61% at the Excelling or higher level	at the Excelling or higher level			at the Excelling or higher level
Priority 3 C Parent and Family Engagement Promote Parental participation in programs with students with disabilities Parent survey	2020-2021 Parent participation in Special Education Parent Advisory 10 responses	2020-2021 Parent Participation in Special Education Parent Advisory 26 attendees/responses			Parent participation in Special Education Parent Advisory survey 75 responses
Priority 5 A - Attendance rates District report and Attention2Attendance mid year report	Average attendance rate 2020-2021 Mid-year March = 94.03% 2020-2021 A2A mid - year data Excellent attendance 38.6%	Average attendance rate 2021-2022 Mid-year Jan 28 = 89.12% 2021-2022 A2A February mid-year data Excellent attendance 24.5%			Average attendance rate 94% A2A mid-year data Excellent attendance above 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Satisfactory attendance - 29.5%</p> <p>Manageable attendance - 14.4%</p> <p>Chronic attendance - 10.8%</p> <p>Severe chronic - 6.7%</p>	<p>Satisfactory attendance - 40.24%</p> <p>Manageable attendance - 21.6%</p> <p>Chronic attendance - 11.0%</p> <p>Severe chronic - 2.6%</p> <p>2021-2022 KIDS Dashboard May</p> <p>No absence issues 38%</p> <p>Trending chronic 15%</p> <p>Nearly chronic 14%</p> <p>Chronic 33%</p> <p>Chronic absence rate KIDS May</p> <p>All students 33.10%</p> <p>EL 30.21%</p> <p>SED 32.34</p> <p>Foster 28.57</p> <p>Homeless 41.81%</p> <p>SWD 35.82%</p>			<p>Satisfactory attendance above 40%</p> <p>Manageable attendance above 20%</p> <p>Chronic attendance below 9.0%</p> <p>KIDS Dashboard May</p> <p>No absence issues 55 %</p> <p>Trending chronic 15%</p> <p>Nearly chronic 15%</p> <p>Chronic 15%</p> <p>No individual student group chronic rate to exceed 15%</p>
<p>Priority 5B</p> <p>Chronic Absences</p> <p>California Dashboard</p>	<p>California Dashboard 2018-2019</p> <p>English Learners - orange</p> <p>Socio-economically disadvantaged - orange</p>	<p>California Dashboard</p> <p>Suspended no current data available</p> <p>California Dashboard 2018-2019</p> <p>English Learners - orange</p>			<p>California Dashboard</p> <p>English Learners - yellow</p> <p>Socio-economically disadvantaged - yellow</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Socio-economically disadvantaged - orange			
Priority 5B - Chronic Absences DataQuest	<p>9.7% for all students for the last full school year of 2018-2019</p> <p>Groups over 15% Chronic Absentee rate: African American (38.1%) Foster (22.2%) Students with Disabilities (17%)</p>	<p>Dataquest 2020-2021</p> <p>All students = 19%</p> <p>Groups at or over 15% target = African America 62.1% Hispanic 18.1% English Learners 18.3% Foster Youth 41.7% Homeless 22.2% Migrant 17% Students with Disabilities 23.1% Socio-economic disadvantaged 19.8%</p>			<p>Dataquest maintain at or below 9.7% for "all students"</p> <p>individual student group chronic rate not to exceed 15%</p>
Priority 5 C - Middle School Dropout rate CalPads End of Year Report	CalPads End of Year Report 2019-2020 0%	CalPads End of Year Report 2020-2021 0%			CalPads End of Year rate 0%
Priority 5 D - High School Drop out rate	Not Applicable - High school only	Not applicable - High School only			Not applicable - High school only
Priority 5 E - High School Graduation Rate	Not Applicable - High school only	Not applicable - High School only			Not applicable - High school only

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Engagement Teams	Four Student Success Facilitators (one at each campus), eight Attendance Clerks (increase to two at each campus), four Categorical Clerks (one at each campus) and six Campus Supervisors with expanded hours funded through Title IV and ESSER III (one at each elementary and four at Haven Drive), work closely with Site Administrators, teachers, families and health/mental health teams to support the attendance and engagement of students specifically focused on foster and low-income students who may not have support systems within their households and have additional needs and address Socioeconomically Disadvantaged and English Learners who, as a group, are currently an Orange on the 2018-2019 Dashboard and whose attendance has dramatically been affected in 2020-2021 and 2021-2022 with the impact of COVID. Purchase of two vehicles (SUV or van) to facilitate engagement with families during home visits - directed to socio-economically disadvantaged who may not have vehicles and to support attendance for unduplicated groups as attendance rates have soared to the 30% chronic range following COVID.	\$1,371,395.00	Yes
1.2	Physical and Mental Health Teams	Four School Nurses (one at each school site and one assigned at the district level to support where needed) and contracted Kern County Superintendent of Schools Social workers (increased to 2 at each school site) along with one District Health Clerk and one Clinica Sierra Vista caseworker at Haven Drive work closely with Site Administrators, District Program Directors, teachers, families and the Engagement Team to support social-emotional, mental health, and medical needs of students specifically foster who have had trauma in their lives as well as low-income who may otherwise not have access to equitable services. The contract for Social Workers includes training and related Kern County Superintendent of Schools administrative costs.	\$1,682,013.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Family Outreach Team	One Family Resource Center Director, one Family Resource Center Clerk, two Family Advocates, one Special Projects Clerk, one Community Liaison, and one Parent Ambassador Coordinator conduct outreach services and workshops creating a bridge to link families to district or community services. One of the projects with this team is to create a Parent Ambassador Program. This action is targeted to foster, homeless, socio-economically disadvantaged and English Learners as links to community services and support to maneuver in a new system are critical to success of students.	\$673,906.00	Yes
1.4	Alternate Learning Academy	One teacher and two 3.75 hour bilingual instructional assistants will provide services in an Alternative Learning Academy housed at Haven Drive Middle School. Services support students Grades 4-8, with the inclusion in special cases of 3rd grade students, a restorative environment in a short-term, small group setting utilizing a specialized Restorative Practices curriculum while providing individualized support with educational classes to support school connectedness and attendance. Bluewater Consulting services will be contracted to support curriculum implementation and professional development. Virtual inclusion in regular class with camera off is recommended. This action step is targeted to low-income students to ensure attendance and learning for those who would not otherwise have tutoring or the funds to attend school in Bakersfield if suspended/expelled. Bluewater Consulting will provide professional development.	\$195,494.00	Yes
1.5	Attendance/Engagement monitoring and incentives	Promote positive attendance and positive engagement through contracted services for communication and site attention using attendance and positive behavior platforms supplemental to Schoolwise, the district's School Information System. Attention2Attendance contract components include the PreK-3 Early Attendance Initiative, College and Career Readiness, Positive Attendance Initiative and Excellence recognition selected for implementation to support attendance. Incentives related to excellent and improved attendance will be submitted by each site as part of	\$102,988.00	Yes

Action #	Title	Description	Total Funds	Contributing
		annual Parent/Student Handbook creation per Board Policy 5126. The focus step is targeted to students with typically high attendance issues including foster and low-income students.		
1.6	Social-emotional multi-tiered systems of support	Promote positive social-emotional responses and positive behavior through the implementation of RULER, PBIS, Suicide Prevention, and Safe School Ambassador Programs. Acquire contracted services for systemic implementation, communication, and recognition of students using RULER, PBIS Online including the Classroom and Administrative level platforms, and Safe School Ambassadors. Incentives related to excellent and improved behavior will be submitted by each site as part of yearly site handbook development per Board Policy 5126. The focus of this action step is to ensure English Learners, foster, and low income students feel physically and emotionally safe and engaged. Outcomes to be measured by California Healthy Kids student survey questions on engagement and safety. An additional psychologist was hired with ESSER funds to support high needs students implementing restorative circles, check-in/check out, and behavior observation. This position began mid-year 2021-2022 and continues.	\$212,167.00	Yes
1.7	Parent/Family Workshops	Workshops in English and Spanish including structured programs such as CAFE (California Association for Bilingual Educators - Parent Strand), Parenting Partners, Latino Family Literacy, and Family Meals, Parent Ambassador Program, Fresno State University Parent Classes, and District family engagement opportunities both in person and virtually to bring families together with district staff to promote social-emotional ties and academic achievement. Given the importance of technology and necessity to access various platforms, trainings will be conducted to support parent use of technology. The family resource center/parent centers will be outfitted with a set of laptops/Chromebooks to assist in this endeavor. Costs to include materials for workshops, childcare, snacks, and staff overtime. This action step focuses on families of foster, low-income, and English	\$118,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learners to develop leadership and advocacy skills to enable parents to support their students through the school system and help break down barriers they may encounter. Includes training, overtime, and materials. Focus on family engagement principals 1.04, 1.05, 5.01, and 5.03.		
1.8	Communication Platforms	The district will utilize Parent Square, Schoolwise Parent Portal, Zoom, TEAMS, parent newsletters, and the district website to facilitate parent awareness and involvement. The district will utilize Teams, Google surveys, and California Healthy Kids surveys to gather information on a regularly scheduled basis. Cost to include contracts and training agreements especially targeted to support families of English Learners, foster, and low-income families that may require orientation to the school system and language support and to ensure increased access to services available to unduplicated student groups.	\$40,500.00	Yes
1.9	Personnel for student supervision	Noon Duty and Gate staff hired to promote a positive climate and healthy relationships. Sites will be provided a minimum of 2 contracted noon duty staff members and 2 Gate staff with an increase at each site justified by areas monitored. Sites will reconfigure part-time noon duty positions to best utilize inside and outside seating areas to provide a safe and welcoming environment focused on building relationships for foster, English Learner, and low-income students.	\$256,188.00	Yes
1.10	Safe physical environment	Continue the position of district HVAC technician to ensure immediate repairs to facilitate a comfortable environment with filtered air with no student displacement or interruption of learning focusing on low-income students, English Learners, and Foster to ensure no disruption to learning. Safety/security updates and school and playground facilities upgrades to ensure equitable school facilities throughout the district. This action step includes a focus on providing experiential hands-on activities and materials in Transitional Kindergarten to	\$989,192.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support specifically english learners and socio-economic disadvantaged students without previous access to preschool. Funds also support addition of classes beyond the date range currently funded by the state to outfit rooms to support primarily socio-economically disadvantaged and english learners.		
1.11	Expand educational extension activities	Expand educational/support extension activities including educational assemblies, field trips, access to services such as virtual workshops and assemblies, camps including Camp Keep for 6th graders, Haven Drive graduation trip, college visits/virtual tours, etc. Costs to include entry fees, transportation, staffing in support of low income students to provide opportunities they may not otherwise encounter. Increase the number of custodian / bus drivers by 4 beyond ESSER funds to support direct services to students at sites, afterschool, and field trips.	\$482,000.00	Yes
1.12	Bridging the digital divide	Ensure internet connectivity and devices for 2 to 1 Chromebook distribution at the elementary sites and 1 to 1 at the middle school with mice, headphones, and related maintenance costs principally directed to low-income students to bridge the digital divide ensuring at school connectivity and access at home is equitable for all students while promoting differentiated instruction with Chromebooks classroom labs available in each classroom to accommodate student access without having to carry back and forth between home and school each day.	\$450,000.00	Yes
1.13	Equitable school facilities	Upgrades and replacement projects for safety as requested by educational partners (parents) including to expand cameras throughout the district. The priority for service with this action step is low-income as the community faces vandalism and crime with apparent goals of reselling or trading district materials which affects particularly our low-income students and California Healthy Kids scores indicating staff and students concerns over safety is high.	\$613,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Expanded course offerings	Expand course offerings including an increase to 2 rotating district elementary art teachers, 2 rotating district elementary music teachers, and continuing with 1 site based physical education teacher at each elementary site. Interactive science/Project Lead the Way classes to be implemented at the middle school as electives. Continue AVID as a districtwide initiative to support student readiness for college and career. Action step to include salaries and materials principally directed to low income to provide expanded curricular activities that higher income students may access outside of school.	\$1,185,172.00	Yes
1.15	After School Sports	Afterschool sports activities to promote a sense of belonging and meaningful engagement. Action step to include salaries principally directed to low income to provide activities that higher income students may access outside of school through sports clubs and related uniforms and supplies.	\$135,000.00	Yes

Goal Analysis [2021-22]

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

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

The following actions from Goal 1 were fully implemented as planned however not all students benefited equally from their implementation. Some challenges and successes are described below:

Action 1.1, 1.2, 1.5: Engagement and Physical and Mental Health Teams were staffed as intended with a few unintended gaps due to staff absences or staffing changes. Teams focused on meeting the needs of students and attendance monitoring and incentives were implemented as planned yet the impact of COVID illness especially throughout the year, but especially the winter months, greatly affected district attendance dropping from a normal mid-90's percentage rate to just a 90% attendance rate at the time of this writing. Most significantly affected chronic absentee rates were the student group of Homeless with a chronic rate of 41.81% which exceeded the rate for all students which was 33.10%. 701 attendance conferences have been held by attendance staff to address Letter 2 attendance issues at the time of this writing. Without the support of these teams and a focus on supporting attendance, significantly through short term independent study when necessary, the impact on attendance would have been much greater.

Action 1.7: We were thrilled to have 87 of 162 parents complete online Fresno State Parent University courses and social worker sessions were particularly well attended.

Action 1.3, 1.8: A restructuring of expectations and a new Director for the Family Resource Center ensured a renewed focus on identification and providing services to homeless students which has increased the number of homeless students being served from a very significant low of 50 students to 179. Foundational steps for a Parent Ambassador Program have been put in place and communications to share community services, along with the Family Resource Center, supported parents during this school year. Implementation of Parent Square as the main communication platform for the district was very successful as noted through educational partner input and numbers of responses to online surveys conducted through the platform.

Action 1.6: PBIS online was continued from initial implementation mid-year 2020-2021 however implementation varied throughout the district which impacted supporting excellent and improved behavior. A third district psychologist was added with ESSER III funds and this position has been instrumental in supporting observations and assessment completion as students who were not physically in school are now being identified for possible interventions and supports. Suspension rates have consistently dropped since the implementation of PBIS from a high of 2.7% in 2016-2017 to a current rate of 0.8%. Suspensions are higher at the middle school with a rate of 3.18 %. English Learner students have a higher expulsion rate than non-English Learners while other unduplicated count students do not exceed their comparative student group.

