2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Acton-Agua Dulce Unified School District
CDS Code:	19-75309
LEA Contact Information:	Name: Larry King Position: Superintendent Email: lking@aadusd.k12.ca.us Phone: (661) 269-5999
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$10,505,918
LCFF Supplemental & Concentration Grants	$1,046,603.00
All Other State Funds	$864,460
All Local Funds	$3,177,672
All federal funds	$588,542
Total Projected Revenue	$15,136,592

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$15,220,429.00
Total Budgeted Expenditures in the LCAP	$10,423,481.00
Total Budgeted Expenditures for High Needs Students in the LCAP	$2,016,139.00
Expenditures not in the LCAP	$4,796,948

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$1,000,400.00
Actual Expenditures for High Needs Students in Learning Continuity Plan	$928,314.00

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$969,536
2020-21 Difference in Budgeted and Actual Expenditures	$-72,086

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The Acton-Agua Dulce Unified School District receives State, Federal, and Local funding from various programs or resources. Some resources are "unrestricted" and may be used for any purpose, as approved by the Board of Trustees. Other resources are "restricted" and may only be used for specific purposes. AADUSD's LCAP for 2021-2024 includes only goals and actions supported by LCFF funding. The district expects to receive additional General Fund revenue from the sources below, and will expend the resources on appropriate programs and services to benefit students who generate the funding as part of a comprehensive educational

	program that meets the needs of all students attending our schools. Lottery - Restricted and Unrestricted Instructional materials, discretionary educational expenditures. Mandated Cost Reimbursement - Oversight and implementation of legally mandated educational actions Special Eduction - State/Federal Implementation of the Special Education Program. Title I, Basic Grants - Supplemental services and materials for students "at risk" of not meeting grade level standards for ELA and/or Math Title II, Teacher Quality - Professional development Title III, English Learners (EL) - Supplemental programs, services, and materials for ELs to attain English proficiency and acquire content knowledge. Other State Revenue - Operations and program implementation.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	Renaissance learning was purchased to support core content. Presence learning was purchased for students with unique needs. The costs came in lower than budgeted. We implemented Super Scholar, Citizen of the month and Perfect Attendance brag tags at the elementary level and Middle School level. Parents were contacted to improve attendance. PBIS and attendance incentives came to a halt due to COVID-19. In person Interventions were planned due to LA county remaining in the purple tier this action was not implemented. We purchased hotspots for connectivity throughout the community. We pay approx. $10,000 a month for the services thru Verizon. To improve connectivity we added Wi-Fi extenders to all the school sites so parents can utilize parking lots. We purchased chrome-books, laptops, and several different teaching platforms and virtual learning software applications to ensure staff had the tools necessary to be able to provide instruction. The District initially over estimated the cost to provide technology support, supplemental supplies and tools to implement distance learning. Sunny days is our afterschool program. The plan was during COVID-19 to provide day care for staff and community. The organization did not have students to stay in business. So we gave the opportunity for our staff to work remotely if possible and also allowed them to bring their immediate children on campus and sit in their classrooms. We also started the program for library hours for students to be able to check out books, this program lasted for a few months and we didn't have enough staff to continue the program. We shifted focus to the online platform for Digital library thru Pearson and APEX to have students actively engaged in their instruction. Difficulties establishing interventions outside of classroom instruction. Assessing students in distance learning. Many assessments do not transfer to online learning. Engagement with some students due to learning style and computer-based learning burnout. Attendance and participation for some students. Some would meet the attendance expectations but not participate. Communication/participation with parents via booster club meetings and parent meetings. The results of Star testing indicate that EL, Low-Income, Foster Youth, Pupil with exceptional needs and Homeless Population have experienced learning loss and will continue to require additional supports. Summer programs via these students groups will offered to address the pupil learning gaps.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Acton-Agua Dulce Unified School District

CDS Code: 19-75309

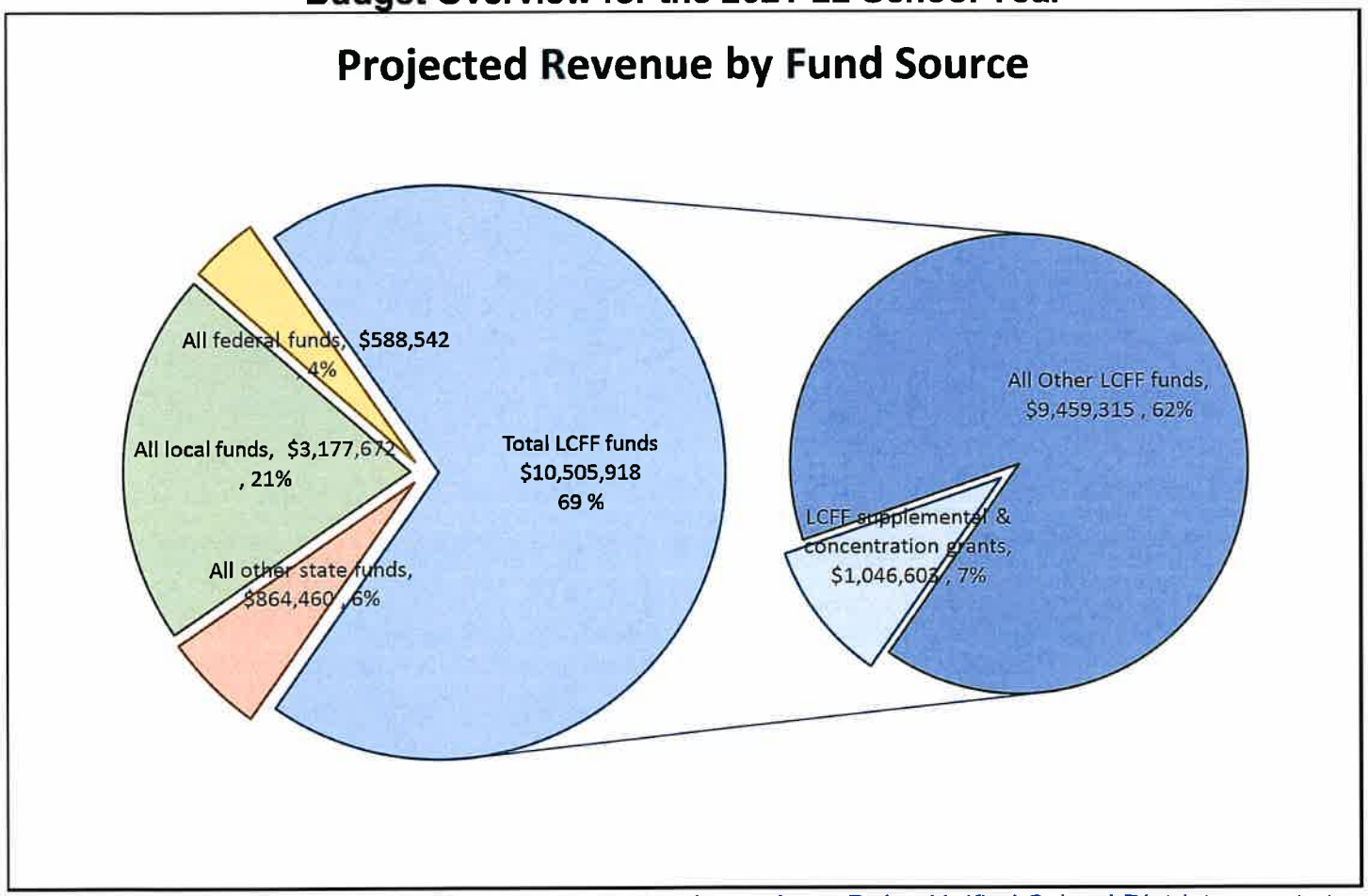
School Year: 2021-22

LEA contact information:

Larry King
Superintendent
lking@aadusd.k12.ca.us
(661) 269-5999

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

Budget Overview for the 2021-22 School Year



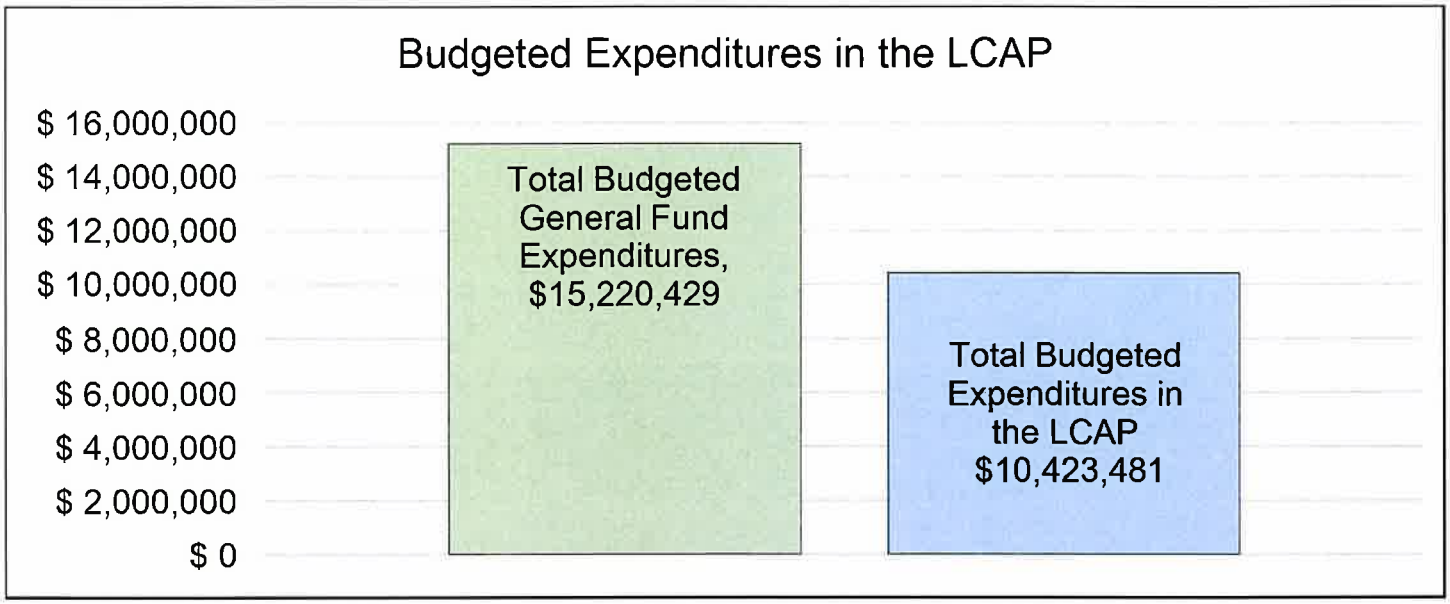
This chart shows the total general purpose revenue Acton-Agua Dulce Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Acton-Agua Dulce Unified School District is $15,136,592, of which $10,505,918 is Local Control Funding Formula (LCFF), $864,460 is other state funds, $3,177,672 is local

funds, and $588,542 is federal funds. Of the $10,505,918 in LCFF Funds, $1,046,603.00 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 Acton-Agua Dulce Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Acton-Agua Dulce Unified School District plans to spend $15,220,429.00 for the 2021-22 school year. Of that amount, $10,423,481.00 is tied to actions/services in the LCAP and $4,796,948 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