There were substantive differences in implementation of the following actions:

Action 1.7: Parent workshops were provided online through school staff, social workers, and Fresno State University. The number and breadth of planned workshops was significantly decreased from that planned. Site staff focused much more on student needs and attendance as Parent Centers were closed due to COVID safety precautions.

Action 1.1, 1.9: Personnel for student supervision was greatly increased due to implementation of stable grouping. Modification of entry gate use, students eating in classrooms and outside eating areas, and stable group implementation for outdoor play required extra personnel beyond that of normal operations. Hours for Elementary Campus Supervisors were increased to 8 to ensure time for restorative practices and parent communication in the later afternoon.

Action 1.11, 1.15: Field trips and sports were conducted yet were largely limited to in-county trips and were not conducted until early Spring. Not all classes participated in field trips and not all sports were offered this year due to concerns with COVID and decisions to sustain stable grouping until Spring when COVID numbers decreased significantly.

Actions 1.4, 1.10, 1.12, 1.13, and 1.14 were implemented fully with no substantive differences in actions.

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

The Arvin Union School District conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for LCAP Goal 1 was \$6,897,200.17. The estimated actual expenditures for 2021-2022 are \$6,552,115. Expenditures were less than expected by \$345,105.17. The substantive differences are due to:

Action 1.1, 1.3, 1.4: District negotiated raises for the 2021-2022 school year increased the cost of personnel within the listed action steps.

Action 1.2: Costs decreased due to hire of LVN vs. RN positions and position openings/absences for contracted personnel at various times during the year.

Action 1.4: Increased costs of the Alternative Learning Academy included overtime for program exit meetings.

Action 1.5: Costs for attendance related items were less than expected as not all sites accessed all funds set aside for attendance incentives.

Action 1.6: Costs for Social Emotional Multi-tiered systems were less than expected as the 3rd Psychologist was hired late in the year. ESSER funds were used to implement this new position mid-year rather than LCAP.

Action 1.7: A significant decrease in costs expected for parent / family workshops is noted due to the district decision to maintain virtual workshops and far fewer workshops than expected were scheduled.

Action 1.8: Costs were lower than expected for Zoom accounts as free teacher accounts were utilized.

Action 1.9: A significant increase in costs was incurred with the addition of multiple noon and gate duty positions to accommodate clustered lunch and play groups to ensure stable grouping during COVID.

Action 1.10: COVID safety was a focus during the 2021-2022 school year with COVID/ESSER funds utilized to meet many of the identified needs.

Action 1.11: Field trips were conducted though for safety precaution all but the Haven Drive graduation trip and Camp Keep were in-county resulting in reduced costs for busses and entry fees for upper grade trips. Not all grade levels at all schools participated in field trips this year and trips were delayed until Spring of 2022.

Action 1.12: Materials/projects to mitigate the digital divide included movement to a 2 to 1 Chromebook at the elementary level and UV Chromebook carts were purchased for all classrooms to promote sanitation and storage at a cost higher than expected.

Action 1.13: Several facilities projects have been pushed into the summer months and will be included in budgets for next year which has decreased costs for this year - this includes gates and access control.

Action 1.14: The annual AVID conference is being held in very late June which pushes expected costs of overtime and reimbursements for meals/mileage into the 2022-2023 budget year.

Action 1.15: Costs for sports related stipends were less than estimated due to the late implementation of Middle School sports and the lack of elementary sports.

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

LCAP Goal 1 is focused on expanding collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in the learning process. Specific actions effective in supporting progress toward this goal are:

The district suspension rate indicates a continuous decline from 2.7% beginning in 2016 to subsequent years of 1.7%, 1.2%, 1.2%, and a current rate at the time of this writing of 0.8% at the beginning of May 2021-2022. The 2020-2021 school year had no suspensions as students were mostly virtual learning. Expulsion rates continue to be very minimal and focused on mandatory expulsion laws compared This is specifically supported by Actions 1.1, 1.6, and 1.9.

Renewed homeless identification and support through the Family Resource Center has brought numbers back to 178 enrolled homeless. Action 1.3

The Alternative Learning Academy serviced 99 students as of the beginning of May. This alternative to suspension ensuring their studies continued, restorative services were provided, and ensuring parents were aware of behaviors and how to prevent them in the future. The return rate is currently 19 out of 99 attendees or 19%. Action 1.4

Engagement, physical and mental health teams, and the district's Family Outreach team significantly impacted student attendance as noted through KIDS trend tracking of absences back into the 90% range as COVID impacts from the winter subsided. Actions 1.1, 1.2, 1.3, 1.5 Implementation of stable grouping during recesses and lunch periods and upkeep of filtration systems was effective in preventing unnecessary exposure and related absences due to COVID. This also helped with recess behavior at the elementary sites. Action 1.9, 1.10 The expressed appreciation for the return of field trips, sports (even in their modified form), and continuation of expanded course offerings from parents and appreciation and participation from students is high. Actions 1.11, 1.14, 1.15

Parent engagement as measured by the Butte County Survey indicates an increase in the minimum range of 10%. Actions 1.1, 1.3, 1.4

Based on an analysis of these results, the district believes actions in Goal 1 are showing to be effective in impacting progress toward the goal of providing wrap-around services and expanding collaborative partnerships although there were significant set-backs this year with attendance and expanding services attributed directly to the impacts of COVID in the Arvin area throughout the beginning of the school year through winter.

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.

Based on an analysis of Goal 1, the following changes to actions will be made for the 2022-2023 school year:

Action 1.1 Purchase two vehicles for family outreach and attendance support. Increase the number of Student Success Facilitators to two at each campus for a total of 8 to combat chronic attendance.

Action 1.7 Parent and family workshops will be a combination of virtual and in-person to support attendance and participation. The opportunity to more fully implement the Parent Ambassador Program with the reopening of Parent Centers will be a key focus.

Action 1.9 Staffing for gate and noon-duty will be held at increased levels comparable to last year as we focus on relationship building and providing a safe, secure environment with opportunities for activities which engage students with purpose.

Action 1.10 Safety/security updates and school facilities upgrades to ensure equitable school and playground facilities throughout the district including a focus on expanding Transitional Kindergarten. This action step includes a focus on providing experiential hands-on activities and materials in Transitional Kindergarten to support specifically English learners and socio-economic disadvantaged students without previous access to preschool. Focus on low-income students, English Learners, and Foster to ensure no disruption to learning.

Action 1.11 Expand educational/support extension activities including educational assemblies, field trips, access to services such as virtual workshops and assemblies, camps including Camp Keep for 6th graders, Haven Drive graduation trip, college visits/virtual tours, etc. Costs to include entry fees, transportation, staffing in support of low income students to provide opportunities they may not otherwise encounter. Field trips funded from LCAP will be largely focused on in-county field trips. Expanded Learning Opportunity Funds will be utilized to provide weekend trips to out-of-county locations for upper grades which require longer drive times which impact visitation to the locations. Impact of increased field trips principally directed to unduplicated students was noted at all school sites as drivers were out leaving campuses without full services. In addition, extended day activities require custodial support. Hours of 4 additional custodians from 9 to 6 to cover needs. Increase the number of custodian / bus drivers by 4 beyond ESSER funds to support direct services to students at sites, afterschool, and field trips.

Action 1.13 Funds allocated to equitable school facilities will be decreased dramatically as COVID and ESSER funds and previous actions have improved equity.

Action 1.14 The district currently expects to increase expanded course offerings in Art due to the hire of a 2nd teacher for the 2022-2023 school year and will continue to search for a 2nd band teacher - returning to the vision and actions written prior to COVID.

Action 1.15 Funds allocated for sports activities after school to promote a sense of belonging and meaningful engagement. Action step to include salaries principally directed to low income to provide activities that higher income students may access outside of school through sports clubs and related uniforms and supplies.

Based on an analysis of Goal 1, the following changes to metrics will be made for the 2022-2023 school year:

Priority 5A and Priority 5B: Attendance2Attendance will continue to be used as a consulting entity to ensure timely mailing of absentee letters to parents. However, mid-year reporting has not been reliable or timely and the district will also utilize the Kern Integrated Data System (KIDS) for timely reporting which is also disaggregated by student groups to facilitate goal setting and action implementation. While DataQuest will continue to be utilized as summative data, again, KIDS will be added for more timely data and focused student group goal-setting and reporting.

Based on an analysis of Goal 1, the following changes to action implementation will be made for the 2022-2023 school year:

Action 1.1: Staff efforts have been tremendous over the last 2 years which have been overshadowed by COVID. Initial focuses on being open and safe moved to recovery mode where "all-hands-on-deck" for many purposes was implemented to support students. Our focus has now returned to alignment of duties and ensuring clarity of responsibilities / metrics assigned to particular job duties to ensure focus and improvement.

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

Goals and Actions

Goal

Goal #	Description
2	Accelerate student learning by increasing the percentage of fully-credentialed staff, strengthening grade level standards-based instruction, targeted intervention, and purposeful enrichment supported by data analysis and a commitment to ongoing cycles of inquiry ensuring all students attain increasingly higher levels of achievement.

An explanation of why the LEA has developed this goal.

Academic achievement of students in Arvin is a priority of staff, students, and the community as reported in input from our Educational Partners through various surveys and meetings. Distance learning has significantly impacted student progress as reported by staff, parents, and students themselves.

There has been growth and decline over the last three recorded years of CAASPP data in language arts and math for all student groups. A pattern of significant, consistent growth indicating a cohesive cycle of improvement is not represented by current data for any particular student group. The 2019 California School Dashboard was utilized for the following data. Student performance in Language Arts indicates the district performance is 41.5 below the state distance from standard. Student performance in math places the district 72.8 below the state distance from standard, an "orange" according to the performance indicator. The needs of unduplicated students within the district are great as we reflect on the most current California Dashboard from 2019. English Learners fall significantly behind "all students" in both Distance from Standard and Achievement of Grade level standards. Socio-economically disadvantaged and English Learners were an "Orange" on the 2019 California Dashboard in Language Arts and Math. Interrupted learning during distance learning, combined with current performance below standard, compound the concern regarding academic achievement of unduplicated students.

2021-2022 I-Ready Mid-year data in Reading districtwide indicates growth from Window 1 to Window 2 yet only 15% of students are working on grade level which is a 7% drop from the previous year.

2021-2022 I-Ready Mid-year data indicates 7% of English Learners are working on grade level in Language Arts compared to 29% non-English Learners.

2021-2022 I-Ready Mid-year data indicates 14% of Socio-economic Disadvantaged are working on grade level in Language Arts compared to 23% not economically disadvantaged.

2021-2022 I-Ready Mid-year data in Math indicates growth districtwide from Window 1 to Window 2 yet only 10% of students are working on grade level which is a 6% drop from the previous year.

2021-2022 I-Ready Mid-year data indicates only 10% of Socio-economic disadvantaged are working on grade level in Math compared to 15% not economically disadvantaged.

2021-2022 I-Ready Mid-year data indicates only 5% of English Learner students are performing at grade level in Math compared to 20% non-English Learners.

While gains have been made between Window 1 this year and Window 2 for both groups with sufficient numbers to be counted as significant student groups, the impact of distance learning for the 2020-2021 school year is clearly evident in these scores.

2021-2022 STAR Renaissance mid-year data indicates only 19% of students who are classified as Economically Disadvantaged are assessed at grade level in Language Arts. Significantly more at risk are English Learners with only 1% working on grade level at mid-year in Language Arts. Math scores indicate only 12% of Economically Disadvantaged students and English Learners were assessed at grade level at mid-year.

A focus on intervention at the earliest levels does make a difference and provides evidence to continue to be supported. Intervention data from 2021-2022 95% Group beginning to end of year data comparison indicates growth from 0 to 20% Core in First Grade, 1 to 22% Core in Second Grade, 1 to 8% Core in Third Grade. More significantly is the decrease of students 2 or more years below grade level in Phonics which decreased from 49% to 11% in First Grade, 92% to 53% in Second Grade, and 85% to 40% in Third Grade. This includes the expansion of Transitional Kindergarten to support the community's earliest learners.

Student independence and application of skills and problem solving to new tasks has been determined to be largely at the novice or developing level. This, in conjunction with self-reporting averages at the developing level or lower on the Implementation of State Standards surveys, prompts the question, "Are students at all levels exposed to rigorous tasks to productively struggle and provided feedback to approximate higher levels of independent performance?"

In addition, a need for clarity on Tiered supports within Multi-Tiered Systems of Support has been identified and work has begun in this area with a focus on Tier 1 Interventions. This work and Professional Learning Communities guided by Cycles of Inquiry which are informed by ongoing formative assessments has been identified by district leadership teams as key elements to promote positive student outcomes.

As district initiatives continue through the years, stability of staff and retaining staff initially hired on permits is viewed as extremely important. Starting over each year does not provide continuity to support student achievement. A review of Professional Learning surveys and Implementation of State Standards Surveys indicate staff responses at district schools and within grade levels vary widely. There is a great need to welcome, train, and support new and long-term teachers to ensure their efforts are acknowledged and that feedback and training is provided for staff members at every level of experience and performance. Support of this may include framework / standards unpacking for new staff and time to revisit for veteran staff. Digging into focus standards, claims and targets, utilizing resources, and unpacking power standards have been called out and professional outside consultants will work directly with site and district staff to support conceptual understanding of the nuances within grade level standards. In addition, it has been noted the biggest jump between "Full Awareness and Student Awareness" is a change from "I fully understand" to "my students engage/understand/have a structured way, etc. A shift in ownership of learning utilizing the Thoughtful Classroom Teacher Effectiveness Framework as a guide to provide lesson design support and feedback utilizing especially episodes 7 (Deepening and Reinforcing Learning) and 8 (Applying Learning) has been determined to be a next step of framework implementation moving beyond the outside quadrants. Intentionally planning for differentiated instruction including the components of Engaging, Exploring, Explaining, Elaborating, and Evaluating requires further attention to ensure student awareness and responsibility for learning with a focus on instructional equity.

In consideration of the performance gaps and variation in outcomes among district school sites, we have identified key district and site level personnel, programs, and actions principally directed to ensure support for disaggregating data and utilizing this data to support the academic achievement of unduplicated student groups including Foster, English Learners, and Socio-economically disadvantaged. Setting up systems to support differentiated instruction will be necessary to meet individual student needs. Various desired outcomes are set for "maintaining" as interrupted learning and a return to school have been significant challenges to overcome. Desired outcomes may be increased as comparable assessments provide patterns on which to justify SMART goals - with a focus on the realistic outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 - A Basic A - Assignment Monitoring Teachers Fully Credentialed and Appropriately Assigned	Based on 2019-2020 Assignment Monitoring, 100% of staff are correctly assigned following 2 corrections of mis-assignments	100% correctly assigned			100% of staff Appropriately Assigned
Priority 1 - A Basic A - Assignment Monitoring Teachers Fully Credentialed and Appropriately Assigned	80.6% of staff are fully credentialed	89.3% of staff are fully credentialed			Maintain or increase 80.6% of staff are fully credentialed
Priority 2 - A Implementation of State Standards English Language Arts California State Standards	2020-2021 Survey Standards and Framework - 75% Full Awareness or higher Planning - 80% Full Awareness or higher	2021-2022 Survey Standards and Framework - 73% Full Awareness or higher Planning - 78% Full Awareness or higher			Standards and Framework - 75% Student Awareness Planning - 75% Student Awareness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation Metric -ELA 5 point scale: Initial, Developing, Full Awareness, Student Awareness, Full Implementation	<p>Instruction - 82% Full Awareness or higher</p> <p>Formative Assessment - 75% Full Awareness or higher</p> <p>Summative Assessments - 73% Full Awareness or higher</p>	<p>Instruction - 74% Full Awareness or higher</p> <p>Formative Assessment - 77% Full Awareness or higher</p> <p>Summative Assessments - 75% Full Awareness or higher</p>			<p>Instruction - 75% Student Awareness</p> <p>Formative Assessment - 75% Student Awareness</p> <p>Summative Assessments - 75% Student Awareness</p>
Priority 2 - A Implementation of State Standards Math California State Standards Implementation Metric-Math 5 point scale: Initial, Developing, Full Awareness, Student Awareness, Full Implementation	<p>2020-2021 Survey Standards and Framework - 81% Full Awareness or higher</p> <p>Planning - 82% Full Awareness or higher</p> <p>Instruction - 83% Full Awareness or higher</p> <p>Addressing Math Practices- 73% Full Awareness or higher</p> <p>Summative and Formative Assessments - 79% Full Awareness or higher</p>	<p>2021-2022 Survey Standards and Framework - 76% Full Awareness or higher</p> <p>Planning - 75% Full Awareness or higher</p> <p>Instruction - 78% Full Awareness or higher</p> <p>Addressing Math Practices- 65% Full Awareness or higher</p> <p>Summative and Formative Assessments - 68% Full Awareness or higher</p>			<p>Standards and Framework - 75% Student Awareness</p> <p>Planning - 75% Student Awareness</p> <p>Instruction - 75% Student Awareness</p> <p>Formative Assessment - 75% Student Awareness</p> <p>Summative Assessments - 75% Student Awareness</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2 - A Implementation of State Standards Science California State Standards Implementation Metric-Science 5 point scale: Initial, Developing, Full Awareness, Student Awareness, Full Implementation	2020-2021 Survey Standards and Framework - 42% Full Awareness or higher Planning - 38% Full Awareness or higher Instruction - 44% Full Awareness or higher Summative and Formative Assessments - 50% Full Awareness or higher	2021-2022 Survey Standards and Framework - 38% Full Awareness or higher Planning - 36% Full Awareness or higher Instruction - 39% Full Awareness or higher Summative and Formative Assessments - 38% Full Awareness or higher			Standards and Framework - 75% Full Awareness or higher Planning - 75% Full Awareness or higher Instruction - 75% Full Awareness or higher Summative and Formative Assessments - 75% Full Awareness or higher
Priority 2 - A Implementation of State Standards History / Social Science California State Standards Implementation Metric-Social Science 5 point scale: Initial, Developing, Full Awareness, Student Awareness, Full Implementation	2020-2021 Survey Standards and Framework - 54% Full Awareness or higher Planning - 49% Full Awareness or higher Instruction - 52% Full Awareness or higher Summative and Formative Assessments - 56%	2021-2022 Survey Standards and Framework - 43% Full Awareness or higher Planning - 47% Full Awareness or higher Instruction - 45% Full Awareness or higher Summative and Formative Assessments - 40%			Standards and Framework - 75% Full Awareness or higher Planning - 75% Full Awareness or higher Instruction - 75% Full Awareness or higher Summative and Formative Assessments - 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Full Awareness or higher	Full Awareness or higher			Full Awareness or higher
Priority 4-A Student Achievement CAASPP ELA, MATH, CAA, CAST as per California School Dashboard and Smarter Balanced Assessment Results	<p>CAASPP ELA 2018-2019 Data Distance from Standard All Students (-41.5) English Language Learners (-53) Hispanic (-41.7) Socio-economically disadvantaged (-43.4) Homeless (-35.3) White (-41) Students with Disabilities (-102.6)</p> <p>CAASPP MATH 2018-2019 Data Distance from Standard All Students in Math (-72.8) English Learners (-80) Hispanic (-72.9) Socio-economically disadvantaged (-74.9) Homeless (-78.7) White group (-70.2) Students with Disabilities (-127.4).</p> <p>CAST Science 2018-2019 DATA</p>	<p>California Dashboard Suspended No data</p> <p>I-Ready / STAR CAASPP replacement</p> <p>Language Arts % estimated on grade level All students 21% English Learner 7.6% Hispanic 21% White 28.5% SocioEconomically Disadvantaged 19.7% Students with Disabilities 1%</p> <p>Math % estimated on grade level All students 17% English Learner 8% Hispanic 18% White 18% SocioEconomically Disadvantaged 17% Students with Disabilities 4%</p>			<p>Decrease distance from standard by a minimum of 5 points for each student group in language arts and 10 points in math</p> <p>Increase the percent proficient by 20% for English Learners and Foster and 10% for all other groups</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All Student Met or Exceeded Science 12.54% English Learners 2.94% Hispanic 12.39% Socio-economically disadvantaged 12.22% Homeless 11.11% White 12.50% Students with Disabilities Foster 1.85%	CAST Science 2020-2021 All students - met or exceeded 10.21% English Learners 2.58% Hispanic 10.12% Socio-economic disadvantaged 9.48% Homeless 0% White 15% Students with Disabilities 0% Migrant 8.16%			
Priority 4-A Student Achievement Dataquest 2018-2019 CAA	CAASPP CAA - Language Arts % of students at achievement level All students Level 1 39.39% Socio-economically disadvantaged Level 1 36.67% English Learners 10 or fewer tested CAASPP CAA - Math % of students at achievement level All students Level 1 48.48% Socio-economically disadvantaged Level 1 46.67%	CAASPP CAA - Language Arts % of students at achievement level All students Level 1 85.71% All students Level 2 14.29% Socio-economically disadvantaged Level 1 83.33% Level 2 16.67% English Learners Level 1 91.67% Level 2 8.33% Hispanic Level 1 85.71% Level 2 14.29%			5% of current students will increase to Level 2.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners 10 or fewer tested	CAASPP CAA - Math % of students at achievement level All students Level 1 85.71% All students Level 2 14.29% Socio-economically disadvantaged Level 1 83.33% Level 2 16.67% English Learners Level 1 83.33% Level 2 16.67% Hispanic Level 1 85.71% Level 2 14.29%			
Priority 4 - B A-G Requirements	Not applicable to elementary districts	Not applicable to elementary districts			Not applicable to elementary districts
Priority 4 - C Career Technical Education Pathways	Not applicable to elementary districts	Not applicable to elementary districts			Not applicable to elementary districts
Priority 4 - D Completion of A-g requirements and Career Technical Education Pathways	Not applicable to elementary districts	Not applicable to elementary districts			Not applicable to elementary districts
Priority 4 - G Advanced Placement Passage Rate	Not applicable to elementary districts	Not applicable to elementary districts			Not applicable to elementary districts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4-H Pupils prepared for college	Not applicable to elementary districts	Not applicable to elementary districts			Not applicable to elementary districts
Priority 8- Other Student Outcomes Physical Fitness Testing End of Year I-Ready 3rd Grade on Grade Level	<p>Physical Fitness Testing (PFT) Other Pupil Outcomes Physical Fitness Percentage of students meeting 6 of 6 criteria (2018-2019) elementary 34.8% middle school 35.4%</p> <p>Scores below are compared to the initial baseline.</p> <p>1a. Aerobic Capacity 5th grade 50% 7th grade 51.9% 1b. Body Composition 5th grade 41.3% 7th grade 56.6% 1c. Abdominal Strength 5th grade 84% 7th grade 92% 1d. Trunk Extension Strength 5th grade 99.4% 7th grade 98.5%</p>	<p>Physical Fitness testing 2021-2022:</p> <p>1a. Aerobic Capacity- not calculated by the state 1b. Body Composition- not calculated by the state 1c. Abdominal Strength 5th grade 34.26% 7th grade 87.31% 1d. Trunk Extension Strength 5th grade 96.94% 7th grade 91.54% 1e. Upper Body Strength 5th grade 46.52% 7th grade 75.83% 1f. Flexibility 5th grade 64.07% 7th grade 70.09%</p> <p>2. End of Year 2020-2021 I-Ready indicates 23% of 3rd</p>			<p>Physical Fitness Testing (PFT) Other Pupil Outcomes Physical Fitness Percentage of students meeting 6 of 6 criteria maintained at: elementary 34.8% middle school 35.4%</p> <p>Scores below are compared to the initial baseline. Maintain the following: 1a. Aerobic Capacity 5th grade 50% 7th grade 51.9% 1b. Body Composition 5th grade 41.3% 7th grade 56.6% 1c. Abdominal Strength 5th grade 84% 7th grade 92% 1d. Trunk Extension Strength - 5th grade 99.4%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>1e. Upper Body Strength 5th grade 71.3% 7th grade 82.6%</p> <p>1f. Flexibility 5th grade 95.8% 7th grade 83.8%</p> <p>2. End of Year 2018-2019 I-Ready Data indicates 17% of 3rd graders on grade level.</p>	<p>graders are reading on grade level.</p> <p>2. End of Year 2021-2022 I-Ready indicates 29% of 3rd graders are reading on grade level.</p>			<p>7th grade 98.5% 1e. Upper Body Strength 5th grade 71.3% 7th grade 82.6%</p> <p>1f. Flexibility 5th grade 95.8% 7th grade 83.8%</p> <p>2. End of Year I-Ready Data indicates a minimum of 25% of 3rd graders on grade level.</p>
Priority 4A California Dashboard CASSPP Math and Language Arts	All students, English Learners, and Socioeconomically disadvantaged are considered "orange" on the 2018-2019 Dashboard in Language Arts and Math	The following are the most recent performance colors reported on the California School Dashboard: All students, English Learners, and Socioeconomically disadvantaged are considered "orange" on the 2018-2019 Dashboard in Language Arts and Math.			All students, English Learners, and Socioeconomically disadvantaged are considered "yellow or above" on the California Dashboard in Language Arts and Math

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	District personnel to support programs and 21st Century skills	The needs of unduplicated students within the district are great. In consideration of the performance gaps, we have identified key district and site level personnel principally directed to ensure support for disaggregating data to support unduplicated student groups including Foster, English Learners, and Socio-economically disadvantaged. They will be charged with leading Common Core implementation, professional development, coaching for instructional staff, and functionality/access to district technology and data systems leading to 21st Century skills and utilization of 1 to 1 technology in all classrooms to ensure unduplicated students have equitable access to programs and academic success. Action step to include the Director of Curriculum and Instruction, Director of Student Services, Supervisor II of School Instruction, Vice Principals at all sites, Dean at Haven Drive, one Certificated Technology staff member, and four Classified Technology staff members.	\$2,177,966.00	Yes
2.2	Access to wide-reading with a focus on Comprehension	A contracted District Librarian and one Library Clerk per school site support access to wide reading through the library and associated reading programs. This action step includes library book purchases, reading support materials, and technology programs to support reading especially targeted to socio-economically disadvantaged students without access to books and English Learners to expand opportunities to read in English and their primary language.	\$316,388.00	Yes
2.3	Formative assessment and intervention	Utilize I-Ready, STAR, 95%, and Read 180 along with other diagnostic and formative assessments to ensure availability of outcomes to inform instruction. Utilize KIDS (Kern Instructional Data Platform) to disaggregate data to focus on student groups and students and Ellevation to facilitate communication and feedback related to English Learners. Beginning the 2022-2023 school year, SchoolCity will be utilized for formative assessments and data analysis for local measures to drive PLC conversations.	\$2,257,939.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Systematic interventions including the following support staff: Four certificated elementary intervention staff at each of the three elementary school sites for a total of 12. 1 Math Intervention teacher and 1 Language Arts intervention teacher at Haven Drive Middle School. With the addition of a Prek and TK intervention teacher and a TK instructional aide to provide intervention to our youngest learners.</p> <p>Instructional Aides (two to three each site and Title 1 as determined by School Site Council)</p> <p>This action step is intended to contribute to foster, English Learner, and low income - all as student groups struggling to achieve grade level standard.</p> <p>Additional hours added to classified instructional staff working less than 4 hours in order to supplement targeted intervention and instruction or certificated after school intervention to meet student needs principally directed to unduplicated students.</p> <p>5 additional instructional service days to extend the 2022-2023 school year and professional development for math and language arts principally directed to support unduplicated student groups (cost included in all action steps including personnel- charged to federal funding)</p>		
2.4	Summer School / Extended Day Programs	<p>Provide Summer School to include certificated and classified instructional staff, support staff, transportation, and materials principally directed to ensure foster, low income, and English learners have access to supplemental instruction to mitigate learning loss and support achievement of state standards at and above grade level. Provide a resource teacher to lead Extended Day Programs.</p>	\$797,112.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Promote biliteracy	Fund and expand the Dual Immersion program at the elementary and middle school providing supplemental Instructional materials and staff stipends principally directed to support English Learner acquisition of English while supporting their primary language.	\$170,000.00	Yes
2.6	Expand implementation of technology	Digital /STEM labs and project-based learning materials	\$300,000.00	Yes
2.7	Supplemental Instructional Materials and supplies	Supplemental support materials selected to meet identified needs of target student populations as socio-economic disadvantaged student's and English Learner's academic performance falls below that of all students in language arts and math. In addition, as school supplies may be easily accessed/provided by higher income families, much of our community is identified as low-income and resources provided by the school are critical. Items include study and instructional support materials for the classroom.	\$236,858.10	Yes
2.8	Foster services	Transportation costs and school supply/school readiness items to meet foster student needs to be successful in school.	\$10,000.00	Yes
2.9	Closing the Digital Divide	Invest in technology to close the achievement gap and digital divide by continuing to provide one to one Chromebooks, internet access as a fundamental tool through individual devices, and continue progress toward installation of cell tower infrastructure and routers for homes to push-out internet, ensuring access to learning outside the school hours. This action step is fundamentally targeted to low-income students to ensure equitable access. Once a Chromebook is checked to a student, it is theirs to use throughout the school year and summer to afford the students an opportunity to access online Intervention Platforms.	\$1,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Instructional platforms and programs	Continue implementation of CANVAS and Kami to support low income and English learners especially. CANVAS is utilized within the University of California and the Cal State system as well as Community Colleges. Preparation and use of these platforms supports students utilization of tools which are structured to organize learning and are also part of college and career readiness preparation.	\$27,207.00	Yes
2.11	Incentives for Academic Growth	Books, academic kits, hands-on materials, and certificates/awards for growth principally directed to acknowledging and encouraging the efforts of unduplicated students including English Learners, Foster Youth, and low income to overcome the achievement gap.	\$100,000.00	Yes