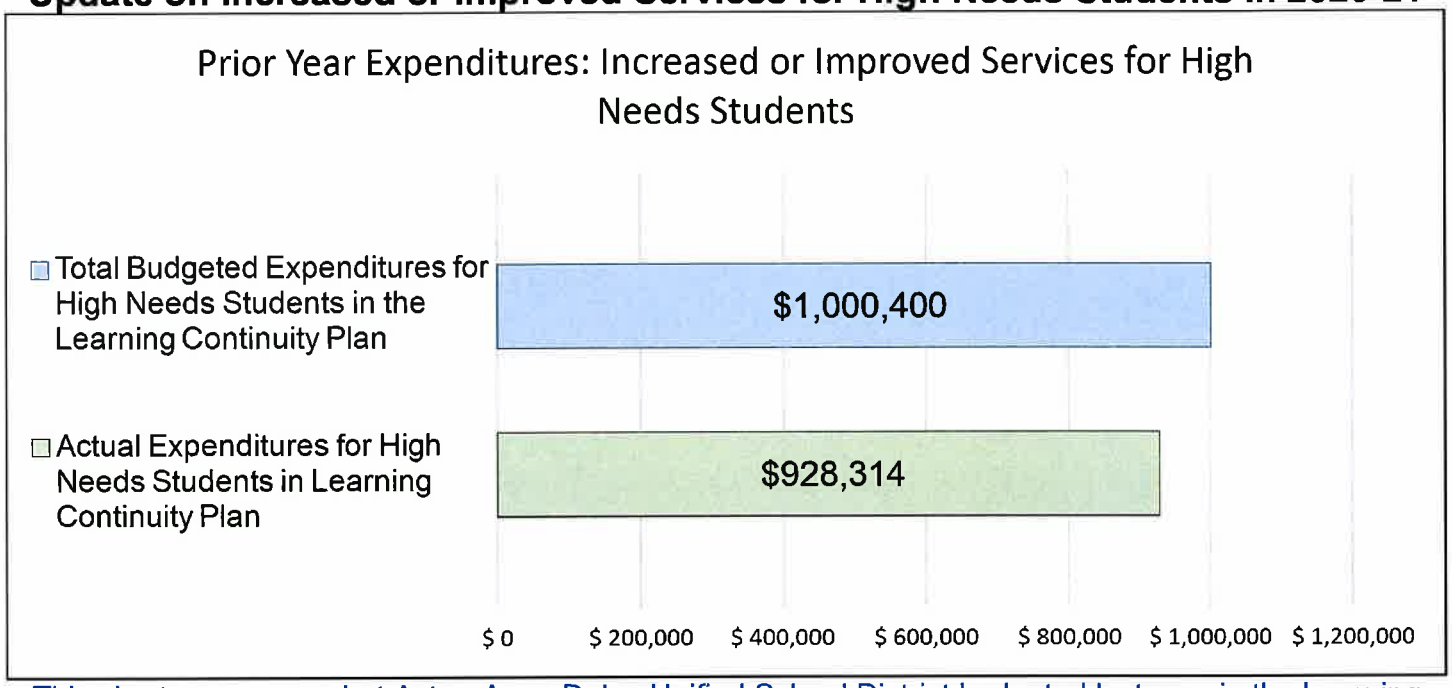
The Acton-Agua Dulce Unified School District receives State, Federal, and Local funding from various programs or resources. Some resources are "unrestricted" and may be used for any purpose, as approved by the Board of Trustees. Other resources are "restricted" and may only be used for specific purposes. AADUSD's LCAP for 2021-2024 includes only goals and actions supported by LCFF funding. The district expects to receive additional General Fund revenue from the sources below, and will expend the resources on appropriate programs and services to benefit students who generate the funding as part of a comprehensive educational program that meets the needs of all students attending our schools. Lottery - Restricted and Unrestricted Instructional materials, discretionary educational expenditures. Mandated Cost Reimbursement - Oversight and implementation of legally mandated educational actions Special Eduction - State/Federal Implementation of the Special Education Program. Title I, Basic Grants - Supplemental services and materials for students "at risk" of not meeting grade level standards for ELA and/or Math Title II, Teacher Quality - Professional development Title III, English Learners (EL) - Supplemental programs, services, and materials for ELs to attain English proficiency and acquire content knowledge. Other State Revenue - Operations and program implementation.

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

In 2021-22, Acton-Agua Dulce Unified School District is projecting it will receive $1,046,603.00 based on the enrollment of foster youth, English learner, and low-income students. Acton-Agua Dulce Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Acton-Agua Dulce Unified School District plans to spend $2,016,139.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Acton-Agua Dulce Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Acton-Agua Dulce Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Acton-Agua Dulce Unified School District's Learning Continuity Plan budgeted $1,000,400.00 for planned actions to increase or improve services for high needs students. Acton-Agua Dulce Unified School District actually spent $928,314.00 for actions to increase or improve services for high needs students in 2020-21.

Renaissance learning was purchased to support core content. Presence learning was purchased for students with unique needs. The costs came in lower than budgeted. We implemented Super Scholar, Citizen of the month and Perfect Attendance brag tags at the elementary level and Middle School level. Parents were contacted to improve attendance. PBIS and attendance incentives came to a halt due to COVID-19. In person Interventions were planned due to LA county remaining in the purple tier this action was not implemented. We purchased hotspots for connectivity throughout the community. We pay approx. $10,000 a month for the services thru Verizon. To improve connectivity we added Wi-Fi extenders to all the school sites so parents can utilize parking lots. We purchased chrome-books, laptops, and several different teaching platforms and virtual learning software applications to ensure staff had the tools necessary to be able to provide instruction. The District initially over estimated the cost to provide technology support, supplemental supplies and tools to implement distance learning. Sunny days is our afterschool program. The plan was during COVID-19 to provide day care for staff and community. The organization did not have students to stay in business. So we gave the opportunity for our staff to work remotely if possible and also allowed them to bring their immediate children on campus and sit in their classrooms. We also started the program for library hours for students to be able to check out books, this program lasted for a few months and we didn't have enough staff to continue the program. We shifted focus to the online platform for Digital library thru Pearson and APEX to have students actively engaged in their instruction. Difficulties establishing interventions outside of classroom instruction. Assessing students in distance learning. Many assessments do not transfer to online learning. Engagement with some students due to learning style and computer-based learning burnout. Attendance and participation for some students. Some would meet the attendance expectations but not participate.

Communication/participation with parents via booster club meetings and parent meetings. The results of Star testing indicate that EL, Low-Income, Foster Youth, Pupil with exceptional needs and Homeless Population have experienced learning loss and will continue to require additional supports. Summer programs via these students groups will offered to address the pupil learning gaps.

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

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

LEA Name	Contact Name and Title	Email and Phone
Acton-Agua Dulce Unified School District	Larry King Superintendent	lking@aadusd.k12.ca.us (661) 269-5999

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

Goal 1

GOAL 1: Increase grade level proficiency by 2% annually in core content areas for all students by accessing and mastering grade level Common Core State Standards (to maintain or achieve Dashboard State Indicator Performance Levels of "Yellow" or better). Core content areas refer to courses in ELA, Math, Science and History. A student is proficient when they perform at the standard met or standard exceeded level on CAASPP - ELA, CAASPP - Math, and CA Science Test (CAST) state assessments.

Subgroups: Increase the percentage of All Students, including Socioeconomically Disadvantaged (SED), English Learners (EL), Foster Youth (FY), Reclassified Fluent English Proficient (RFEP), and Students with Disabilities (SWD), Hispanic, and White students who perform at the standard met or standard exceeded level by 2% each year on CAASPP - ELA, CAASPP - Math, and CA Science Test (CAST) state assessments.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic Priority 2: State Standards Priority 4: Pupil Achievement Priority 7: Course Access Priority 8: Other Pupil Outcomes
Local Priorities:	Increase pathways to a broad course of study with an emphasis on Steam-based course option at all grade levels

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP ELA Percent Standard Met or Standard Exceeded	

ELA	2019 Expected	2019 Actuals	2019 Dashboard Expected	2019 Dashboard Actuals
All Students	55%	53.53%	Green	Green
SED	44%	45.69%	Green	Yellow
EL	29%	24.66%	Green	Yellow
RFEP	69%	63.41%	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A
SWD	25%	19.79%	Yellow	Orange
Hispanic	45%	45.08%	Green	Orange
White	64%	60.72%	Green	Green

Expected	Actual
19-20 Student Group: All Students SED EL RFEP Foster Youth SWD Hispanic White 2019 Expected: 55% 44% 29% 69% N/A 25% 45% 64% 2019 Dashboard: Green Green Green N/A N/A Yellow Green Green	

Expected	Actual
Baseline Student Group: All Students SED EL RFEP Foster Youth SWD Hispanic White 2016 Actual: 48% 36% 20% 57% N/A 12% 36% 54% 2017 Dashboard: Yellow Yellow Yellow N/A N/A Red Yellow Green	
Metric/Indicator CAASPP Math "Standard Met" or "Standard Exceeded	

Expected	Actual

19-20
Student Group:
All
Students
SED
EL
RFEP
Foster
Youth
SWD
Hispanic
White

2019 Expected:
40%
30%
30%
26%
N/A
20%
28%
45%

2020 Dashboard:
Green
Green
Green
N/A
N/A
Yellow
Green
Green

Math	2019 Expected:	2019 Actuals	2019 Dashboard Expected	2019 Dashboard Actuals
All Students	40%	36.42%	Green	Yellow
SED	30%	26.82%	Green	Yellow
EL	30%	18.91%	Green	Yellow
RFEP	26%	22.50%	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A
SWD	20%	14.28%	Yellow	Orange
Hispanic	28%	25.51%	Green	Orange
White	45%	43.05%	Green	Yellow

Baseline
Student Group:
All

Expected	Actual
Students SED EL RFEP Foster Youth SWD Hispanic White 2016 Actual: 33% 23% 24% 20% N/A 8% 21% 39% 2017 Dashboard: Yellow Yellow Yellow N/A N/A Red Yellow Green	
Metric/Indicator CST/CAST - 5th Grade Percent "Proficient" or "Advanced" **19-20** Student Group: All Students	

Expected	Actual
SED EL RFEP Foster Youth SWD Hispanic White 2019 Expected: 63% 44% N/A N/A N/A N/A 39% 77% **Baseline** Student Group: All Students SED EL RFEP Foster Youth SWD Hispanic White 2016 Actual: 57% 38% N/A N/A N/A N/A	

5th grade CAST	2019 Expected	2019 Actual
All Students	63%	33.34%
SED	44%	18.75%
EL	N/A	N/A
RFEP	N/A	N/A
Foster Youth	N/A	N/A
SWD	N/A	N/A
Hispanic	39%	23.25%
White	77%	46.42%