Goal Analysis [2021-22]

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

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

Actions 2.3, 2.5, 2.9, and 2.10 in this goal were implemented as planned however not all students benefited equally from their implementation.

Actions 2.7, 2.8, 2.11 were implemented but not with all funding allocated.

There were substantive differences in implementation of the following actions:

Action 2.1: The position of Data Director was not refilled once vacated however, all other components of the action were completed.

Action 2.2: Accelerated Reader was not implemented in the 2021-2022 school year however, all other components of the action were completed.

Action 2.4: After school interventions were not held in the numbers budgeted with continued concern over COVID, stable grouping, and staffing. However, summer school is predicted to be the largest ever with over 650 students expected on opening day June 6, 2022. Staffing has been increased multiple times through May due to enrollment predictions. Outcomes from Summer School are pending completion on July 1, 2022.

Action 2.6: Additional support staff were not hired to facilitate Digital/STEM labs although materials were purchased for afterschool and summer school programs.

Successes within this action step:

Staffing successes are noted in the increased percentage of staff who are fully credentialed when compared to 2020-2021.

Academic successes include the growth rate of English Learners and Economically Disadvantaged Learners on mid-year I-Ready assessments when compared to mid-year 2020-2022 assessment levels. Significant growth has been noted in both Language Arts and Math as students increase their levels of proficiency among the various possible bands from lowest to highest.

A focus on intervention at the earliest levels does make a difference and provides evidence to continue to be supported. Intervention data from 95% Group beginning to end of year data comparison indicates growth in students able to access and participate in Core Reading groups and also as students moved through various levels of phonics intervention with support from staff.

Challenges within this action step:

Implementation of State Standards surveys continue to indicate a need for focused hands-on professional development to guide and support instruction including planning, assessment, and building student independence. This includes a need to differentiate support between the multitude of new teachers and veteran staff who may have varying needs.

I-Ready Mid-year data in Reading districtwide indicates growth from Window 1 to Window 2 yet only 15% of students are working on grade level which is a 7% drop from the previous year.

I-Ready Mid-year data indicates 7% of English Learners are working on grade level in Language Arts compared to 29% non-English Learners.

I-Ready Mid-year data indicates 14% of Socio-economic Disadvantaged are working on grade level in Language Arts compared to 23% not economically disadvantaged.

I-Ready Mid-year data in Math indicates growth districtwide from Window 1 to Window 2 yet only 10% of students are working on grade level which is a 6% drop from the previous year.

I-Ready Mid-year data indicates only 10% of Socio-economic disadvantaged are working on grade level in Math compared to 15% not economically disadvantaged.

I-Ready Mid-year data indicates only 5% of English Learner students are performing at grade level in Math compared to 20% non-English Learners.

STAR Renaissance mid-year data indicates only 19% of students who are classified as Economically Disadvantaged are assessed at grade level in Language Arts. Significantly more at risk are English Learners with only 1% working on grade level at mid-year in Language Arts. Math scores indicate only 12% of Economically Disadvantaged students and English Learners were assessed at grade level at mid-year.

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

The Arvin Union School District conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for LCAP Goal 2 was \$6,845,202. The estimated actual expenditures for 2021-2022 are \$7,455,353.38. This is an increased cost of \$ 3,460,988.20. The substantive differences are due to:

Action 2.1, 2.2, 2.3: Increases to costs were due to negotiated raises and benefits and 5 added days of instruction.

Action 2.2: Increased costs came from purchases of books and storage to support reading comprehension and expand the library department resources on campus.

Action 2.4: Increased costs came from an expanded summer school to mitigate learning loss and provide a welcoming learning environment doubling that projected based on enrollment requests.

Action 2.5: Increased costs came from purchase of curricular materials and books to promote biliteracy in Spanish and an expansion of professional development attendance for Dual teachers.

Action 2.6: Purchases of STEM materials were not as expensive as expected.

Action 2.7: Purchases of supplemental materials were less than budgeted.

Action 2.8: Foster student needs were met with less funding than budgeted.

Action 2.9: Costs were much higher than budgeted as the district moved to 2 to 1 Chromebooks and related storage for elementary students as a result of educational partner input.

Action 2.11: Incentives were implemented at sites with less than budgeted.

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

LCAP Goal 2 is focused on accelerating student learning by increasing the percentage of fully-credentialed staff, strengthening grade level standards-based instruction, targeted intervention, and purposeful enrichment supported by data analysis and a commitment to ongoing cycles of inquiry ensuring all students attain increasingly higher levels of achievement. Specific actions effective in supporting progress toward this goal are:

Action 2.1, 2.3, 2.4, 2.5, 2.10, 2.11: The district's focus on use of data through implementation of formative assessments continued through the 2021-2022 school year with supplemental staff in place to provide targeted intervention groups during the school year and to provide Summer School Instruction with identified target areas determined by grade level teams. Site based afterschool intervention was not as robust as planned. District and site based staff are instrumental in providing resources, professional development and support focused on delivery of standards-based instruction based on walk-throughs, scheduling and implementation of targeted intervention/enrichment as evidenced in I-Ready growth in the absence of CAASPP assessments in the 2020-2021 school year.

I-Ready growth and learning gaps for Language Arts indicate:

1. English learner's Language Arts growth lagged behind non-English learners by 4% at mid-year 2021-2022 assessment time, however, growth for this student group was 25% higher compared to 2020-2021 school year growth with full in-person instruction and targeted interventions. This was 11% higher growth rate than for non-English learners.
2. Economically disadvantaged learner's Language Arts growth lagged behind Non disadvantaged learners by 4% at mid-year 2021-2022 assessment time, however growth for this student group was 20% higher compared to 2020-2021 school year growth with full in-person instruction and targeted interventions. This was 8% higher growth rate than for Non disadvantaged learners.

I-Ready growth and learning gaps for Math indicate:

1. English learner's Math growth lagged behind non-English learners by 5% at mid-year 2021-2022 assessment time, however, growth for this student group was 32% higher compared to 2020-2021 school year growth with full in-person instruction and targeted interventions. This was 3% higher growth rate than for non-English learners.
2. Economically disadvantaged learner's Math growth lagged behind Non disadvantaged learners by 2% at mid-year 2021-2022 assessment time, however growth for this student group was 30% higher compared to 2020-2021 school year growth with full in-person instruction and targeted interventions. This was 2% higher growth rate than for Non disadvantaged learners.

In-person small group intervention led by intervention teachers, classroom teachers, and instructional aides and supported by site administration and site academic coaches facilitated gains in intervention data from 95% Group beginning to end of year data comparison indicates growth from 0 to 20% Core in First Grade, 1 to 22% Core in Second Grade, 1 to 8% Core in Third Grade. More significantly is the decrease of students 2 or more years below grade level in Phonics which decreased from 49% to 11% in First Grade, 92% to 53% in Second Grade, and 85% to 40% in Third Grade.

Action 2.2: Support of student reading was conducted through school libraries in a modified model for much of the school year due to a focus on stable grouping and COVID protocols. Library clerks took books to students in their classrooms to support the focus on access to wide -reading. Student I-Ready reading comprehension scores for the 2021-2022 school year have increased from 12% proficient at Test 1 to 21% proficient at Test 2 in Literary Comprehension and from 9% at Test 1 to 18% proficient at Test 2 in Reading Informative Text Comprehension. There continues to be a lag in Comprehension of Informative Text throughout the district when compared to Literary Comprehension.

Action 2.4, 2.6, 2.7: Advertising and recruitment have provided the opportunity for the highest summer school attendance predictions ever with a focus on engagement, relationship building, and addressing focus standards to be assessed through grade level formative assessments and I-Ready Standards Mastery to measure growth. Utilization of supplemental materials to support students are focused on Language Art, Math, ELD, and STEM.

Action 2.8: Various foster students were provided transportation and support materials throughout the year.

Action 2.9: This action step facilitated a move to 2 to 1 device availability and towers have been constructed throughout the district for implementation in the 2022-2023 school year for students without reliable internet access at home.

Based on an analysis of these results, the district believes actions in Goal 2 are showing to be effective in facilitating progress toward the goal of impacting instructional delivery as a result of targeted intervention and support services for students which are also supported by Goal 3 Professional Development in areas identified to be in need.

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.

Description of changes / additions to actions.

Job duties/titles for the Supervisor II of School Instruction, modified to Supervisor II of Early Childhood Programs, and the Director of Student Services have been updated in order to focus more closely on the specific needs of early UPK learners and special education students. In addition, to ensure timely data availability for staff, the position of Data Coordinator was not filled when vacated and SchoolCity has been purchased to support ease of access, timely use, and direct input of formative data to avoid multiple steps in documenting assessment results for use. Actions 2.1, 2.3

The current District Librarian has retired and we have been unable to fill the position. The district plans to contract with a partner school district to meet the requirement for this position and is currently researching several contract models to have in place by the beginning of the school year. Action 2.2

Accelerated Reader will not be implemented as a district-wide initiative due to lack of consistency and impact and has been removed from the budget. Individual sites may select to utilize site improvement funds if desired. Action 2.2

SchoolCity will be added to the district's assessment support in order to facilitate formative data analysis by grade level without the need for additional personnel to collect and provide data. This will support analysis at the individual student and student group level as formative data is collected following the district benchmark calendar. This will facilitate site and district level utilization of data for Professional Learning Community discussions.

Action 2.3

Three intervention teachers added to the district previously funded with emergency COVID funds have been added to LCAP. One Haven Drive Intervention Teacher has been pulled from Title I carryover funding and added to LCAP. Additional positions of one Preschool Intervention teacher and one Transitional Kinder teacher and aide for students beyond the age range required by the state have been added. Action 2.3

A position of Supervisor II of Expanded Learning Opportunity has been added to administrative positions within the district funded out of ELOP funds. This position will focus on reimagining Summer School to coordinate targeted intervention along with Expanded Learning Opportunity Clubs and Activities. This will include a focus on development of STEM/STEAM activities, integration of the arts, and project based learning. Actions 2.4, 2.6

As the district focuses on expansion of Transitional Kindergarten beyond the required age range, additional materials and staffing will be required to fully implement a developmentally appropriate classroom. Start-up funds have outfitted 6 expected classrooms with furniture and facilities grant funds will provide new buildings within the upcoming years. Action 2.3, 2.7

Place an increased focus on reading and comprehension of Informative Text through the use of integrated curriculum materials during core instructional time with a focus on building vocabulary and use of academic text / language during Integrated English Language Development. Actions 2.1, 2.2 (as related to Goal 4)

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

Goals and Actions

Goal

Goal #	Description
3	Purposefully integrate the cycle of inquiry and implement tiered professional development including ample opportunities for staff to ask questions and practice what they learn while receiving constructive coaching feedback in a timely manner to support student learning.

An explanation of why the LEA has developed this goal.

Data from Professional Learning survey questions completed and real-time observations indicate wide variances in school site and grade level understanding and implementation of communication and learning platforms, differentiated instruction, and grade level standards implementation. In addition, District Cabinet input substantiates a need for easily accessible data to be utilized during grade level Professional Learning Collaboration as well as for site and district analysis to support ongoing Cycles of Inquiry. The phrase "Getting dirty with data" has been coined to summarize the need for formalized data chats, analysis, actions, and follow through.

Student behaviors observed indicate students struggle to apply learning in new situations and that opportunities to practice vary widely in depth of expectations and time allocated. Administrative Leadership conversations have repeatedly come back to a central theme of focusing on a need for more targeted use of data, goal setting, and the utilization of the Cycle of Inquiry to modify practices to support student learning. Noted as an area of need are steps to modify instruction based on formative assessment data to make change in student outcomes over time. Opportunities abound given the "new normal" and abundance of technological resources to support differentiated instruction and project based learning. Capitalization on these opportunities will continue current momentum, and expand opportunities for engagement and learning at high levels for all students. The realized need for data has been compounded during this time. Expressed needs for available, comparable, and valid data from formative assessments has risen to the forefront to prioritize instructional focus areas.

Through educational partner input, parents and community members support professional development for all staff to ensure academic growth. Specifically mentioned are how to use technology, mitigating learning loss, extending learning for students on grade level, and supporting reclassification of English Learners within the school day and extended school hours. Structures for direct instruction, modeling, sharing of best practices and teaching strategies, feedback and mentoring through classroom walkthroughs, and coaching support will be refined to deepen and reinforce a focus on learning outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2 Implementation of State Academic Standards Professional Learning Community Total of 17 Survey questions - 5 level rubric: pre-initiating, initiating, implementing, developing, sustaining	2020-2021 survey 15 questions approximately 25% pre-initiating, initiating, or implementing 2 questions approximately 50% pre-initiating, initiating, or implementing	2021-2022 11 questions at a minimum of 80% developing / sustaining			12 questions at a minimum of 95% developing/sustaining
Priority 2 Implementation of State Academic Standards Trimester Assessment of Episodes of Effective Instruction Dimensions #7 Deepening and Reinforcing Learning #8 Applying Learning 4 point scale Novice, Developing, Proficient, Expert	2020-2021 survey 15% of observations at the proficient level	2021-2022 survey 30% of observations at the proficient level at the Middle School 65% of observations at the proficient level at the Elementary sites			80% of observations at the proficient level

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staff to support professional development /use of data	Four district Teachers on Special Assignment and four Academic Coaches (one at each site) will facilitate professional development and accessibility of data for groups, coaching for grade levels, and 1 on 1 targeted support for certificated and classified staff to support all students but specifically the English Learners and socio-economically disadvantaged students as their academic achievement falls below that of all students on Distance From Standard in Language Arts and Math and CAASPP Meeting or Exceeding Standard based on 2018-2019 Assessment Data.	\$991,712.00	Yes
3.2	District support personnel	Continuity of instruction is supported by continuity of staff who have received training targeted to district unduplicated student needs. Attracting staff who empathize and are committed to serving our community demographics and then retaining them is critical. Providing district support staff to accomplish this task is included in this action step with the goal of attracting and retaining staff in a highly competitive market and with options closer to their homes. Human Resources Director, Induction Mentors, and contract with Kern County Superintendent of Schools included in this action step. This action step is principally directed to foster, low income, and English Learners as staffing added through LCAP and unduplicated count funding has drastically increased the monitoring and hiring process for staff to service students.	\$249,380.00	Yes
3.3	Ensuring academic growth through leadership focused on equity	<p>The following trainings will be constructed to provide a foundation for Multi-Tiered Systems of supports and Differentiated instruction targeted to English Learners, Foster, and Socio-economically disadvantaged student groups.</p> <p>Training to support implementation of the Thoughtful Classroom Evaluation Tool to provide targeted feedback to certificated and classified staff for nine instructional elements within the tool with professional resource reference materials. Training dates: Fall/Winter 2021, Fall/Winter 2022, Fall /Winter 2023</p>	\$130,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Training from Performance Education Partnership to promote district, site, and grade level leadership skills and a focus on equity including Work Place Inventory leadership survey in Fall of 2022. Trimester workshops and coaching for district and site leaders.</p> <p>Training utilizing "Learning by Doing" to promote Professional Learning Community implementation of Cycles of inquiry through Grade level and site Professional Learning Community structures.</p> <p>Building equity training utilizing resource books and materials.</p> <p>Costs to include contracts, training date subs or overtime.</p>		
3.4	Kern County Superintendent of Schools Contract for Math Support	<p>3 year commitment to provide professional development and coaching to guide implementation of the new California Math Framework, implement mathematical practices, promote mathematical fluency and conceptual math work, integration of vocabulary to support use of language to promote academic discourse, and formative assessment use. Promotion of collaborative learning for staff to ensure cohesive district implementation will be supported through monthly professional learning community workshops as well as classroom visits. Professional reading materials will be purchased to promote continuity. This action will prioritize support for low - income and English Learners specifically as these groups are a majority of the population yet their distance from standard is greater than all students.</p>	\$310,000.00	Yes
3.5	Professional development	<p>Professional development providing strategies and structures for instructional staff, certificated and classified, to meet the unique needs of unduplicated students in identified areas. To include but not limited to contracts, substitutes, and overtime.</p> <p>Technology use for blended learning and meaningful student presentations and in-depth projects</p>	\$757,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Utilizing CANVAS/KAMI to support learning 95% intervention English Language Development AVID (Advancement Via Individual Determination)/Close Reading/Writing workshops Math / P-3 CC (Preschool through 3rd Grade Curriculum Calibration Designated/integrated English Language Development/Path to Proficiency Framework and Roadmap utilization/standards implementation Use of assessments/data systems/Use of Kern Integrated Data Systems Use of parent/student communication portals Supporting differentiated needs/RTI/MTSS		

Goal Analysis [2021-22]

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

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

The following actions from Goal 3 were implemented with slight variations to implementation level. Some challenges and successes are described below:

Action 3.1: TOSA's and coaches supported professional development and collaboration throughout the year. Beginning of year challenges included social distancing and stable groups which impacted personalized professional development with grade level teams and new teachers. Collaboration was facilitated through TEAMS and ZOOM. The focus on successful collaboration through virtual means is noted in the growth in the staff Professional Learning Community Survey data noted in metrics above.

Action 3.2: The role of Human Resources Manager was updated to Human Resources Director with a focus on recruitment of quality staff to support unduplicated students with high level of need. It has become increasingly difficult to compete with larger districts for staff and recruitment to meet Williams Expectations and to staff positions key to LCAP implementation extends far beyond the roles of the Superintendent and Assistant Superintendent. The provision of mentoring through induction supports retention of experienced staff.

Action 3.3: Thoughtful Classroom training hours were held but not hours were not fully utilized completed by all sites this year due to time conflicts however, the tool was utilized on all walkthroughs and embedded use occurred throughout the year. Clarification of episodes, cornerstones, and rubric components supported leadership staff feedback to staff and guided professional learning community conversations. Leadership training and Professional Learning Community training were implemented as planned.

Action 3.4: Professional development with Kern County Superintendent of Schools personnel to support math instruction was implemented fully including classroom walkthroughs. Formative assessment updates as well as implementation of math talks and counting collections are a celebration of this action step as observed through classroom walkthroughs.

Action 3.5: A variety of trainings were provided to staff in various formats both in person and virtual related to professional development for strategy building. The vast majority of these trainings were held after school hours due to the inability to acquire substitutes. We celebrate the opportunities staff had to differentiate their own professional growth by selecting various offerings.

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

The Arvin Union School District conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for LCAP Goal 3 was \$2,274,990. The estimated actual expenditures for 2021-2022 are \$1,938,280. This is a difference of \$336,710 under budget. The substantive differences are due to:

Action 3.1: Decreases in costs are due to vacancies with various timelines utilized to replace staff.

Action 3.2: Due to the substantive increase in job duties related to managing increased staffing needs, the salary of the position in this action step was increased.

Action 3.3: Costs for consulting were near what estimated however additional substitute costs expected to be hired for training were not incurred.

Action 3.4: Costs for consulting, materials, and overtime for training were lower than estimated for math training.

Action 3.5: As substitutes were not hired for professional development, overtime was paid for a "university model" of selecting and attending professional development after school hours. Attendance for workshops was high however costs were decreased due to not hiring full day substitutes.

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

LCAP Goal 3 is focused on ensuring highly qualified staff and purposefully integrating the cycle of inquiry and implement tiered professional development including ample opportunities for staff to ask questions and practice what they learn while receiving constructive coaching feedback in a timely manner to support student learning. Specific actions effective in supporting progress toward this goal are:

Action 3.1: Professional development and coaching supported by Teachers on Special Assignment and Academic Coaches along with instructional efforts in-person have dramatically positively affected the growth of English Learners and Socially Economic Disadvantaged growth on I-Ready mid-year scores with increases in proficiency outpacing the group "all students" in both math and language arts. District Professional Learning Community Surveys indicate growth in the Professional Learning Community Survey results with 11 questions now indicating a minimum of 80% at the developing / sustaining level. Fundamental to this increase are the support personnel in this action step.

Actions steps 3.1, 3.3, 3.4, 3.5: District administrators have become very adept with the use of the Thoughtful Classroom Framework as it the foundation of all walkthroughs and feedback conducted at sites and in the district. Rubrics for Math and English Language Development both indicate growth in effective instruction and student outcomes based on observations. With clarified expectations and time dedicated to providing systemic feedback, district and site administrators have been able to provide evidence and praise for implementing effective practices as well as posing and proposing suggestions within the Episodes and Cornerstones of the Thoughtful Classroom Framework. Accountability for instructional design work being done in classrooms is supported and sustainable through the renewed focus on instructional design, Professional Learning Community work, and differentiated Professional Development. 15%-50% increases in Standards - aligned instruction as documented by district rubric completion on classroom walkthroughs indicate staff working to meet clearer targets for lesson episodes.

Student growth supported by Action Steps 3.1, 3.2, 3.3, 3.4, 3.5

1. English learner's Language Arts growth lagged behind non-English learners by 4% at mid-year 2021-2022 assessment time, however, growth for this student group was 25% higher compared to 2020-2021 school year growth with full in-person instruction and targeted interventions. This was 11% higher growth rate than for non-English learners.

2. Economically disadvantaged learner's Language Arts growth lagged behind Non disadvantaged learners by 4% at mid-year 2021-2022 assessment time, however growth for this student group was 20% higher compared to 2020-2021 school year growth with full in-person instruction and targeted interventions. This was 8% higher growth rate than for Non disadvantaged learners.

1. English learner's Math growth lagged behind non-English learners by 5% at mid-year 2021-2022 assessment time, however, growth for this student group was 32% higher compared to 2020-2021 school year growth with full in-person instruction and targeted interventions. This was 3% higher growth rate than for non-English learners.

2. Economically disadvantaged learner's Math growth lagged behind Non disadvantaged learners by 2% at mid-year 2021-2022 assessment time, however growth for this student group was 30% higher compared to 2020-2021 school year growth with full in-person instruction and targeted interventions. This was 2% higher growth rate than for Non disadvantaged learners.

Based on an analysis of these results, the district believes actions in Goal 3 are showing to be effective in impacting progress toward the goal of impacting instructional delivery as a result of targeted professional development and staff retention.

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.

Following an analysis of Goal 3, the district does not plan to make changes to the goal or metrics for the upcoming year. The district does plan to allocating more funds to action steps to support differentiated professional development as well as measuring and reporting implementation of standards by school.

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

Goals and Actions

Goal

Goal #	Description
4	By May 2023, refine Designated and Integrated ELD as defined in the ELA/ELD Framework pages 891-892 to support English Language Learners development and use of academic vocabulary in speaking and writing in order to engage with complex language and text as measured by classroom observations utilizing a district developed classroom observation tool for Designated English Language Development and the Thoughtful Classroom Framework Episodes 5 and 7 for Integrated English Language Development.

An explanation of why the LEA has developed this goal.

The English Language Learner student population remains a significant student group within the district at slightly above 61% for the 2021-2022 school year however there has been a slow and continuous decline over the past few years. Current year ELPAC testing for the 2021-2022 school year is nearing completion which will provide comparative data for the state dashboard. State data reporting from 2020-2021 indicates ELPAC overall performance levels have increased at the lower levels since 2018-2019 with 9% more students performing at Level 1 and 6% more students performing at Level 2. Level 3 has decreased by 11% and Level 4 has decreased by 4%. Redesignation rates have decreased accordingly with a decrease of 0.6%.

2020-2021 LCAP data gathered from the Kern Integrated Data System reports oral proficiency far exceeds written language levels with 61% of students performing at Level 3 and 4 in the oral domain (Moderately Developed and Well Developed) and only 26% performing at Level 3 and 4 in the writing domain. With consideration the 2020-2021 ELPAC assessment was conducted virtually for most students and not all students were assessed in 2019-2020, 2018-2019 was used as a comparison year. Comparisons indicated a need for this goal as district outcomes decreased. Within the Oral Domain, 5% more students were Level 1 and 6% less students were level 4. Within the writing domain, 15% more students were Level 1 and 4% less students were Level 4. For the 2018 and 2019 school years, English Learners have performed lower on CAASPP Language Arts and Math Distance from Standard than "all students" and other student groups with the exception of "Students with Disabilities." Distance learning significantly affected English Learner performance and growth comparative to other students as indicated in Goal 2 reporting of I-Ready scores.