Expected	Actual
33% 71%	
Metric/Indicator CST/CAST Science - 8th Grade Percent "Proficient" or "Advanced" **19-20** Student Group: All Students SED EL RFEP Foster Youth SWD Hispanic White 2019 Expected: 75% 70% N/A N/A N/A 9% 39% 77% Note: 2019 expected outcomes may be adjusted pending 2018 CAST results **Baseline** Student Group: All Students SED EL	

8th Grade CAST	2019 Expected	2019 Actual
All Students	75%	28.40%
SED	70%	22.50%
EL	N/A	N/A
RFEP	N/A	N/A
Foster Youth	N/A	N/A
SWD	N/A	N/A
Hispanic	39%	16.67%
White	77%	35.69%

Expected	Actual
RFEP Foster Youth SWD Hispanic White 2016 Actual 69% 64% N/A N/A N/A 0% 62% 71%	
Metric/Indicator CST/CAST Science - 10th Grade Percent "Proficient" or "Advanced" **19-20** Student Group: All Students SED EL RFEP Foster Youth SWD Hispanic White 2019 Expected: 41% 40% N/A N/A	N/A equates to Data is not Available

10 Grade CAST	2019 Expected	2019 Actual
All Students	41%	N/A
SED	40%	N/A
EL	N/A	N/A
RFEP	N/A	N/A
Foster Youth	N/A	N/A
SWD	26%	N/A
Hispanic	32%	N/A
White	46%	N/A

Expected	Actual
N/A 26% 32% 46% Note: 2019 expected outcomes may be adjusted pending 2018 CAST results **Baseline** Student Group: All Students SED EL RFEP Foster Youth SWD Hispanic White 2016 Actual: 35% 34% N/A N/A N/A 20% 26% 40% Note: 2016 was the last year for administration of CST-Science	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1.1 Professional development of instructional staff will be conducted reflecting the priorities and topics below, which supports improved implementation of Common Core State Standards and the states priorities as identified by the State Board of Education and California Department of Education. Priority topics in the LCAP year include, but are not limited to: Implementation of Common Core State Standards ELA, Math and Supplemental programs including Universal Access for unduplicated pupil groups Use of new ELD Standards to monitor EL student progress and drive instruction - SDAIE and ELD instructional strategies for EL and LTEL students Response to Instruction and Intervention (RtI2) Strategies to improve and increase instructional differentiation (content access for below level learners, and depth and complexity for above level students) Effective use of technology in the classroom for teaching and learning Data driven decision making and assessment of student progress Implementation of Positive Behavior Support programs and/or Safe Schools Plans for student discipline Integration of Science, Technology, Engineering, Arts and/or Math (STEAM) Instructional Coaches	1000-1999: Certificated Personnel Salaries LCFF $72,847 2000-2999: Classified Personnel Salaries LCFF $3,840 3000-3999: Employee Benefits LCFF $16,755 3000-3999: Employee Benefits LCFF $883 2000-2999: Classified Personnel Salaries LCFF $9,966 3000-3999: Employee Benefits LCFF $2,990 5000-5999: Services And Other Operating Expenditures LCFF	1000-1999: Certificated Personnel Salaries LCFF $64,800 2000-2999: Classified Personnel Salaries LCFF $17,718 3000-3999: Employee Benefits LCFF $16,602 3000-3999: Employee Benefits LCFF $5,019 4000-4999: Books And Supplies LCFF $146 5000-5999: Services And Other Operating Expenditures LCFF $40,668

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	$54,292	
Action 1.2 Purchase supplemental materials to support implementation of the Common Core State Standards and a broad course of study, including development of multiple pathways and models that assist SED, EL, and FY students in completing grade level and course requirements such as: Supplemental curriculum and materials supporting Common Core State Standards Digital curriculum aligned to Common Core State Standards Online courses to support a broad course of study Credit recovery and core programs Summer School	4000-4999: Books And Supplies LCFF $143,253 5000-5999: Services And Other Operating Expenditures LCFF $23,000 6000-6999: Capital Outlay LCFF $90,000	4000-4999: Books And Supplies LCFF $17,183 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $5,609 6000-6999: Capital Outlay LCFF Supplemental and Concentration $2,061

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards Curriculum Maps aligned to Common Core State Standards **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
Action 1.3 The methods, practices and delivery of instructional content are critical to improving student engagement and student learning. Differentiation, personalization and pacing all impact a students ability to understand and learn. Ongoing monitoring of the critical elements of instruction and positive learning environment as defined in the California Standard for the Teaching Profession will improve educational outcomes for all students including SED, EL, RFEP, FY students. Teachers and/or instructional leaders will support improved and enhanced teaching/learning in areas such as:	PD Stipend 1000-1999: Certificated Personnel Salaries LCFF $45,673 3000-3999: Employee Benefits LCFF $10,505	Stipend 1000-1999: Certificated Personnel Salaries LCFF $27,566 3000-3999: Employee Benefits LCFF $5,599

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Our technology team focused on integration of technology to support effective teaching and learning Our illuminate team focused on assessment and data-driven instruction and intervention Our Medal of Honor team focused on integration of Science, Technology, Engineering, Arts, and Math (STEAM) content across the curriculum and/or in content specific classes Implementation of effective CCSS Math and/or ELA Our English Language Learners team focused on the implementation of SDAIE and ELD strategies Through CRLP our team learned Instructional strategies to differentiate curriculum for EL, RFEP, FY, SED, SWD, and high achieving students **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1.4 To ensure that AADUSD students are on the right track, teachers will conduct formal and informal assessments throughout the school year. Conducting these assessments allows teachers to determine if a child is learning the core subjects at a proficient level. The assessments below are examples of the types of assessments that may be given each year. - Norm referenced assessments of Reading and Math skills such as STAR Reading and STAR Math End of unit/chapter for ELA, Math, Science, History/SS for adopted or supplemental curriculum K2 assessments in Foundational Reading and Math Literacy Intervention Assessment Graduation checks Algebra EOC (End Of Course assessment) Math Placement Assessment Diagnostic assessments English Language Development Benchmarks Interim assessments (Benchmarks) and progress monitoring assessment tools aligned to the Common Core State Standards in ELA and Math	5000-5999: Services And Other Operating Expenditures LCFF $7,735	5000-5999: Services And Other Operating Expenditures LCFF $27,046

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools		
Action 1.5 Continue to hire and retain fully credentialed teachers, and ensure 100% of the District's teachers are appropriately assigned. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	1000-1999: Certificated Personnel Salaries LCFF $4,246,100 3000-3999: Employee Benefits LCFF $976,603	1000-1999: Certificated Personnel Salaries LCFF $4,239,402 3000-3999: Employee Benefits LCFF $804,066
Action 1.6 Maintain and hire highly qualified classified employees to ensure students have a high quality education. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	2000-2999: Classified Personnel Salaries LCFF $1,739,395 3000-3999: Employee Benefits LCFF $521,819	2000-2999: Classified Personnel Salaries LCFF $1,716,569 3000-3999: Employee Benefits LCFF $486,304
Action 1.7 Based on review and analysis of student data, targeted interventions for students who are		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
struggling to meet grade level proficiency in ELA, math or ELD will be provided for students using, but not limited to, the following vehicles to improve and enhance learning: Teacher for Leveled Learning Targeted Intervention Sessions Before/During/After School to accelerate learning Online instruction and practice Programs **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	1000-1999: Certificated Personnel Salaries LCFF $57,106 3000-3999: Employee Benefits LCFF $13,134 4000-4999: Books And Supplies LCFF $0	1000-1999: Certificated Personnel Salaries LCFF $56,991 3000-3999: Employee Benefits LCFF $11,575 4000-4999: Books And Supplies LCFF $765
Action 1.8 Existing staff will monitor Foster Youth, Socioeconomically Disadvantaged, English Learners, and RFEP for growth towards proficiency on state and local assessments to ensure academic success. Referrals to appropriate district support systems (SST, SARB, counseling, etc.) will be made for students struggling academically.	1000-1999: Certificated Personnel Salaries LCFF $0	1000-1999: Certificated Personnel Salaries LCFF $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
Action 1.9 Professional development of staff will be conducted reflecting the priorities and topics below, which support improved implementation of Common Core State Standards and a broad course of study within the state's priorities as identified by the State Board of Education and CDE. Priority topics in the LCAP year include, but are not limited to: Strategies for students with disabilities (SWD) in General Education settings and their least restrictive environment Strategies to improve and increase instructional differentiation to serve our English Language Learners Integration of Science, Technology, Engineering, Arts and/or Math (STEAM)	2000-2999: Classified Personnel Salaries LCFF $19,932 3000-3999: Employee Benefits LCFF $7,773 5000-5999: Services And Other Operating Expenditures LCFF $30,000 1000-1999: Certificated Personnel Salaries LCFF 0	2000-2999: Classified Personnel Salaries LCFF $12,002 3000-3999: Employee Benefits LCFF $3,395 5000-5999: Services And Other Operating Expenditures LCFF $0 1000-1999: Certificated Personnel Salaries LCFF $21,515

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implementation of Positive Behavior Support programs and/or Safe School Plans for student discipline Effective use of technology as a teaching/learning tool Paraprofessional training to support **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	3000-3999: Employee Benefits LCFF 0	3000-3999: Employee Benefits LCFF $4,370
Action 1.10 Ensure the availability of resources to support effective implementation of the Common Core State Standards and a broad course of study in all subject areas, including but not limited to: Supplemental curriculum and materials supporting Common Core State Standards Equipment and supplies Field trips, presentations, and/or assemblies Digital curriculum aligned to Common Core State Standards Online courses to support a broad course of study	4000-4999: Books And Supplies LCFF $100,000 5000-5999: Services And Other Operating Expenditures LCFF $1,910 6000-6999: Capital Outlay LCFF $32,000	4000-4999: Books And Supplies LCFF $29,689 5000-5999: Services And Other Operating Expenditures LCFF $0 6000-6999: Capital Outlay LCFF $17,856

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Development of and access to multiple pathways and instructional models Alignment of Curriculum with Common Core State Standards, English - Language Development Standards and California Content Standards Curriculum Maps aligned to Common Core State Standards **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools		

Goal Analysis

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

The overall implementation of the actions and services to increase grade-level proficiency by 2% annually in core content areas for all students by accessing and mastering grade-level Common Core State Standards (to maintain or achieve Dashboard State Indicator Performance Levels of "Yellow" or better) was not completely achieved. Therefore, the district continues to strive toward the goal to improve achievement for all students. Professional Development activities, expanded use of technology, and targeted intervention actions were implemented as planned from July 1st to March. The difference between budgeted and actuals can be attributed to school closures due to pandemics. Virtual activities occurred during regular work hours instead of the outside normal workday, therefore the anticipated personnel costs and materials and supplies for the programs were less than budgeted. For these funds budgeted for actions not implemented or partially implemented, funds were used to support students, families, teachers, and staff in the following ways: District office, teachers, and site administrators collaborated, planned, and implemented 3 days of professional

development opportunities for all staff. Continued site-specific staff meetings allowed staff to further develop professionally and collaboratively analyze data and plan using district-adopted curriculum during the 2019-2020 school year. District priorities for retaining and hiring high-quality certificated and classified staff resulted in 100% of certificated staff being fully credentialed and appropriately assigned for core and elective classes. The district was successful in the retention and hiring of fully credentialed and appropriately assigned certificated pupil support and administrative. During the 2019-2020 school year a new principal was hired for each school site and a new director was hired for personnel. The district continued to focus on providing additional resources to meet the needs of SED, EL, FY, RFEP students and SWD. Goal 1.1 and 1.10 were related to textbook and curriculum and intervention purchases which were placed on hold due to the global pandemic but are planned to be purchased in the upcoming years.