Parents and school staff specifically are concerned about student reclassification prior to beginning their high school career where class placement is significantly impacted for English Learners. Stakeholder input from surveys, English Learner staff committees, and AVID reflection forms indicates a desire for support with Designated ELD including sentence structure and academic vocabulary. Making a connection between Designated ELD and Integrated ELD through informed, strategic planning is critical to desired outcomes requested by these groups and parent EL groups. Knowledge and use of core vocabulary and ability to understand academic language are best supported through targeted support within Designated ELD with a through line moving within and across the content areas as implemented in the core through Integrated ELD. Training specific to strategies through use of the ELD Standards and the English Learner Toolkit were

identified as being supportive of instruction in Designated and Integrated ELD. This focused goal is intended to intensify current efforts in this area to improve student outcomes for English Learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2 - B Programs and Services for English Learners Locally developed classroom observation tool for Designated ELD	Baseline 0 Classroom observation tool this is a new tool	March 2022 50% developing			100% implementation at a developing level
Priority 2 - B Programs and Services for English Learners Thoughtful Classroom Teacher Effectiveness observation tool for Integrated ELD Framework 4 point scale Novice, Developing, Proficient, Expert Preparing Students for New Learning #5	2020-2021 15% of observations at the Proficient level	39% of observations at the Proficient level			75% Proficient level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Deepening and Reinforcing Learning #7					
Priority 2 - A Implementation of State Standards English Learner Program Metric California State Standards Implementation Metric-English Learners 5 point scale: Missing elements, Developing, Core, Core Plus, Exemplary	2020-2021 survey Defined Program - 81% Core or above Data - 79% Core or above Family Engagement/communication - 78% Core or above Equity and Access - 80% Core or above Professional Learning - 80% Core or above State Standards Implementation - 85% Core or above	2021-2022 survey Defined Program - 70% Core or above Data - 73% Core or above Family Engagement/communication - 70% Core or above Equity and Access - 73% Core or above Professional Learning - 76% Core or above State Standards Implementation - 73% Core or above			Defined Program - 80% Core Plus Data - 80% Core Plus Family Engagement/communication - 80% Core Plus Equity and Access - 80% Core Plus Professional Learning - 80% Core Plus State Standards Implementation - 80% Core Plus
Priority 4 - E % of pupils making progress toward English Proficiency ELPAC	2019 California Dashboard 45.9% of students making progress toward English Language Proficiency.	California Dashboard not available Kern Integrated Data Systems - estimated ELPI rate of 39.25% for 2020-21			60% of students making progress toward English Language Proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 - F % of pupils being reclassified	4.7% Reclassified during 2019-2020	4.1% Reclassified during 2020-2021 as reported by DataQuest			10% Redesignation Rate

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Designated and Integrated ELD Professional Development	A 3 year commitment to tiered professional development will be structured to ensure a focus on language acquisition during Designated and Integrated ELD including contracted support from Jill Hamilton Bunch from Point Loma and Claudia Maldonado from KCSOS. This training will be provided to all instructional staff in direct correlation with Professional development for core subjects with a focus on vocabulary and transference of language to support English Learners within core subjects. This year is year 2 of the initial 3 year commitment with Jill Hamilton Bunch and year 1 of the district's work with Kern County Superintendent of Schools.	\$222,291.00	Yes
4.2	Classroom observations focused on Thoughtful Classroom Tool	Instructional leadership teams conduct monthly gallery walks during grade level Designated English Development to promote opportunities for English Learners to ensure continuous learning and support through feedback. Teacher classroom coverage for \$40 per hour per grade per observation. \$40 x 8 months x 4 schools x 8 grades (1 teacher each) and benefits	\$12,000.00	Yes
4.3	Grade level Learning Window focus for English Development	Overtime for grade level team representatives to meet and augment current grade level Learning Windows in a committee format to facilitate Tiered Vocabulary for English Learners and ensure English	\$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Development Standards are systemically addressed across the district based on pacing guide and standards selected for focus. \$40 per hour x 20 representatives x 5 hours plus benefits		
4.4	Targeted Professional Development	16 sequential professional development sessions (2 per month per school led by Teachers on Special Assignment and Coaches - salaries in Goal 3) targeted specifically to re-setting a foundation for vocabulary development with a focus on utilizing Designated English Development time to practice spoken and written implementation of "bricks and mortar" language along with Tiered Vocabulary utilizing the book "English Learner Toolkit of Strategies" as a foundation for the work in addition to resources currently in the district including "Thinking Maps for English Learners - Path to Proficiency" and selected support materials.	\$5,000.00	Yes
4.5	Title III instructional Aides	Title III Instructional Assistants assigned to support Designated ELD and promote speaking and writing within small group practice sessions to increase language capacity and utilization of Tiered Vocabulary and address focus standards.	\$155,000.00	No
4.6	Professional Development through Targeted Assessment	Provide substitutes for teachers to facilitate 1 on 1 contact with students to drive instruction principally directed to instruction for English Language Learners.	\$65,000.00	Yes

Goal Analysis [2021-22]

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

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

Actions 4.1, 4.4, and 4.5 from Goal 4 were fully implemented as planned however not all students benefited equally from their implementation. Some challenges and successes are described below:

Action 4.1: Although all instructional staff were provided Professional Development on Designated ELD/Integrated ELD or both, self-reporting on the Butte County Survey indicate this year there were lower levels of awareness and implementation. A large portion of reporting was in the Developing Range indicating awareness is being built with new and returning staff and this will continue to be a focus. To the positive is the implementation of English Language Development Instruction in the classroom as observed through walkthroughs. District walkthrough teams utilized a district created rubric on six formal visits occurring between November 14, 2021 and March 23, 2022. Coherence interpreting the rubric and consistency in justifying responses increased and while site rubric results vary significantly, as do walkthrough results among different grade levels, there was movement from emerging and progressing implementation to progressing, developing and full implementation.

Action 4.4: Teachers on Special Assignment were invited by grade levels, individuals, and site administrators or coaches to provide and extra layer of instructional support. Logs indicate, although the goal of 2 times per month per school may not have been met at each site each month, this was significantly implemented.

Action 4.5: Title III funded aides were assigned to support small group instruction and supported building foundational skills especially targeted toward newcomers.

Action 4.6: Substitutes were provided to facilitate 1 to 1 interaction with students at a much higher cost than expected due to increased costs of substitutes and time required to assess students. Information gathered from first hand assessment will be utilized in grade level professional collaboration and targeted site level professional development//planning to meet the needs of students through Designated and Integrated English Language Development Instruction.

There were substantive differences in implementation of the following actions:

Action 4.2: District/site leadership walkthroughs were conducted however site leadership team teachers were not included due to the inability to consistently get substitutes until Spring of the 2021-2022 school year. This action was implemented in a different format with district representatives walking with site administration, Teachers on Special Assignment, and Academic Coaches. Through the Thoughtful Classroom Framework model, site teams relayed information back to instructional staff providing evidence of effective instruction, praise, posing questions, and proposals to support improvement. Action steps were created at each site after every walkthrough to facilitate change. There was no cost to these walkthroughs.

Action 4.3: Following initial walkthroughs, this action step was paused to implement in the 2022-2023 school year following time to develop coherence in programs and consistent understanding of Designated and Integrated ELD purposes and focus - including what types of vocabulary words support English Learners.

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

The Arvin Union School District conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for LCAP Goal 4 was \$135,000. The estimated actual expenditures for 2021-2022 are \$194,838. This is a difference of \$59,838 over budgeted. There were substantive differences in planned actions and actual implementation.

Action 4.1 Training planned was completed for \$4,125 less than budgeted.

Actions 4.2, 4.3, and 4.4 were modified and not implemented with substitute teachers or overtime.

Action 4.5 aide salaries were higher than expected.

Action 4.6 cost substantially more than budgeted with an increase of \$29,823.

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

LCAP Goal 4 is focused on refining Designated and Integrated ELD as defined in the ELA/ELD Framework pages 891-892 to support English Language Learners development and use of academic vocabulary in speaking and writing in order to engage with complex language and text as measured by classroom observations utilizing a district developed classroom observation tool for Designated English Language Development and the Thoughtful Classroom Framework Episodes 5 and 7 for Integrated English Language Development. Specific actions effective in supporting progress toward this goal are:

Actions 4.1, 4.2, 4.4, 4.5: Each of these actions focused on professional development and use of personnel to differentiate for student needs specifically targeted to understanding the role of Designated and/or Integrated ELD. Although not all of the actions were implemented, a district rubric was created to ensure coherent feedback based on the Thoughtful Classroom model and best practices. This rubric was used to guide discussions and support focus in various areas observed to be in need of refinement as well as providing evidence for which to praise implementation and growth which was seen at all sites throughout the year. Initial classroom walkthroughs indicated movement toward and consistency with reporting at the Developing Level over the period of November through March. Data supporting student growth in Language Arts includes I-Ready growth which illustrates English learner's Language Arts growth lagged behind non-English learners by 4% at mid-year 2021-2022 assessment time, however, growth for this student group was 25% higher compared to 2020-2021 school year growth with full in-person instruction and targeted interventions. This was 11% higher growth rate than for non-English learners.

Action 4.6: Teacher direct observation of student responses and performance provides insight to application of language and skills instructed over the school year. Refinement of grade level formative assessments to guide instruction and modification of lesson focus areas has been an outcome of teacher involvement in assessment as observed through classroom walkthroughs.

Based on an analysis of these results, the district believes actions in Goal 4 are showing initial stages of progress toward the goal of impacting instructional delivery as a result of targeted professional development and will ultimately positively impact students' growth toward English Language Proficiency.

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.

Based on an analysis of Goal 4, the following refinements to actions will be made for the 2022-2023 school year:

Action 4.1: In addition to services currently provided by Jill Hamilton-Bunch, provide a second layer of Professional Development focused on Integrated ELD with support from consultants at KCSOS to continue the momentum of change and focus on purposeful use of language through authentic engagement. A significant portion of back to school and winter professional development will be focused on deepening learning for educators.

Action 4.2: Fully include leadership teams in the action step as planned but not executed during the 2021-2022 school year due to lack of substitutes.

Action 4.3: Integrate opportunities for grade level leadership teams to focus on strategies and engagement practices which support through current Professional Learning Collaboration time - dollar amount decreased as the focus will part of grade level team meetings.

Action 4.4: Utilize Teachers on Special Assignment in a more systematic manner following classroom observations, modeling, and assessment reviews.

Action 4.6: Increase the budgeted amount to ensure all teachers have the opportunity to work one on one utilizing information gained to impact future instruction to meet student needs identified through patterns of assessment.

Because of the suspension of the California Dashboard, the Kern Integrated Data System has been utilized to estimate the ELPI.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
12,849,354	1,722,150

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
45.67%	3.09%	\$786,448.62	48.76%

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

Required Descriptions

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

To restate, based on information gathered from the Kern Integrated Data System supported through the Kern County Superintendent of Schools Office, unduplicated student populations include, from most to least: 91.3% Socio-Economically Disadvantaged, 61.2% English Learners, and 0.4% Foster Youth. The district's unduplicated LCFF count based on 2021 CBEDS was 96.8%%. Given this information and input from stakeholders, the Arvin Union School District has determined the most effective use of Local Control Funding Formula Supplemental and Concentration Grant Funds is to enhance educational services to these students in all four of the district's schools in a district-wide manner. The amount of supplemental and concentration grant funds and percentage to increase or improve services are using the Local Control Funding Formula calculator following the May revision. The total of the allocated funds are accounted for in this second year of the 3 year plan.

The district is expending Local Control Funding Formula supplemental and concentration grant funds as described in the Arvin Union School District's four goals and 37 action steps to focus explicitly on engagement/attendance and well-being, standards-based academic achievement, and professional development to build on current expertise while also supporting new staff to the district. Stakeholder input has collectively affirmed that equity and meaningful engagement are critical to improving foundational Multi-Tiered Systems of Support, Cycles of Inquiry, parent involvement, and ultimately, student outcomes. A strong foundation of personnel and programs has been set forth

through sequential Local Control Accountability Plans over the years. Actions are reviewed, modified, expanded, and improved each year as data indicates a need over the period of the last 2 years of the initial 3 year LCAP.

GOAL 1

After initially assessing the needs, conditions, and circumstances of our low-income students and English Learners through the Chronic Absentee Dashboard Data, we learned these populations were identified as Orange on the 2019 Dashboard. 2021-2022 mid-year A2A and KIDS (Kern Integrated Data Systems) data, both indicate the impact COVID has had on daily attendance with attendance falling to a low of 83% mid-winter and a drop from mid-90% overall attendance to barely 90% by end of year 2021-2022. Chronic absentee rates for our Socio-economically Disadvantaged and English Learner students are trending over 30% for the 2021-2022 school year with Foster at 28% at the time reviewed. As 91.3% of our total population is identified as Socio-Economically Disadvantaged, the results of California Healthy Kids Surveys directly reflect this student group percentage and indicates engagement and meaningful participation are a high concern. From student stakeholder group meetings we have learned that engagement and meaningful participation are important to all student groups and is an area of need for improvement. Data indicates less than 50% of students feel strongly engaged. Local attendance data indicated a significant gap in the participation of low-income students through the period of distance learning which has significantly affected behaviors and engagement through re-entry to full time instruction. Initial attendance and following meaningful engagement through a safe and supportive environment are critical to student success.

Goal 1 - Focus Area 1 - Attendance/Engagement

The following actions are being provided on an LEA-wide basis with the expectation that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income (Orange dashboard, KIDS), English Learner (Orange Dashboard, KIDS), and foster students (A2A data, KIDS), and because the actions meet needs most associated with overcoming COVID impacts and the chronic stresses and experiences of not feeling connected to the schools, we expect that the attendance rate for these student groups will increase significantly more than the average attendance rate of all other students. The effectiveness of the actions in Focus Area 1 will be also be determined based on increased attendance rates and decreased chronic absenteeism as measured by Kern Integrated Data Systems and California School Dashboard as well as an improved sense of school connectedness as measured by the California Healthy Kids Survey and the associated WestEd Mental Health Report. In order to address this condition of our low-income, foster, and English learner students, we have developed the following:

*Provide engagement teams at each campus to support the attendance and engagement of students who may not have the necessary support systems or access to reliable transportation to ensure regular attendance in school. (Actions 1.1, 1.5)

*Provide continued wrap-around services for mental and physical health to address unduplicated students' lack of access to resources beyond the school environment and to address the increase in chronic sadness reported by 7th graders on the 2021-22 WestEd Mental Health Report. (Actions 1.2, 1.3)

*Provide continued improved services through expanded courses, electives, field trips, clubs, sports, and activities specifically designed to promote school connectedness for low-income students, who without these funds would not have access to equitable opportunities with the goal of improving outcomes for school connectedness and attendance as measured by California Healthy Kids survey and stakeholder input. Many of these connectedness items were put on hold during distance learning and through the Winter 2021-2022 months. Expanded courses and electives will be relieved from the stable group model for the 2022-2023 school year. Parents through stakeholder input groups and surveys indicate the importance of these services to engaged students in alternate activities. (Actions 1.11, 1.14, 1.15)

*Provide continued improved services through restorative practices and a focus on social-emotional development through a Multi-tiered system of support and an Alternative Learning Academy to ensure non-engaged low income, English Learner and foster students feel physically and emotionally safe and to ensure attendance and learning for those students who may not otherwise have tutoring or the funds to attend school in Bakersfield if suspended / expelled. (Actions 1.4, 1.6)

*Increased services through internet connectivity and 1 to 1 devices with related mice and headphones to promote active engagement with expanded technology programs for all students, but specifically focused on low-income students to bridge the digital divide and promote equity for student engagement of low income students as measured by engagement with district platforms and survey data. Without successful implementation of this action step, the district would not have been able to provide distance learning and account for engaged students. (Action 1.12)

Goal 1 - Focus Area 2 - Student Safety and Equitable services

The following actions are being provided on an LEA-wide basis with the expectation that all students feel safer and are engaged earlier at school to promote a sense of belonging and community. Safety concerns and equitable facilities have been expressed through California Healthy Kids and stakeholder input. However, because of the significant percentage of unduplicated students, the percentages of responses on the California Healthy Kids survey below 50% strongly agree, and the stresses coming from perceived lack of safety, impact of COVID, or equitable facilities, we expect that the California Healthy Kids reported data will increase significantly. In order to address this condition of our low-income and English learner students, we have developed the following:

*Provide continued expanded Noon Duty and Gate Personnel to address needs for positive climate and healthy relationships and to promote positive behavior and safety. (Action 1.9)

*Provide Safety/security updates, facilities updates , and personnel to ensure equitable school facilities throughout the district with the addition of a focus on expanding materials for Transitional Kindergarten to students beyond the current state age range for attendance.