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

The actions/services under this goal were not fully implemented due to the nature of 2019-2020 fiscal year. Analyzing the State data California Dashboard and State Testing results we realized that academic achievement is an area that the district needs to continue to improve and support. We were operating on track, but faced a pandemic that was unexpected. COVID-19 altered the way the school operated. The success the district faced was being able to alter and shift to virtual learning using APEX and Zoom learning platforms. We ensured all students had up to date 1 to 1 devices. The district was able to provide intervention support utilizing break out groups and having instructional aides available via zoom. Hotspots were provided by the district. Challenges the district faced was professional development for teachers for online platform. Certificated staff had to learn new strategies to deliver effective virtual instruction. Students faced challenges to learn online platform and become comfortable adapting to the new environment of learning.

Goal 2

GOAL 2: Increase the percentage of English Learners who are reclassified fluent English proficient (RFEP) by meeting all district criteria by 2% each year.

Note: AADUSD RFEP criteria as of May 2018 includes: 1) Reasonable Proficiency on ELPAC, 2) CAASPP ELA Standard Met, 3) teacher recommendation, and 4) parent opinion.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards
Local Priorities:	Ensuring targeted subgroup students are placed in the proper classrooms to meet individuals needs.

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Dashboard - English Learner Progress K-12 **19-20** Dashboard Performance: Dashboard State Indicator: "English Learner Progress K-12" 2019 Expected: Green	

Student Group	2017	2018	2019 Expected		2019 Actuals	Measurable Outcome Met or Not Met
"English Learner Progress 1-12"	67%	38.59%	69%		38.4%	Met

[illegible]

Expected	Actual
Baseline Dashboard Performance: Dashboard State Indicator: "English Learner Progress K-12" 2017 Actual: Green	
Metric/Indicator RFEP Rate **19-20** Reclassification Rate of EL Students Achieving Full English Proficiency: Percent RFEPed 2018/19 Expected: 5.1% 2018/19 Actual: 8.4% AADUSD RFEP criteria includes: 1) Reasonable Proficiency on ELPAC, 2) CAASPP ELA Standard Met, 3) teacher recommendation, and 4) parent opinion. **Baseline** Reclassification Rate of EL Students Achieving Full English Proficiency: Percent RFEPed	Reclassification Rate of EL Students Achieving Full English Proficiency 5 Year Average for 13/14 – 17/18 | 2017/2018 | 2018/2019 | 2019/2020 Actuals | Measurable Outcome Met or Not Met Percent RFEPed | 1.30% | 1.30% | 13.30% | 12.80% | Met

Expected	Actual
2016/17 Actual 0.8% (CELDT Proficiency, CAASPP ELA Standard Met, 2.0 GPA, Teacher Recommendation)	
Metric/Indicator Students Meeting English Proficiency Criterion **19-20** Percent of Students Meeting ELPAC English Proficiency Criteria Students Meeting ELPAC Criterion: 2018/19 Actual: Percent of Students: 38.5% 2019/20 Expected: 40.5 Students who meet Level 4 on ELPAC. **Baseline** Percent of Students Meeting CELDT English Proficiency Criteria (Early Advanced or Advanced Overall) Students Meeting CELDT Criterion: 2015/16 Actual: Percent of Students: 44%	Percentage of Students at Each Performance Level Overall Performance Performance Level: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, All Level 4: *, 11.78%, *, 1.69%, 29.00%, 20.00%, 21.43%, 21.63%, *, 21.28%, *, *, *, 22.70% Percentage of students by grade level

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 2.1: Teachers must frequently monitor student learning and progress with a focus on SED, EL, FY and RFEP students. Providing teachers release days to collaborate, review data, modify	1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
lessons, create assessments and hold student and parent meetings is vital in improving student outcomes. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	$3,960 3000-3999: Employee Benefits LCFF $849	$0 3000-3999: Employee Benefits LCFF $0
Action 2.2: Implement EL Master Plan **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners **Scope of Services** Limited to Unduplicated Student Group(s) **Locations** All Schools	1000-1999: Certificated Personnel Salaries LCFF $4,533 2000-2999: Classified Personnel Salaries LCFF $0 3000-3999: Employee Benefits LCFF $1,043 3000-3999: Employee Benefits LCFF	1000-1999: Certificated Personnel Salaries LCFF $0 2000-2999: Classified Personnel Salaries Federal Funds $34,848 3000-3999: Employee Benefits LCFF $0 3000-3999: Employee Benefits Federal Funds

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	$0 4000-4999: Books And Supplies LCFF $0 5000-5999: Services And Other Operating Expenditures LCFF $0	$9,572 4000-4999: Books And Supplies LCFF $0 5000-5999: Services And Other Operating Expenditures LCFF $0
Action 2.3: Monitor the academic progress EL students for 2 years in accordance with the districts EL Master Plan. Students are monitored using initial ELPAC and Summative ELPAC scores. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners **Scope of Services** Limited to Unduplicated Student Group(s) **Locations** All Schools	1000-1999: Certificated Personnel Salaries LCFF $0	1000-1999: Certificated Personnel Salaries LCFF $0
Action 2.4 - Form a workgroup to review the reclassification procedures and criteria for 1) all ELs and 2) students dually identified as EL and SWD. Criteria and procedures will align with current laws and scientifically-based research on best practices.	1000-1999: Certificated Personnel Salaries LCFF $1,152 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries LCFF $0 3000-3999: Employee Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Note - Was not completed in 2018/19. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners **Scope of Services** Limited to Unduplicated Student Group(s) **Locations** All Schools	LCFF $265	LCFF $0
Action 2.5 - District administration will review ELPAC baseline data, proficiency and achievement data to create Instructional Assistant (IA) schedules and plan intervention opportunities that increase support to ELs. This may include the purchase of supplemental ELD materials as needed to support students. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners **Scope of Services** Limited to Unduplicated Student Group(s) **Locations** All Schools	1000-1999: Certificated Personnel Salaries LCFF $0 3000-3999: Employee Benefits LCFF $0 4000-4999: Books And Supplies LCFF $0	1000-1999: Certificated Personnel Salaries LCFF $0 3000-3999: Employee Benefits LCFF $0 4000-4999: Books And Supplies LCFF $0

Goal Analysis

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

We continued to support students by providing the services of bi-lingual aide from the start of the school year and after school closures began the aide was conducting one on one sessions or workgroups in a virtual setting. The aide provided testing, translation services for our students, families. The EL Master Plan and student monitoring activities were not implemented as planned. teachers and other school staff were not able to convene their workgroups to review student data with a focus on increased learning outcomes for SED, EL, FY and RFEP students due to COVID and having to switch instructional models and start virtual learning. The RFEP workgroup did not convene due to COVID-19. The RFEP workgroup was postponed until 2020/2021

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

A review of our recent ELPAC data and local assessments indicates that we need to continue to improve on EL services and improve RFEF services.EL students received instructional services to learn core content and English Language Development from teachers with support from an Instructional Assistant at the elementary and high school. Teachers and other school staff were not able to convene their workgroups to review student data with a focus on increased learning outcomes for SED, EL, FY and RFEP students due to COVID and having to switch instructional models and start virtual learning. The RFEP workgroup did not convene due to COVID-19. District office staff developed a plan to train staff on Illuminate to give teachers a data analysis tool that provides immediate and historical assessment results with disaggregation capabilities, the program was purchased but priorities shifted to prioritize and a focus on effective virtual learning. Additionally, the District hired three new Principals, a new Director of Personnel/Pupil Services/Education, One of the Principals and the Director of Personnel/Pupil Services/Education were hired mid-year. The RFEP workgroup was postponed until 2020/2021 This goal needs to be reassessed 2019-2020 was disrupted due to COVID-19. ELPAC testing is in place and is currently being conducted at all sites.

Goal 3

Decrease chronic absenteeism and truancy by 2% annually, reduce habitual truancy by 0.5% annually, and reduce suspension rates by 0.5% annually, and maintain expulsion rates at 0%. Increase the attendance rate by 0.5% over prior year.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement
Priority 6: School Climate

Local Priorities: School Attendance Rates

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Chronic Absenteeism **19-20** Attendance Issue Percentage Rates: 2019/20 Actual Chronic Absenteeism: 7.2% 2020 Dashboard: N/A (Through March 2019/20) **Baseline** Attendance Issue Percentage Rates: 2016/17 Actual Chronic Absenteeism: 13.2% 2017 Dashboard: N/A (Through March 2016/17)	 Attendance Issue Percentage Rates | 2019/2020 Actual | 2020 DashBoard Chronic Absenteeism | 8.46% | N/A
Metric/Indicator Truancy	

Expected	Actual
19-20 Attendance Issue Percentage Rates: Truancy: 17.58% 2020 Dashboard: N/A (Through March 2019/20) **Baseline** Attendance Issue Percentage Rates: 2016/17 Actual Truancy: 23.58% 2017 Dashboard: N/A (Through March 2016/17)	Attendance Issue Percentage Rates | 2019/2020 Actual | 2020 DashBoard Truancy | 31.90% | N/A 19/20 total enrollment- truant = 3 but less than 9
Metric/Indicator Habitual Truancy **19-20** Attendance Issue Percentage Rates: Habitual Truancy: 1.38% 2020 Dashboard: N/A (Through March 2019/20) **Baseline** Attendance Issue Percentage Rates: 2016/17 Actual Habitual Truancy: 2.88%	Attendance Issue Percentage Rates | 2019/2020 Actual | 2020 DashBoard Habitual Truancy | 14.70% | N/A 19/20 total enrollment- habitual truant = 9 or greater

Expected	Actual
2017 Dashboard: N/A (Through March 2016/17)	
Metric/Indicator Student Suspension **19-20** Attendance Issue Percentage Rates: Student Suspension: 0.64% 2020 Dashboard: Blue (Through March 2019/20) **Baseline** Attendance Issue Percentage Rates: 2016/17 Actual Student Suspension: 1.64% 2017 Dashboard: Blue (Through March 2016/17)	Attendance Issue Percentage Rates | 2019/2020 Actual | 2020 DashBoard Student Suspension | 5.00% | red
Metric/Indicator Attendance Rate **19-20** Attendance Issue Percentage Rates: Attendance Rate: 96.32% 2020 Dashboard: N/A (Through March 2019/20)	Attendance Issue Percentage Rates | 2019/2020 Actual | 2020 DashBoard 2019/2020 P2 | 94.28% | N/A

Expected	Actual
Baseline Attendance Issue Percentage Rates: 2016/17 Actual Attendance Rate: 94.32% 2017 Dashboard: N/A (Through March 2016/17)	
Metric/Indicator Student Expulsion **19-20** Student Expulsion: 0% **Baseline** 2016/2017 Actual Expulsion Rates 0% 2017 Dashboard: N/A (Through March 2016/2017	Attendance Issue Percentage Rates: 2019/2020 Actua Student Expulsion: 0.00%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 3.1: Student attendance is directly related to student success. When students miss instruction they miss the opportunity to learn a concept. In order to keep students in school, systems and protocols must be set into place.	1000-1999: Certificated Personnel Salaries LCFF $3,840	1000-1999: Certificated Personnel Salaries LCFF $416
Parent notification on the same day of a student is absent or missing from class via robotic calls and personal calls to students' homes	2000-2999: Classified Personnel Salaries LCFF $0	2000-2999: Classified Personnel Salaries LCFF $122

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Monitor attendance monthly and send formal district letters based on chronic absentee (12, 15, 18 days for any reason) or truant (3, 6, 9 days unexcused EdCode reasons) criteria	2000-2999: Classified Personnel Salaries LCFF $1,560	3000-3999: Employee Benefits LCFF $146
Implement SART meetings for Habitually Truant and/or Chronic Absentee students (including training, material costs, and time for staff to attend meetings)	3000-3999: Employee Benefits LCFF $883	4000-4999: Books And Supplies LCFF $102
Maintain SARB Committee membership and serve as a lead SARB agency, train personnel, and refer students with 3 additional absences following a meeting to establish a SART Contract Each site will positively reinforce any students attending school regularly on a monthly basis **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	3000-3999: Employee Benefits LCFF $0 2000-2999: Classified Personnel Salaries LCFF $468 4000-4999: Books And Supplies LCFF $1,500 4000-4999: Books And Supplies LCFF $1,665	4000-4999: Books And Supplies LCFF $398
Action 3.2 Continue and enhance behavior and academic support for all students with a focus on SED, EL, FY, and RFEP through high quality personnel with concentration on the Medal of Honor framework, SARB, socioemotional support, and school wide behavior programs.	1000-1999: Certificated Personnel Salaries LCFF $11,708 1000-1999: Certificated Personnel Salaries LCFF	1000-1999: Certificated Personnel Salaries LCFF $16,993 3000-3999: Employee Benefits LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	$2,592 3000-3999: Employee Benefits LCFF $2,593 3000-3999: Employee Benefits LCFF $596	$3,451 1000-1999: Certificated Personnel Salaries LCFF $0 3000-3999: Employee Benefits LCFF $0
Action 3.3 Provide a management information system (MIS) MIS with academic, behavior, attendance, and parent portal capabilities. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	5000-5999: Services And Other Operating Expenditures LCFF $14,975	5000-5999: Services And Other Operating Expenditures LCFF $15,811

Goal Analysis

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

In March, we hit a global pandemic which caused the district to revamp the ways we taught instruction. The district switched to an online platform called APEX. Attendance Procedures needed to be adjusted due to pandemic and school closures. Staff were re-trained and programs were implemented differently to reflect updated procedures on time keeping and attendance. While there is no

action related to school technology but due to school closures the district did spend funds to purchase chrome books, hot spots and virtual platforms such as APEX and Zoom to support distance learning.

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

The District successfully continued to implement systematized attendance procedures, to monitor daily attendance, conduct parent notification on the same day a student is absent, and parent notification letters for students who meet truant/habitual truant/chronic absentee criteria. Additionally, AADUSD continued to participate in the SCV SARB Committee, and held Parent/Administrator "3rd Letter-SART" and "4th Letter-DART" meetings that included the District Nurse and Counselors to address ongoing problem attendance. District Nurse served on the Attendance Review Teams. The district continued to support the Medal of Honor lead teacher in providing leadership training district wide. The MIS was used to monitor student behavior, grades and counseling needs. Student attendance and behavior was recognized in grade/age appropriate ways at each site. The Challenges we faced were mid-year due to COVID-19 and switching to virtual learning. Attendance tracking and student participation was an issue and needs to be reviewed and continued as a goal as we saw a decrease in ADA. The data showed that we continue to face issues with Truancy and Chronic Absenteeism we will continue to monitor and develop actions to meet these needs in the 2021 LCAP.

Goal 4

Goal 4: Involve parents and community members in decision making at the school and district levels. Provide connections between the community and schools to foster investment in education and provide meaningful transparent communication with all stakeholders. Ensure that parents, students and teachers feel that our schools are providing a safe positive environment for our students to learn by increasing "strongly agree/agree" responses 2% annually for any area below 90%.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement Priority 6: School Climate
Local Priorities:	Promotion of Parent Involvement

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Safe, Positive School Environment - LCAP Survey Parent/Employee/Community and Student	

Metrics	Baseline	2017-201	2018-2019	2019-2020	2019/2020
Safe Positive School environment-LCAP survey parent/employee/community and student	Actual	Expected	Expected	Expected	Actual
LCAP survey Item 5 "encourage partnerships"	100%	100%	78.34%	80.34%	75.41%
LCAP survey Item 7 "Seek input for decisions"	68%	70%	50.39%	52.39%	40.99%
LCAP survey Item 9 "Supportive Environment"	95%	95%	79.50%	81.50%	80.99%
LCAP survey Item 8 "Feel Safe at home"	74%	76%	76.37%	78.37%	75.78%
LCAP survey Item 9 "Happy with my home"	71%	73%	72.80%	74.80%	71.70%

Expected	Actual
19-20 LCAP Survey Parent, Employee, Community Members and LCAP Survey Students Metric LCAP Survey - Item 5 "Encourage partnerships" LCAP Survey - Item 7 "Seek input for decisions" LCAP Survey - Item 9 "Supportive environment" LCAP Student Survey - Item 8 "Feel safe at school" LCAP Student Survey - Item 9 "Happy with my school" 2019/20 Actual: 80.34% 52.39% 81.50% 78.37% 74.80%	

Expected	Actual
Baseline LCAP Survey – Parent, Employee, Community Members and LCAP Survey – Students Metric LCAP Survey - Item 5 "Encourage partnerships" LCAP Survey - Item 7 "Seek input for decisions" LCAP Survey - Item 9 "Supportive environment" LCAP Student Survey - Item 8 "Feel safe at school" LCAP Student Survey - Item 9 "Happy with my school" 2016/17 Actual: 100% 68% 95% 74% 71%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 4.1: Provide parent training, learning opportunities and workshops on topics such as:	1000-1999: Certificated Personnel Salaries LCFF	Teachers to lead parent workshops 1000-1999: Certificated Personnel Salaries LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Supporting Common Core State Standards at home District wide safety for all of the school sites (in partnership with local sheriff) Supporting math at home Supporting reading at home The importance of good attendance Technology use to support learning and digital citizenship High School graduation and college entry requirements Supporting behavior and mental health issues **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	$400 3000-3999: Employee Benefits LCFF $92 4000-4999: Books And Supplies LCFF $400 5000-5999: Services And Other Operating Expenditures LCFF $14,342	$0 Teachers to lead parent workshops 3000-3999: Employee Benefits LCFF $0 Supplies for parent workshops 4000-4999: Books And Supplies LCFF $2,470 Parent workshops and involvement opportunities 5000-5999: Services And Other Operating Expenditures LCFF $20,243
Action 4.2: The district will annually provide all parents opportunities to provide the district feedback on all aspects of their childs education. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	4000-4999: Books And Supplies LCFF $300 5000-5999: Services And Other Operating Expenditures LCFF $23,071	Program for Community Input 4000-4999: Books And Supplies LCFF 661 Subscriptions for parent/community notifications 5000-5999: Services And Other Operating Expenditures LCFF 4,460

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 4.3: Provide parent training, learning opportunities, workshops and establish committees on topics such as: EL Master Plan programs, services, and progress monitoring requirements for EL and RFEP students How to support students at home with academics and language acquisition How to support behavior and mental health Community resources available to support the whole child College and career options and requirements for application **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	4000-4999: Books And Supplies LCFF $130 5000-5999: Services And Other Operating Expenditures LCFF $0	EL Parent Workshops 4000-4999: Books And Supplies LCFF $687 Conference and training costs 5000-5999: Services And Other Operating Expenditures LCFF 1$20
Action 4.4: Enhance parent participation and school connection opportunities for families with a home-language other than English through District Interpreter/Translator hours, Google Translate links on web pages, and Blackboard messages.	District translator and interpreter hours 2000-2999: Classified Personnel Salaries LCFF $3,500 District translator and interpreter hours benefits	District translator and interpreter hours 2000-2999: Classified Personnel Salaries LCFF 0 District translator and interpreter hours benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners **Scope of Services** Limited to Unduplicated Student Group(s) **Locations** All Schools	3000-3999: Employee Benefits LCFF $1,050	3000-3999: Employee Benefits LCFF 0

Goal Analysis

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

The district had intended to provide extra hours for translation but the role was left vacant in the 19/20 school year. Parents needing translation received services thru our bilingual aide and we will reassess need in the development of 2021 LCAP. We continued to support parents and families and guardians via survey monkey, sign up genius. We did continue to offer in person parent workshops and purchased supplies. We did provide Active Shooter training for parents.

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

In analyzing the LCAP survey results related to community engagement we realized our success or challenges. We maintained communication with parents and families thru multiple outlets such as - blackboard which allows us to communicate via text, email and phone. The Challenges faced were ensuring that parents knew how and what method their students would be learning instruction. Families had to engage via zoom meetings, training was provided on the different virtual learning platforms to be able to continue instruction.