Focus on low-income students, English Learners, and Foster to ensure early access and no disruption to learning. (Action 1.9)(Actions 1.10, 1.13)

Goal 1 - Focus Area 3 - Parent Engagement

The following actions are being provided on an LEA-wide basis with the expectation parents of low income, foster, and English Learners participate more fully and that the quantity of parents actively involved increases. Data accessed from parent attendance at events and workshops, stakeholder input, parent surveys, and California Healthy Kids Surveys, especially as measured in the areas of student and parent engagement/school connectedness, indicate language support and assurance of increased access to services are important to our parents. In addition, the desire to more actively involve parents in networking prompts expansion to family workshops and the addition of a Parent Ambassador Program. In order to address this condition of English Learner, foster, and low income families, we have developed the following actions:

*Improved services through the utilization of communication platforms and movement to platforms with more capacity and that are more user friendly for parents to facilitate parent awareness and involvement. (Actions 1.7, 1.8)

Goal 2

After assessing the needs, conditions, and circumstances of our low-income students and English Learners, we learned the California Dashboard indicates an Orange for both groups in Language Arts and Math. The Distance from Standard is significantly lower for English Learners than "all" students. Mid-year I-Ready and STAR scores confirm the impacts of learning loss for students that were not already at grade level standard in language arts and math during distance learning and assessment outcomes indicate English Learners, Foster students, and Socio-economically disadvantaged students will require both short and long term supports. Data providing evidence to support continuation within this goal areas is as follows:

I-Ready growth and learning gaps for Language Arts indicate:

1. English learner's Language Arts growth lagged behind non-English learners by 4% at mid-year 2021-2022 assessment time, however, growth for this student group was 25% higher compared to 2020-2021 school year growth with full in-person instruction and targeted interventions. This was 11% higher growth rate than for non-English learners.
2. Economically disadvantaged learner's Language Arts growth lagged behind Non disadvantaged learners by 4% at mid-year 2021-2022 assessment time, however growth for this student group was 20% higher compared to 2020-2021 school year growth with full in-person instruction and targeted interventions. This was 8% higher growth rate than for Non disadvantaged learners.

I-Ready growth and learning gaps for Math indicate:

1. English learner's Math growth lagged behind non-English learners by 5% at mid-year 2021-2022 assessment time, however, growth for this student group was 32% higher compared to 2020-2021 school year growth with full in-person instruction and targeted interventions. This was 3% higher growth rate than for non-English learners.
2. Economically disadvantaged learners' Math growth lagged behind Non disadvantaged learners by 2% at mid-year 2021-2022 assessment time, however growth for this student group was 30% higher compared to 2020-2021 school year growth with full in-person instruction and targeted interventions. This was 2% higher growth rate than for Non disadvantaged learners.

Supplemental support materials such as study and instructional support materials for the classroom will be provided to meet identified needs of socio-economically disadvantaged students and English Learner's in language arts and math. A review of Implementation of Standards indicates staff self-identify an awareness of standards, yet the majority are on step 3 of a 5 step scale when it comes to implementation of Math and Language Arts in the classroom and far less so in Science and Social Studies. In addition, although the district has been able to retain staff prior to a multitude of retirements this year, fully credentialed teachers are scarce and a significant effort through personnel support and professional development is invested to ensure they provide quality services to students while becoming credentialed.

The following actions in Goal 2 and 3 are being provided on an LEA wide basis to support student groups indicated within the action steps and address significant learning discrepancies between low-income, English Learner, and foster students. The district will utilize I-Ready, STAR, and 95% data in conjunction with Distance from Standard for "all" student groups with a focus on low income, English Learners, and foster students as a measure of success of action steps for this goal area as we increase our attention toward Cycles of Inquiry, standards based instruction, and intervention and extension services. In addition, outcome data for this goal is closely related to process data to be utilized in Goal 3 related to professional development and support to address standards-based instruction evidenced at the student level as measured by Implementation of State Standards rubrics on a consistent, coherent basis.

Goal 2 - Focus Area 1 - Personnel and program design to support academic progress

*Personnel directed to ensure support for disaggregating data, leading common core implementation providing professional development, coaching for instructional staff, and ensuring unduplicated students have equitable access to programs, technology, materials, and academic success supporting specifically Foster, English Learner, and Low Income students to lead to improvement of services. (Action 2.1)

*Maintain expanded services focused on meeting the needs of unduplicated students whose academic needs indicate early opportunities for learning and intervention throughout the grade levels through the addition of personnel and interventions. (Action 2.3)

*Expand the implementation and utilization of technology in the form of STEM labs, project based learning, related technology devices and materials to expand equitable access and closing the digital divide especially utilizing CANVAS which is utilized in many California universities. These action steps are principally directed to low income students. (Actions 2.6, 2.9, 2.10)

Goal 2 - Focus Area 2 - Program Implementation

*Continue improved services with the utilization of formative assessment tools to inform instruction and improve data use while increasing personnel, expertise, materials, and availability of data to implement systematic interventions and practice opportunities to increase data outcomes of unduplicated groups whose current performance lags behind "all" on local and state assessments. (Action 2.3)

*Expand systematic implementation of incentives as integral pieces of differentiated instruction to motivate and reward students for efforts and academic gains to reward focus on decreasing the academic gaps of unduplicated students. (Action 2.11)

Goal 2 - Focus Area 3 - Academic Support for students

*Increase the number of intervention teachers to provide targeted support to students for language arts, math, and English Language Development to increase small group targeted instruction identified to be supportive of differentiated instruction. (Action 2.3)

*Continue improved services to provide staff, books, and online reading assessments to promote utilization of reading resources to promote reading comprehension at school sites led by library staff. (Action 2.2)

*Expanding resources and supplemental materials principally identified to meet the needs of unduplicated students including study and instructional support materials for the classroom and full day summer school along with improving targeted extended school day programs and academic clubs principally directed to foster, low-income, and English Learners are expected to increase academic student outcomes for unduplicated students and decrease the negative distance from standard gap. (Action 2.4, 2.7)

*In an effort to increase academic outcomes for English Learners, we will improve the Dual Immersion program continuing to implement formative assessments and online I-station personalized learning in Spanish in addition to materials and staff stipends already in place to support English Learners and biliteracy based on the foundational principals of research related to the positive effects of biliteracy. (Action 2.5)

Goal 3 - Focus Area - Professional Development

The goal, measures, and actions in previous Goal 2 refer to individual student outcomes. These are driven by a actions noted within Goal 3 focused on building staff awareness of State Standards implementation to support outcomes at the group and individual student level. These professional growth focus areas are measured by the Implementation of State Standards rubrics and an expectation for continuously improving outcomes for unduplicated students on district and state assessments. Leading to these expected observable outcomes and completion rates is professional development aligned to the needs of staff and a foundation of coherent expectations set by staff for themselves. Professional learning community survey data indicate growth from 75% of staff to 80% of staff identifying with the 4th or 5th step of a 5 step rubric. This leaves a significant 20% identify as pre-initiating, initiating, or implementing (levels 1-3). Reflections on classroom observations demonstrate growth from 15% to 30% at the middle school and approximately 65% at the elementary level of staff consistently deliver instruction at the proficient level as measured by the Episodes of Effective Instruction. Classroom observations utilizing the Trimester Assessments of Episodes of Effective Instruction indicate growth in staff implementation of programs, platforms, and strategy implementation over time. The district's next step is consistent rigor. While the majority of staff members consistently perform at the Developing level and many show strengths at different points of the day at the Proficient level, a lack of grade level, site, and district coherence remains. As we consider our student outcomes for CAASPP Language Arts and CAASPP Math at the Orange level for English Learners and Low income students and many students responding to California Healthy Kids Data as not meaningfully engaged, a tiered professional development focus to deepen and reinforce learning and to apply new learning has been identified as a three year focus. This action has also been determined to be effective based on growth in multiple student areas noted in Goal 2 metrics and trend data indicates Professional Learning Community Survey outcomes have increased in the developing and sustaining ranges. The following action steps provide support for achievement of Goal 2 and Goal 3 measurable outcomes.

*Continue improved services to expand supports for new and experienced teachers including providing Teachers on Special Assignment, Academic Coaches, induction support, Human Resources guidance, Professional Learning Community Support, and cyclical Thoughtful Classroom feedback focused on 4 P's - Provide Evidence, Praise, Pose, Propose. These actions are principally directed to support the needs of unduplicated students as they relate to promoting deepening and reinforcing learning and applying learning at high levels of grade-level rigor to close performance gaps.(Actions 3.1, 3.2)

*Continue improved services to expand professional development for certificated and classified staff in areas identified as pertinent to address the wide disparities in student performance and meaningful engagement related principally to unduplicated students including low income, foster, and English Learners. (Actions 3.3, 3.4, 3.5)

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

In addition to the actions and services provided LEA wide, the following services are being provided to unduplicated student groups specifically as new actions:

Goal 2 Action 8: Through past experience, the district has noticed that our foster youth students often lack reliable transportation and access to supplies that will help them succeed / actively participate in school. In addition, outreach and engagement efforts must be expanded and systematically implemented as foster family knowledge of district programs is extremely low based a district phone-call survey to foster families. Provide transportation costs and school supplies/readiness items to meet foster student needs to be successful in school as measured by CAASPP, I-Ready, and STAR. (Action 2.8)

Goal 4 - Focus Area 1 - Professional Development for Classified and Certificated Staff focused on Designated and Integrated ELD. Upon review of multi-year patterns of performance of English Language Learners, the district found declining re-designation rates along with only 39.25% of English Learners making progress toward English Language Proficiency as reported by KIDS - which is a decline from the previous year of 45.9%. In addition, classroom observation discussions indicate approximately 39% of Designated and Integrated lessons delivered at the proficient level on a consistent basis which is an increase from 15% the year previous but still a concern. English Learner academic performance is significantly lower than all students in language arts and math formative assessments and as measured by Distance from Standard. The following action steps provide continued improved services for supporting staff to accelerate the achievement of English Learners to meet measurable outcomes within the district's only focused goal, Goal 4.

*Increase services to begin a multi-year partnership with Jill Hamilton Bunch and KCSOS to provide professional development for Integrated and Designated ELD with a focus on transference of language and provide a sequential professional development strand led by Teachers on Special Assignment and Academic Coaches (funding noted in Goal 3 - Action 1) to promote spoken and written expressive skills utilizing selected district materials including, but not limited to, the "English Learner Toolkit of Strategies" and "Thinking Maps for English Learners - Path to Proficiency". Implementation will be measured by classroom walkthroughs and observation tools. (Actions 4.1, 4.4)

*Increase services to expand Professional Learning Community roles to include gallery walks and increase grade level opportunities to focus on improving application of Learning Windows successfully designed through past action steps formatted specifically to include English Language Development standards and language for cross-curricular practice to increase the language development as measured by classroom observation tools. (Actions 4.2, 4.3)

*Expand staff and time to focus on small group and individualized attention to student outcomes in the form of instructional assistants focused on practice of lesson information and time for teachers to specifically focus on end of year outcomes to support immediate intervention based on outcomes as well as support planning for upcoming years intended to specifically serve English Learners. (Actions 4.5, 4.6).

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

The Arvin Union School District continues to review data related to student academic, socio-emotional, and health needs. The district will extend efforts to support our low-income, English Learners, and Foster Youth through expansion and extension of direct services in the following areas:

Attendance/Engagement:

4 additional Student Success Facilitators to combat chronic attendance rates noted the past two years and encourage engagement in school. Maintain Social Workers added mid-year 2021-2022 to meet identified mental health needs. Social workers housed at each site and providing direct services to students are not noted under district personnel costs as they are contracted positions through the Kern County of Schools.