Goal 5

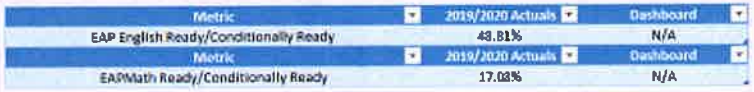
Ensure that secondary students are on-track to graduate from high school, are college and career ready, and students experience academic progress and success in a broad course of study with 1% increases annually on key indicators of readiness.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 7: Course Access
Local Priorities:	Ensuring students are college and career ready. High School Graduation Rates

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator High School Graduation Rate **19-20** Metric HS Graduation Rate 2018/19 Actual: 99.1% Dashboard 2020: Blue **Baseline** HS Graduation Rate 2015/16 Actual: 96.1% Dashboard 2017: Blue	 Metric: HS Graduation Rate; 2019/2020 Actuals: 98.60%; Dashboard 2019: Blue
Metric/Indicator UC/CSU Ready (A - G Rate) **19-20** UC/CSU Eligibility(A-G Rate) 2018/19 Actual: 37.33%	 Metric: UC/CSU Eligibility (A-G Rate); 2019/2020 Actuals: 47.50%; Dashboard: N/A

Expected	Actual
Dashboard 2020: N/A **Baseline** UC/CSU Eligibility(A-G Rate) 2015/16 Actual: 27.2% Dashboard 2017: N/A	
Metric/Indicator Prepared for College (EAP Passage at "Ready" or "Conditionally Ready") **19-20** Metric UC/CSU Eligibility(A-G Rate) EAP English Ready/Conditionally Ready 2018/19 Actual: 54.77% EAP Math Ready/Conditionally Ready 24.58% N/A Dashboard 2020: N/A **Baseline** EAP English Passage at "Ready" or "Conditionally Ready" 2015/16 Actual: 50% EAP Math Ready/Conditionally Ready 24.58% N/A Dashboard 2017: N/A	 Metric: EAP English Ready/Conditionally Ready; 2019/2020 Actuals: 48.81%; Dashboard: N/A Metric: EAPMath Ready/Conditionally Ready; 2019/2020 Actuals: 17.08%; Dashboard: N/A
Metric/Indicator AP Exam Passage 3+ **19-20** AP Exam Passage 3+	 Metric: AP Exam Passage 3+; 2019-2020: 31%; Dashboard: N/A

Expected	Actual
2018/19 Expected: 50% Dashboard 2019: N/A **Baseline** AP Exam Passage with 3+ 2015/16 Actual: 47% Dashboard 2017: N/A	
Metric/Indicator CAASPP ELA • 11th Grade Percent "Standard Met" or "Standard Exceeded" **19-20** Student Group All Students SED EL RFEP Foster Youth SWD Hispanic White 2019 Expected 57.77% 46.5% N/A N/A N/A 41.84% 45.86% 72.19%	

11th Grade ELA	2019 Expected:	2019 Actuals
All Students	48.81%	N/A
SED	47.05%	N/A
EL	N/A	N/A
RFEP	58.34%	N/A
Foster Youth	N/A	N/A
SWD	8.33%	N/A
Hispanic	40.74%	N/A
White	51.92%	N/A

Expected	Actual
Baseline Student Group: All Students SED EL RFEP Foster Youth SWD Hispanic White 2016 Actual: 50% 26% N/A N/A N/A 12% 39% 57%	
Metric/Indicator CAASPP Math - 11th Grade Percent "Standard Met" or "Standard Exceeded" **19-20** Student Group All Students SED EL RFEP Foster Youth SWD	Actuals not Available due to CAASPP testing not available due to COVID 11th Grade MATH / 2019 Expected: / 2019 Actuals All Students / 17.08% / N/A SED / 12.50% / N/A EL / N/A / N/A RFEP / 18.18% / N/A Foster Youth / N/A / N/A SWD / 0% / N/A Hispanic / 11.54% / N/A White / 17.31% / N/A

Expected	Actual
Hispanic White 2019 Expected 26.58% 21.5% N/A N/A N/A 40.84% 17.95% 33.54% **Baseline** Student Group All Students SED EL RFEP Foster Youth SWD Hispanic White 2016 Actual 17% 8% N/A N/A N/A 6% 8% 21%	

Expected	Actual
Metric/Indicator Drop Out Rates - Middle School and High School **19-20** 2018/19 Expected Middle School: 0.0% High School: 0.0% **Baseline** 2015/16 Actual Middle School: 0.0% High School: 1.0%	

Metric	2019/2020
Middle School	0%
High School	0%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 5.1: Focus on school climate and student engagement on the high school campus. Maintain Counseling services to support needs of unduplicated students College/Career/Scholarship information and visitations SST meetings held for at risk students SART/DART meetings held for students with problem attendance issues Credit Recovery Options	1.5 FTE counselors 1000-1999: Certificated Personnel Salaries LCFF $117,193 1000-1999: Certificated Personnel Salaries LCFF $30,201 3000-3999: Employee Benefits LCFF $26,954 3000-3999: Employee Benefits	3.0 FTE Counselors 1000-1999: Certificated Personnel Salaries LCFF $201,487 Credit Recovery Program 1000-1999: Certificated Personnel Salaries LCFF $0 3.0 FTE Counselors Benefits 3000-3999: Employee Benefits LCFF $52,387 Credit Recovery Program Benefits 3000-3999: Employee Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Chartered General Education Summer School Partnership **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** Schoolwide **Locations** Specific Schools: Vasquez High School	LCFF $6,946 5000-5999: Services And Other Operating Expenditures LCFF $16,375 4000-4999: Books And Supplies LCFF $0	LCFF $0 Supplies and Materials 4000-4999: Books And Supplies LCFF $11,403 Credit Recovery Programs 5000-5999: Services And Other Operating Expenditures LCFF $26,450
Action 5.2: Ensuring that all students, including Socioeconomically Disadvantaged, EL, Foster Youth, high school graduates, RFEP, and SWD have equitable opportunity for high school graduation, college entry with progress monitoring and intensive college entry requirement preparation through progress monitoring, scheduling with counselors, and student/school/parent collaboration. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** Specific Schools: Vasquez HS	5000-5999: Services And Other Operating Expenditures LCFF $7,029	College Entry Program 5000-5999: Services And Other Operating Expenditures LCFF $2,343

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 5.3: Advanced Placement Costs for low income students who cannot afford to take the exam. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** Foster Youth Low Income **Scope of Services** Limited to Unduplicated Student Group(s) **Locations** Specific Schools: Vasquez High School	5000-5999: Services And Other Operating Expenditures LCFF $1,000	AP exam Costs 5000-5999: Services And Other Operating Expenditures LCFF $11,310
Action 5.4: Focus on student engagement and school climate on the high school campus. Academic and behavior monitoring and support Extracurricular opportunities - coordination and monitoring Athletic and CIF Coordination **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** Specific Schools: Vasquez High School	1000-1999: Certificated Personnel Salaries LCFF $45,678 3000-3999: Employee Benefits LCFF $10,506 4000-4999: Books And Supplies LCFF $0 5000-5999: Services And Other Operating Expenditures LCFF	Dean and Athletic /CIF Coordination 1/6th 1000-1999: Certificated Personnel Salaries LCFF $13,205 Dean and Athletic /CIF Coordination 1/6th 3000-3999: Employee Benefits LCFF $3,375 Books and Supplies 4000-4999: Books And Supplies LCFF $428 Services 5000-5999: Services And Other Operating Expenditures LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	$0	$11,379

Goal Analysis

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

Additional 1.5 Counselor was added 2019-2020 fiscal year bringing the total count of counselors to 3. This was done to support the actions of unduplicated students and provide social emotional support. The Challenge the district faced was seeing a higher number of seniors not meeting graduation requirements due to the virtual platform and the lack of in person instruction. The virtual learning model had a different impact on everyone. While we saw some students succeed there were some that struggled. As soon as the county permitted a special cohort of 12th graders were brought to campus to assist in transition and graduation. COVID-19 pandemic we had to switch to virtual learning and counselors were utilizing zoom and breakout groups with students. Dean position was not filled that created a variance in between budgeted and actual expenditures. The District saw a large increase in the number of AP tests administered therefore the actual expenses for AP test fees were higher than budgeted.

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

A-G Rate increase has informed the district that planned actions in this goal that are related to college access have been successful.Counselors assisted Vasquez students so that they are on track to graduate from high school. School counselors worked with Middle School students as well as High School students to develop 6-Year Plans that were shared with parents. The 6-Year Plans include a broad course of study available to students though STEAM-based courses and required core content, and include extracurricular opportunities that increase school connectedness. An Athletic Director position was continued to coordinate extra-curricular opportunities. SST and SART/DART meetings were held with school staff, parents, and students, as needed, to identify barriers to academic achievement and regular school attendance. High School staff encouraged all students with advanced academic abilities, including EL/SED/FY students, to enroll in AP classes and take AP exams. AP Exam costs were paid for students whose families could not afford to pay registration fees. Actuals not available due to CAASPP testing suspension due to COVID for both ELA and Math

Goal 6

Maintaining the appropriate assignment of teachers who are fully credentialed in the subject areas of the pupils they are teaching.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic Priority 8: Other Pupil Outcomes
Local Priorities:	Teacher Assignment/Mis-Assignment

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Certificated Staff Fully Credentialed and Appropriately Assigned **19-20** Certificated Staff Assignments: Fully Credentialed and Appropriately Assigned 2019/20 Actual" 100% **Baseline** Certificated Staff Assignments: Fully Credentialed and Appropriately Assigned 2016/17 Actual" 100%	Certificated Staff Assignments Fully Credentialed and appropriately Assigned | 2016/2017 Actual | 2017/2018 Expected | 2018/2019 Expected | 2019/2020 Actual 100% 100% 100% 100%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 6.1: The basic operations of the District are maintained and controlled through the management, oversight, and provision of basic operating services to all by the Central Office Administration (Superintendent, Asst. Superintendent, Director	1000-1999: Certificated Personnel Salaries LCFF $290,475	Cabinet Members Certificated 1000-1999: Certificated Personnel Salaries LCFF 356,241

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Personnel/Pupils/Education, Director SpEd and Support) **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	2000-2999: Classified Personnel Salaries LCFF $315,685 3000-3999: Employee Benefits LCFF $107,679 3000-3999: Employee Benefits LCFF $123,177 4000-4999: Books And Supplies LCFF $0 5000-5999: Services And Other Operating Expenditures LCFF $0	Cabinet Members Classified 2000-2999: Classified Personnel Salaries LCFF $302,896 Cabinet Members Certificated 3000-3999: Employee Benefits LCFF 92,145 Cabinet Members Classified 3000-3999: Employee Benefits LCFF $87,325 Technology Equipment 4000-4999: Books And Supplies LCFF $1,140 HCM/Best Implementation 5000-5999: Services And Other Operating Expenditures LCFF 280

Goal Analysis

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

Teacher Laptops, monitors, speakers and learning devices were purchased due to new method of teacher instruction. Appropriate staff members were employed to ensure monitor of services and district operations including Ed Services, HR, Special Education, Charters, Food Service, and Business Office.

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

Central Office staff ensured that basic operations of the District were maintained and controlled through the management, oversight and provision of basic services. The Superintendent, Assistant Superintendents, and support staff ensured the provision of basic services to all students. The challenge the district faced was the constant struggle of communication of changing procedures from the county office due to COVID-19. As the district was facing a pandemic the central office staff worked hard throughout this to understand, analyze and implement changes to operations on a weekly basis due to updates on COVID guidelines and safety pre-cautions, federal and state guidelines. Central staff was working with Dept of Public Health, LA County Office to make adjustments to our operations to ensure safety of staff and students. The district office faced challenges to adjust and adapt and utilize our bus drivers to deliver meals home. Worked closely and coordinated with Maintenance and Custodial staff to ensure classrooms spacing, ordering of safety supplies, and HVAC air ventilation were completed. Central office staff worked and coordinated with teaching staff to ensure procedures for virtual learning platform. 100% of teachers were appropriately assigned and fully credentialed.

Goal 7

Goal 7: The district will continue to provide a safe, secure, and drug-free learning environment for our students. Students will have access to standards aligned material, and a safe, secure and aesthetically pleasing learning environment with 2% increases in stakeholder satisfaction annually for any area below 90%.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic Priority 6: School Climate
Local Priorities:	Facilities, Maintenance and Operations, School Climate

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator LCAP Survey - Safe, Well-Maintained Schools	

Metric	2019/2020 Expected	2019/2020 Actual
LCAP Survey- Item 8 Schools are inviting	86.79%	78.69%
LCAP Survey- Item 12 Schools are safe	80.34%	75.41%
LCAP Survey- Item 11 Schools clean and well maintained	91.10%	78.69%
LCAP Survey- Item 9 Schools are supportive	82.50%	80.99%
LCAP Survey- Item 8 Feel Safe at school	78%	75.76%
LCAP Survey- Item 9 Happy with my School	75%	71.70%

Expected	Actual
19-20 LCAP Survey – Parent, Employee, Community Members and LCAP Survey – Students Metric LCAP Survey - Item 8 "Schools are inviting" LCAP Survey - Item 12 "Schools are safe" LCAP Survey - Item 11 "Schools clean and well maintained: LCAP Survey - Item 9 "Schools are supportive" LCAP Student Survey - Item 8 "Feel safe at school" LCAP Student Survey - Item 9 "Happy with my school" 2019/20 Expected: 86.79% 80.34% 91.1% 82.5% 78% 75%	

Expected	Actual
Baseline LCAP Survey – Parent, Employee, Community Members and LCAP Survey – Students Metric LCAP Survey - Item 8 “Schools are inviting” LCAP Survey - Item 12 “Schools are safe” LCAP Survey - Item 11 “Schools clean and well maintained: LCAP Survey - Item 9 “Schools are supportive” LCAP Student Survey - Item 8 “Feel safe at school” LCAP Student Survey - Item 9 “Happy with my school” 2016/17 Actual: 95% 91% 95% 95% 74% 71%	
Metric/Indicator Facility Inspection Tool (FIT) - Facilities in "Good" or Better Repair - Williams Compliance **19-20** Metric:	Metric: Facilities in Good Repair 2019/2020 Expected: 100.00% 2019/2020 Actuals: 100.00%

Expected	Actual
Facilities in Good Repair 2019/20 Expected: 100% **Baseline** Metric: Facilities in Good Repair 2016/17 Actual: 100%	
Metric/Indicator Access to Instructional Materials - Williams Compliance **19-20** Metric: Access to Instructional Materials 2019/20 Expected: 100% **Baseline** Metric: Access to Instructional Materials 2016/2017 Expected 100%	Metric: Access to Instructional Materials 2019/2020 Expected: 100.00% 2019/2020 Actuals: 100.00%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 7.1:The actions and services were estimated for the 2018/19 school year. Video services with Kennan and Associates will not cost the district any money moving forward thus slightly modifying the goal. The district will continue to maintain a safe, secure, and drug-free school environment for all students by providing security, supervision, and	2000-2999: Classified Personnel Salaries LCFF $42,618 3000-3999: Employee Benefits	Campus Supervisor 2000-2999: Classified Personnel Salaries LCFF $43,142 Campus Supervisor 3000-3999: Employee Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
educating students and staff regarding anti-bullying, suicide prevention and mandated reporting. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	LCFF $12,785 5000-5999: Services And Other Operating Expenditures LCFF $0 2000-2999: Classified Personnel Salaries LCFF $11,847 3000-3999: Employee Benefits LCFF $3,554 4000-4999: Books And Supplies LCFF $1,500	LCFF $12,222 Classified Salaries-supervision drop off/pick up 2000-2999: Classified Personnel Salaries LCFF $16,607 Classified Salaries-supervision drop off/pick up 3000-3999: Employee Benefits LCFF $4,705 Safety and Health Supplies 4000-4999: Books And Supplies LCFF $3,897 PD and safety fee Certifications 5000-5999: Services And Other Operating Expenditures LCFF $25,474
Action 7.2: Properly maintain all campuses in Good Repair to remain in compliance with the Williams Act.	Maintenance 5000-5999: Services And Other Operating Expenditures LCFF $350,000 4000-4999: Books And Supplies LCFF $0	Maintenance 5000-5999: Services And Other Operating Expenditures LCFF $108,499 Maintenance Supplies 4000-4999: Books And Supplies LCFF $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools		
Action 7.3: Purchase textbooks to improve academic achievement and maintain sufficient inventory for Williams Act compliance. Form a Textbook Adoption Committee to engage in the adoption process for textbooks for Science, History, and/or high school A-G courses, as data and student outcomes show is necessary and funding allows. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	1000-1999: Certificated Personnel Salaries LCFF $5,750 4000-4999: Books And Supplies LCFF $350,000 3000-3999: Employee Benefits LCFF $2,131	Adoption Committee Salaries 1000-1999: Certificated Personnel Salaries LCFF 0 Adoption Committee Benefits 3000-3999: Employee Benefits LCFF 0 Textbook Adoptions 4000-4999: Books And Supplies LCFF 0
Action 7.4 - Mental health support options available at all sites and maintained partnerships with community providers.	1000-1999: Certificated Personnel Salaries LCFF $124,193 3000-3999: Employee Benefits LCFF $28,654	Counselors 1000-1999: Certificated Personnel Salaries LCFF $201,487 Counselor Benefits 3000-3999: Employee Benefits LCFF $51,716 Mental health partnerships

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	5000-5999: Services And Other Operating Expenditures LCFF $1,000	5000-5999: Services And Other Operating Expenditures LCFF $888

Goal Analysis

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

Video services with Kennan and Associates will not cost the district any money moving forward thus slightly modifying the goal. The district will continue to maintain a safe, secure, and drug-free school environment for all students by providing security, supervision, and educating students and staff regarding anti-bullying, suicide prevention and mandated reporting. An increase in mental health support options available at all sites and maintained partnerships with community. Funds that were not utilized for district personnel salaries and benefits in Action 7.1 was reallocated to fund additional professional development opportunities. Such trainings as safety related needs to include First Aid Training, Visitor Management System, Diabetes Training, National Student Safety Security Conference and Cyber Network Security Service. Science Textbooks are currently being reviewed and will be included in the upcoming 2021 LCAP. We budgeted approx.$350k for maintenance/facility issues but our actual expenditures only reflect the services that were required. Funds that were not utilized for district personnel salaries and benefits in Action 7.1 was reallocated to fund additional professional development opportunities

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

The District required all district employees to participate in ALICE training (Alert, Lockdown, Inform, Counter, Evacuate) Training instructor led classes provide preparation and a plan for site staff and district office staff on how to more proactively handle the threat of an aggressive intruder or active shooter event. Additionally staff were trained in mandated reporting. Williams Quarterly Reports

were completed to verify all students had needed learning materials. Projects were completed at all campuses to maintain safe, attractive, technologically current, and Williams-compliant school facilities. The district sucussesfully passed audits from William inspections, however Surveys were completed by staff, students and families in regards to how they felt about the safety and campus maintenance and there was a disparaging difference. The surveys reflected a need for us to improve in areas of campus maintenance and security. The district plans on improving the transparency when it comes to facilities and safety and security concerns by utilizing multiple means of communication such as website, board meetings, blackboard messenger to give updates on facilities projects and safety and security measures.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Intervention classes after school, during breaks, and/or weekends.	$19,600	0	Yes
Purchase of library materials to support core content learning and reading skills.	$30,000	$20,384.00	No
Purchase of high interest leveled library materials to support core content learning and reading skills for English learners, low income, and foster youth students who are reading below their assigned grade level.	$30,000	$29,250.00	Yes
Attendance and PBIS incentives.	$15,000	$3,500	No
Implementation of DPH protocols in current effect to protect health and safety of students, staff, and the community.	$0	0	No
Supplies, equipment, and training to increase and improve health and safety when students, staff, and parents are on campus.	$21,500	$58,721.00	No
Campus, office and classroom modifications to improve safety during in-person instructions.	$6,300	$6,500	No

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

Renaissance learning was purchased to support core content. Presence learning was purchased for students with unique needs. The costs came in lower than budgeted. We implemented Super Scholar, Citizen of the month and Perfect Attendance brag tags at the elementary level and Middle School level. Parents were contacted to improve attendance. PBIS and attendance incentives came to a halt due to COVID-19. In person Interventions were planned due to LA county remaining in the purple tier this action was not implemented. The difference in budgeted $21,500 and actuals of $58,721 were due to the following purchases that came in higher than what was budgeted: We were successful in purchasing and implementing safety measures in classrooms and keeping an

adequate supply of sanitizers, masks, face shields, gloves, gowns, thermometers. Main offices were retrofitted plexi-glass barriers. Classrooms were provided air purifiers for proper ventilation and all HVAC units filters were replaced with MERV 13. The floors were marked and signage was posted for social distancing measures and maximum capacity.

Analysis of In-Person Instructional Offerings

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

We were successful in purchasing and implementing safety measures in classrooms and keeping an adequate supply of sanitizers, masks, face shields, gloves, gowns, thermometers. Main offices were retrofitted plexi-glass barriers. Classrooms were provided air purifiers for proper ventilation and all HVAC units filters were replaced with MERV 13. The floors were marked and signage was posted for social distancing measures and maximum capacity levels. The challenges remain due to the DPH guidelines in offering in person instruction. We offered in person instruction for Tk-4 and SPED, Preschool for SDC only starting in Feb 2021. TK-4 returned on campus March 18th 5-6 March 22nd. We are currently working with unions for 7-12th grade in person instruction. MTSS support protocols were established for students upon return to in person instruction, so we were not able to provide classes during breaks or weekends due to planning and preparation for in person instruction and support. Feedback from various groups such as parent, teacher, classified groups indicated their confidence in the school district adapting to COVID-19. Department of Public Health reviewed adherence to safety measures.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teacher laptops (7) to support Distance Learning.	$7,000	$6,000	No
Training for parents to support academic and socioemotional development in a distance learning environment.	$7,660	$9,150	Yes
PBIS training and counseling services to support positive school engagement and address the academic and socioemotional impact of distance learning.	$13,500	16,594.00	Yes
Leveled electronic core content and ELD materials to address learning loss for students with unique needs.	$17,500	$15,292	Yes
Technology support for students, parents, and staff to implement Distance Learning.	$17,955	$3,200	Yes
Technology supplies needed for virtual instruction to support Distance Learning.	$21,000	22,000	Yes
Supplemental supplies for teachers and certificated staff to support distance learning per the AATA MOU.	$27,500	$19,549	No
Connectivity options to allow streaming for synchronous and asynchronous learning due to socioeconomic issues or residence in a remote location (Hot spot loan or Spectrum).	$45,000	$62,000	Yes
Contracted services to support service delivery for students with special needs.	$45,000	39,575.00	No
Purchase of computer platforms, software and applications to support distance learning and safety and community engagement (Zoom, Go Guardian, Near pod, Renaissance 360, Naviance, Language Live, etc.).	$97,500	$77,373.00	Yes
Initial and ongoing training and additional planning time for teachers to support distance learning.	$124,560	132,600	Yes
Two Teachers on Special Assignment (TOSA) to support Distance Learning.	$196,850	$188,091	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebook loan for all students without a personal computer or Chromebook.	$260,000	$272,942.00	Yes

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

We purchased hotspots for connectivity throughout the community. We pay approx. $10,000 a month for the services thru Verizon. To improve connectivity we added Wi-Fi extenders to all the school sites so parents can utilize parking lots. We purchased chrome-books, laptops, and several different teaching platforms and virtual learning software applications to ensure staff had the tools necessary to be able to provide instruction. The District initially over estimated the cost to provide technology support, supplemental supplies and tools to implement distance learning.