Health and Safety:

4 additional custodians (beyond those hired with ESSER funds) to ensure coverage at sites due to absences related to COVID or school activities which pull bus drivers from sites and to support after school activities. (Action 1.11)

A COVID-clerk and an additional district nurse were hired for the 2021-2022 school year under the State of California Health and Human Services Grant. The district plans to continue the 5th nurse (classified LVN) to provide targeted assistance to students on school campuses for the 2022-2023 school year and to transition funding to LCAP as the grant is expended. (Action 1.2)

Campus Supervisor hours have been extended from 4 hours with overtime to an 8 hour position. A portion of additional costs would be funded through supplemental funds for the 2022-2023 school year and years to follow. (Action 1.1)

Academic:

Intervention teachers have been hired utilizing carryover Title I and COVID funds. The needs of unduplicated students are high as noted in data throughout this plan. Three elementary intervention teachers hired initially with Emergency COVID funds will be continued through LCAP. One Haven Drive Intervention Teacher has been pulled from decreased Title I carryover funding and added to LCAP. Additional positions of one Preschool Intervention teacher and one Transitional Kinder teacher and aide for students beyond the age range required by the state have been added. (Action 2.3)

Academic:

The district has added an elementary art teacher (for a total of 2) and continues to look for a elementary second band teacher (for a total of 2) to provide arts education. (Action 1.14)

Socio-emotional needs:

These funds will also be used for increased costs of newly created Social Worker contracts with KCSOS for the 2022-2023 school year to support students at all campuses will be funded. Services have been expanded to include 2 social workers per campus. (Action 1.2)

Academic and socio-emotional:

The district has expanded the number of staff expected to work Summer School programs principally directed to providing services to unduplicated student needs. (Action 2.4)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1 : 15
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 : 17

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$13,891,031.10	\$318,793.00	\$485,960.00	\$4,611,844.00	\$19,307,628.10	\$11,365,256.00	\$7,942,372.10

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Engagement Teams	English Learners Foster Youth Low Income	\$1,205,548.00			\$165,847.00	\$1,371,395.00
1	1.2	Physical and Mental Health Teams	Foster Youth Low Income	\$1,482,000.00	\$109,672.00	\$77,341.00	\$13,000.00	\$1,682,013.00
1	1.3	Family Outreach Team	English Learners Foster Youth Low Income	\$448,314.00		\$200,764.00	\$24,828.00	\$673,906.00
1	1.4	Alternate Learning Academy	Low Income	\$191,500.00			\$3,994.00	\$195,494.00
1	1.5	Attendance/Engagement monitoring and incentives	Foster Youth Low Income	\$102,988.00				\$102,988.00
1	1.6	Social-emotional multi-tiered systems of support	English Learners Foster Youth Low Income	\$76,700.00			\$135,467.00	\$212,167.00
1	1.7	Parent/Family Workshops	English Learners Foster Youth Low Income	\$113,700.00			\$5,000.00	\$118,700.00
1	1.8	Communication Platforms	English Learners Foster Youth Low Income	\$30,500.00			\$10,000.00	\$40,500.00
1	1.9	Personnel for student supervision	English Learners Foster Youth Low Income	\$250,000.00			\$6,188.00	\$256,188.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Safe physical environment	English Learners Foster Youth Low Income	\$985,816.00			\$3,376.00	\$989,192.00
1	1.11	Expand educational extension activities	Low Income	\$482,000.00				\$482,000.00
1	1.12	Bridging the digital divide	Low Income	\$250,000.00			\$200,000.00	\$450,000.00
1	1.13	Equitable school facilities	Low Income	\$50,000.00			\$563,000.00	\$613,000.00
1	1.14	Expanded course offerings	Low Income	\$1,185,172.00				\$1,185,172.00
1	1.15	After School Sports	Low Income	\$135,000.00				\$135,000.00
2	2.1	District personnel to support programs and 21st Century skills	English Learners Foster Youth Low Income	\$1,600,217.00	\$144,451.00	\$207,855.00	\$225,443.00	\$2,177,966.00
2	2.2	Access to wide-reading with a focus on Comprehension	English Learners Low Income	\$309,229.00			\$7,159.00	\$316,388.00
2	2.3	Formative assessment and intervention	English Learners Foster Youth Low Income	\$1,376,365.00			\$881,574.00	\$2,257,939.00
2	2.4	Summer School / Extended Day Programs	English Learners Foster Youth Low Income	\$702,442.00	\$54,670.00		\$40,000.00	\$797,112.00
2	2.5	Promote biliteracy	English Learners	\$170,000.00				\$170,000.00
2	2.6	Expand implementation of technology	Low Income	\$300,000.00				\$300,000.00
2	2.7	Supplemental Instructional Materials and supplies	English Learners Foster Youth Low Income	\$236,858.10				\$236,858.10
2	2.8	Foster services	Foster Youth	\$10,000.00				\$10,000.00
2	2.9	Closing the Digital Divide	Low Income	\$500,000.00			\$1,000,000.00	\$1,500,000.00
2	2.10	Instructional platforms and programs	English Learners Low Income	\$9,300.00			\$17,907.00	\$27,207.00
2	2.11	Incentives for Academic Growth	English Learners Foster Youth	\$100,000.00				\$100,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.1	Staff to support professional development /use of data	English Learners Low Income	\$537,651.00			\$454,061.00	\$991,712.00
3	3.2	District support personnel	English Learners Foster Youth Low Income	\$249,380.00				\$249,380.00
3	3.3	Ensuring academic growth through leadership focused on equity	English Learners Foster Youth Low Income	\$130,750.00				\$130,750.00
3	3.4	Kern County Superintendent of Schools Contract for Math Support	English Learners Foster Youth Low Income	\$110,000.00			\$200,000.00	\$310,000.00
3	3.5	Professional development	English Learners Foster Youth Low Income	\$447,310.00	\$10,000.00		\$300,000.00	\$757,310.00
4	4.1	Designated and Integrated ELD Professional Development	English Learners	\$22,291.00			\$200,000.00	\$222,291.00
4	4.2	Classroom observations focused on Thoughtful Classroom Tool	English Learners	\$12,000.00				\$12,000.00
4	4.3	Grade level Learning Window focus for English Development	English Learners	\$8,000.00				\$8,000.00
4	4.4	Targeted Professional Development	English Learners	\$5,000.00				\$5,000.00
4	4.5	Title III instructional Aides	English Learners				\$155,000.00	\$155,000.00
4	4.6	Professional Development through Targeted Assessment	English Learners	\$65,000.00				\$65,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
28,133,213	12,849,354	45.67%	3.09%	48.76%	\$13,891,031.10	0.00%	49.38 %	Total:	\$13,891,031.10
								LEA-wide Total:	\$13,768,740.10
								Limited Total:	\$122,291.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Engagement Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,205,548.00	
1	1.2	Physical and Mental Health Teams	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,482,000.00	
1	1.3	Family Outreach Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$448,314.00	
1	1.4	Alternate Learning Academy	Yes	LEA-wide	Low Income	All Schools	\$191,500.00	
1	1.5	Attendance/Engagement monitoring and incentives	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$102,988.00	
1	1.6	Social-emotional multi-tiered systems of support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$76,700.00	
1	1.7	Parent/Family Workshops	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$113,700.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	Communication Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,500.00	
1	1.9	Personnel for student supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$250,000.00	
1	1.10	Safe physical environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$985,816.00	
1	1.11	Expand educational extension activities	Yes	LEA-wide	Low Income	All Schools	\$482,000.00	
1	1.12	Bridging the digital divide	Yes	LEA-wide	Low Income	All Schools	\$250,000.00	
1	1.13	Equitable school facilities	Yes	LEA-wide	Low Income	All Schools	\$50,000.00	
1	1.14	Expanded course offerings	Yes	LEA-wide	Low Income	All Schools	\$1,185,172.00	
1	1.15	After School Sports	Yes	LEA-wide	Low Income	All Schools	\$135,000.00	
2	2.1	District personnel to support programs and 21st Century skills	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,600,217.00	
2	2.2	Access to wide-reading with a focus on Comprehension	Yes	LEA-wide	English Learners Low Income	All Schools	\$309,229.00	
2	2.3	Formative assessment and intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,376,365.00	
2	2.4	Summer School / Extended Day Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$702,442.00	
2	2.5	Promote biliteracy	Yes	LEA-wide	English Learners	All Schools	\$170,000.00	
2	2.6	Expand implementation of technology	Yes	LEA-wide	Low Income	All Schools	\$300,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Supplemental Instructional Materials and supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$236,858.10	
2	2.8	Foster services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$10,000.00	
2	2.9	Closing the Digital Divide	Yes	LEA-wide	Low Income	All Schools	\$500,000.00	
2	2.10	Instructional platforms and programs	Yes	LEA-wide	English Learners Low Income	All Schools	\$9,300.00	
2	2.11	Incentives for Academic Growth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
3	3.1	Staff to support professional development /use of data	Yes	LEA-wide	English Learners Low Income	All Schools	\$537,651.00	
3	3.2	District support personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$249,380.00	
3	3.3	Ensuring academic growth through leadership focused on equity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,750.00	
3	3.4	Kern County Superintendent of Schools Contract for Math Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$110,000.00	
3	3.5	Professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$447,310.00	
4	4.1	Designated and Integrated ELD Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$22,291.00	
4	4.2	Classroom observations focused on Thoughtful Classroom Tool	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$12,000.00	
4	4.3	Grade level Learning Window focus for English Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$8,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.4	Targeted Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,000.00	
4	4.6	Professional Development through Targeted Assessment	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$65,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$16,152,412.17	\$16,140,586.38

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Engagement Teams	Yes	\$920,045.00	971,342
1	1.2	Physical and Mental Health Teams	Yes	\$1,104,100.00	1,338,459
1	1.3	Family Outreach Team	Yes	\$676,690.00	628,494
1	1.4	Alternate Learning Academy	Yes	\$139,251.17	195,842
1	1.5	Attendance/Engagement monitoring and incentives	Yes	\$89,700.00	61,025
1	1.6	Social-emotional multi-tiered systems of support	Yes	\$101,700.00	122,104
1	1.7	Parent/Family Workshops	Yes	\$110,000.00	8030
1	1.8	Communication Platforms	Yes	\$61,438.00	46,996
1	1.9	Personnel for student supervision	Yes	\$117,529.00	255,484
1	1.10	Safe physical environment	Yes	\$308,700.00	1,344,762

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Expand educational extension activities	Yes	\$210,000.00	46,677
1	1.12	Bridging the digital divide	Yes	\$1,460,000.00	820,829
1	1.13	Equitable school facilities	Yes	\$680,000.00	72,802
1	1.14	Expanded course offerings	Yes	\$820,172.00	621,930
1	1.15	After School Sports and Clubs	Yes	\$97,895.00	17,339
2	2.1	District personnel to support programs and 21st Century skills	Yes	\$2,027,177.00	1,683,437
2	2.2	Access to wide-reading with a focus on Comprehension	Yes	\$455,308.00	639,999
2	2.3	Formative assessment and intervention	Yes	\$1,909,026.82	2,602,234
2	2.4	Summer School / Extended Day Programs	Yes	\$400,000.00	462,345
2	2.5	Promote biliteracy	Yes	\$145,000.00	403,248
2	2.6	Expand implementation of technology	Yes	\$160,690.18	132,142
2	2.7	Supplemental Instructional Materials and supplies	Yes	\$100,000.00	79,134
2	2.8	Foster services	Yes	\$20,000.00	5862

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	Closing the Digital Divide	Yes	\$1,500,000.00	1,389,222.38
2	2.10	Instructional platforms and programs	Yes	\$28,000.00	26,362
2	2.11	Incentives for Academic Growth	Yes	\$100,000.00	31,368
3	3.1	Staff to support professional development /use of data	Yes	\$1,517,296.00	1,252,802
3	3.2	District support personnel	Yes	\$147,694.00	204,008
3	3.3	Ensuring academic growth through leadership focused on equity	Yes	\$190,000.00	95,508
3	3.4	Kern County Superintendent of Schools Contract for Math Support	Yes	\$260,000.00	210,942
3	3.5	Professional development	Yes	\$160,000.00	175,020
4	4.1	Designated and Integrated ELD Professional Development	Yes	\$10,000.00	5875
4	4.2	Classroom observations focused on Thoughtful Classroom Tool	Yes	\$12,000.00	0
4	4.3	Grade level Learning Window focus for English Development	Yes	\$8,000.00	0
4	4.4	Targeted Professional Development	Yes	\$5,000.00	0
4	4.5	Title III instructional Aides	No	\$65,000.00	124,140

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.6	Professional Development	Yes	\$35,000.00	64,823

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
11,819,671	\$10,197,391.00	\$11,033,222.38	(\$835,831.38)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Engagement Teams	Yes	\$812,665.00	894,015		
1	1.2	Physical and Mental Health Teams	Yes	\$1,090,652.00	1,030,504		
1	1.3	Family Outreach Team	Yes	\$377,967.00	421,721		
1	1.4	Alternate Learning Academy	Yes	\$135,030.00	195,842		
1	1.5	Attendance/Engagement monitoring and incentives	Yes	\$89,700.00	61,025		
1	1.6	Social-emotional multi-tiered systems of support	Yes	\$101,700.00	84,623		
1	1.7	Parent/Family Workshops	Yes	\$105,000.00	8030		
1	1.8	Communication Platforms	Yes	\$41,438.00	41,996		
1	1.9	Personnel for student supervision	Yes	\$113,199.00	255,484		
1	1.10	Safe physical environment	Yes	\$308,700.00	142,465		
1	1.11	Expand educational extension activities	Yes	\$210,000.00	46,677		
1	1.12	Bridging the digital divide	Yes	\$360,000.00	407,509		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13	Equitable school facilities	Yes	\$117,000.00	72,802		
1	1.14	Expanded course offerings	Yes	\$789,172.00	621,930		
1	1.15	After School Sports and Clubs	Yes	\$97,895.00	17,339		
2	2.1	District personnel to support programs and 21st Century skills	Yes	\$1,541,007.00	1,448,929		
2	2.2	Access to wide-reading with a focus on Comprehension	Yes	\$450,308.00	639,999		
2	2.3	Formative assessment and intervention	Yes	\$649,360.82	660,774		
2	2.4	Summer School / Extended Day Programs	Yes	\$300,000.00	462,345		
2	2.5	Promote biliteracy	Yes	\$145,000.00	403,248		
2	2.6	Expand implementation of technology	Yes	\$160,690.18	120,172		
2	2.7	Supplemental Instructional Materials and supplies	Yes	\$100,000.00	79,134		
2	2.8	Foster services	Yes	\$20,000.00	5862		
2	2.9	Closing the Digital Divide	Yes	\$500,000.00	1,389,222.38		
2	2.10	Instructional platforms and programs	Yes	\$28,000.00	26,362		
2	2.11	Incentives for Academic Growth	Yes	\$100,000.00	31,368		
3	3.1	Staff to support professional development /use of data	Yes	\$925,213.00	842,669		
3	3.2	District support personnel	Yes	\$147,694.00	204,008		
3	3.3	Ensuring academic growth through leadership focused on equity	Yes	\$190,000.00	95,508		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Kern County Superintendent of Schools Contract for Math Support	Yes	\$110,000.00	75,942		
3	3.5	Professional development	Yes	\$10,000.00	175,020		
4	4.1	Designated and Integrated ELD Professional Development	Yes	\$10,000.00	5875		
4	4.2	Classroom observations focused on Thoughtful Classroom Tool	Yes	\$12,000.00	0		
4	4.3	Grade level Learning Window focus for English Development	Yes	\$8,000.00	0		
4	4.4	Targeted Professional Development	Yes	\$5,000.00	0		
4	4.6	Professional Development	Yes	\$35,000.00	64,823		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
25,486,058	11,819,671	0	46.38%	\$11,033,222.38	0.00%	43.29%	\$786,448.62	3.09%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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