Analysis of the Distance Learning Program

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

Teachers ensured continuity of instruction through the transition to distance learning using both virtual learning platforms and paper-based packets. A Success was being able to offer EI, Foster, Homeless access to devices and connectivity thru Chromebooks and hotspots. Distance Learning Professional Development The success we had as a district is successfully implementing Virtual Learning and our staff being able to adapt and train and learn on a new platform to ensure continuity of instruction. Feedback from families and teachers informed us of the success of implementing and switching models. PBIS and staff training were conducted to build the foundation of site-level expectations for the behavioral and academic success of the students. Feedback from families thru surveys assisted in informing the district on providing Access to Devices and Connectivity. Purchase of Chromebooks and teacher laptops, hotspots ensured that staff and students had solutions available for connectivity. Staff Roles and Responsibilities Success – Instructional staff transitioned to distance learning and implemented the use of different technology programs. Classified staff continued in their roles to ensure district operations and continuity of instruction. Feedback from surveys, staff, parents and newspaper articles informed the district on how wonderful our staff is at Acton. The article was published in regards to our transportation department in collaboration with Child Nutrition adjusting to the pandemic and delivering meals to families from the onset of the pandemic. Support for Pupils with Unique Needs Pupils with exceptional needs: We offered in person instruction for Tk-4 and SPED, preschool for SDC only starting in Feb 2021. TK-4 returned on campus March 18th 5-6 March 22nd. We are currently working with unions for 7-12th grade in person instruction. Challenges remain of meeting the needs of EL, but we were able to continue extra support with bilingual instructional aides. Feedback from DELAC groups provided input stating the need for additional bi-lingual support. Foster, Homeless. Success. – ensure access to devices and connectivity. MTSS support protocols were established for students upon return to in person instruction, so we were not able to provide classes during breaks or weekends due to planning and

preparation for in-person instruction and support. Pupil Participation and Progress The challenges of Distance Learning were due to the platform being a new model and dealing with student engagement issues. Strategies were created and implemented to have student interaction and participation.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Attendance and engagement monitoring and supplies for implementation of a multi-tiered system of support (MTSS).	$1,900	$950.00	Yes
Leveled intervention materials to address learning loss and provide and alternate DL model for students in grades K-8.	$9,600	$9,150	Yes
Leveled intervention materials to address learning loss and provide an alternate DL model for students in grades 9-12.	$11,700	$21,000	Yes

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

Additional modules were added to APEX learning which caused the actual expenses to be over our budgeted expenses. The additional modules provided extra support for different grade levels. Attendance incentives were provided to students to highlight successes.

Analysis of Pupil Learning Loss

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

Successes and challenges in addressing Pupil Learning Loss have been polar opposites. Data from our internal academic measure Star Testing, survey responses and consistent communication from teachers, office staff, counseling and administration to parents and students have informed the district of our district and challenges.

The challenges have come more with the unfortunate reality that many high school aged students have to put their own schooling on the back burner to assist younger siblings with their school work, or provide care for younger non-school aged children, and in some cases having taken on a job to help support their family financially. The District maintained communication with familes and offered support services such as after school programs to help mitigate.

The effectiveness of the efforts has been spotty, there are students who struggle in a traditional setting with motivation and will usually provide minimal effort when they physically have somebody to verify and check with them during class time in person. That structure has been all but taken away and now relies on phone calls, or virtual meetings. The gap of the crack students could fall through before has widened.

The procedure and communication from staff isn't the issue, it is a policy that was practical with all of the constraints we have had. But, the reality is students with motivational issues are not as likely to respond in a virtual setting as they are in a physical setting where adults can see other factors such as mood, frustration, confusion, and concern.
Some additional successes at the elementary level are as follows: Homework Club-We had some students attending daily to receive homework support and support studying for tests. Teachers developed small group instruction for afternoon time to address reading and math needs with their students. Parents stepped up and worked diligently with their children and communicated needs and methods of support with teacher-more parent involvement in some cases. Challenges at the elementary level are as follows: Attendance-there was no SART or SARB taking place and when trying to communicate with families regarding the importance of attendance, some families never answered or responded and some that did made no changes in attendance of student. Difficulty of teaching online-it takes longer to get through a lesson as looking at work and answering questions takes longer through virtual means than it would if students were in person. Failure of turning in assignments-the rate of assignments being turned in was lower than during in person instruction as teachers have no way of keeping students with them to assist them if they choose to log off. Again, contacting parents was not typically helpful in cases of missing assignments. Without work, teachers are unable to assess the student's capability and work to differentiate instruction to support those not turning in work. Some Successes at the middle school level are as follows: Integrating technology into distance learning. Allowing for some student school-connectedness through ASB weekly activities and daily broadcast, connections learning to increased student learning. Adapting school procedures to distance learning organizing book/supplies distribution. Some challenges at the middle school level are as follows: Difficulties establishing interventions outside of classroom instruction. Assessing students in distance learning. Many assessments do not transfer to online learning. Engagement with some students due to learning style and computer-based learning burnout. Attendance and participation for some students. Some would meet the attendance expectations but not participate. Communication/participation with parents via booster club meetings and parent meetings. The results of our internal academic measure of ELA , Math and Science via Star testing indicate that EL, Low-Income, Foster Youth, Pupil with exceptional needs and Homeless Population have experienced learning loss and will continue to require additional supports. Summer programs via these students groups will offered to address the pupil learning gaps.

Analysis of Mental Health and Social and Emotional Well-Being

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

Challenges remain to be able to connect with students. Site level meetings students were identified that need to be connected. Survey was put together to gauge the social emotional needs for student that had a continuum level of need from low need to emergency level. This survey was supposed help gauge where the standing of the social and emotional well being of our students. The counseling teams were meeting with Psych to coordinate the MTSS they were specifically looking at SEL. The purpose was to identify specific needs and to implement strategies. Psych was developing and adding DIS services to individual students this was a addition from previous years. Success will be regular check-ins as a parent, teacher reached out to the individual counselors, SEL lessons and individual counseling lessons. Checking based on attendance or mental health concerns. An area of a challenge is lack of communication received back from families that have students that have significant attendance concerns. The lack of face to face meetings has made it difficult to engage and connect with students. We are utilizing virtual platforms to connect but still very difficult to have students engage. Psychologist and Special Ed Director cleaned up IEP process and streamlined and set expectations on paperwork and assessments. Challenge the distrcit faced was the disparity between classified and certificated staff. As certain positions were able to adapt and work remotely the majority of the classified and management continued and reported to work. This caused an emotional concern as the equality came in to play. The district has continued to keep both classified and certificated staff informed and conducts wellness checks. The district is open and flexible and looking for ways to assist the classified staff to work remotely. Instructional Aides were allwed to work remotely and log in to virtual sessions.

Analysis of Pupil and Family Engagement and Outreach

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

The Superintendent conducted Fireside Chats which were live youtube streams to inform the public of updates of County and Department of Public Health information related to school re-opening and what the District is implementing to adhere to those guidelines. These opportunities also provided the District with feedback from stakeholders in regards to their successes and challenges. Recognition of students from all grade levels. Memos and all calls were also conducted by Superintendent to keep families informed of status of District. Elementary, Middle and High School Principal also conducted all calls and emails to keep the public informed of activities at elementary school. Child Nutrition would also conduct all calls to promote meals being and distributed and program information. Communication has been a success the High School there are far more opportunities for parents and students to receive communication from the school. Not only is this from the school in general but from teachers and other staff as well. Outreach and engagement has seen more struggles than successes, the students most in need of outreach and school engagement often have parents that are not engaged. This can be for a variety of reasons, perhaps long work hours during the typical school day makes it difficult to respond or follow up, and sometimes it is not a priority during the pandemic. Challenges continue to be social distance requirements, the lack of parents of allowed on campus and minimal attendance of parents to advertised zoom meetings. Some additional successes were Field trip provided by PTO through ZOOM. Drive-through event for the holidays-over 2/3 of families were in attendance. PTO and ASMO involvement and support in providing music, welcome back banners, materials for Read

Across America and other events, Good call out/email system-Blackboard Connect Special grade level events to increase student engagement and community-Read Across America Read Aloud, Valentine's Day activities (directed draws, break out rooms, etc.) Awards for students-names on messages and website. Updated website with materials and updates for families. Office support dropping off packets at students' homes when parents unable to pick up. AADUSD uses an established system that includes monitoring absences and notifying parents when problem attendance issues exist combined
with a multi-tiered system of support (MTSS) to improve overall attendance/participation and reduce chronic absenteeism. MTSS offers a comprehensive framework that systematizes the identification of student needs and provides services and supports necessary to reduce or eliminate barriers to student success. Our attendance has dropped which shows the challenge of student participation. The challenge the district faced was learning new attendance and engagement and student participation procedures for virtual learning. Attendance letters were not sent out due to changes in procedures and training implemented to account for attendance during virtual setting. The feedback and guidance utilized were thru CDE and audit guidelines for new attendance and participation procedures. The implementation of tier re-engagement strategies challenges were communication and reaching out to parents and students.

Analysis of School Nutrition

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

The success of Child Nutrition during COVID-19 was the ability to take advantage of the Summer Seamless Option that allowed for the flexibility to provide meals for all students, families with the community. Child Nutrition collaborated with transportation to deliver and serve meals to various locations throughout the community to ensure breakfast and lunch were provided. Throughout the pandemic we were able to keep our staff employed and working. Their department was key in ensuring all families had access to meals. We also had an option at our middle school for drive thru pickups. Our staff worked tirelessly to prepare over a 1000 grab and go lunches and breakfast. The challenges the district faced was to quickly change and adapt to the new method of serving. Child Nutrition had to purchase equipment to support the meal deliveries. Another challenge we had to overcome was to coordinate the routes to be accessible to families that are without transportation. Student Meal Counts confirmed that meals were being distributed to families in need. However, the challenge remained that the number of meal counts dropped from regular in person pre Covid-19 counts. Even though transportation Dept. was delivering meals there were families that were not being reached. Surveys from stakeholders highlighted the communities appreciation in Child Nutrition Dept.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continuity of Learning	Childcare options for students whose parents cannot be available to support distance learning through tuition scholarships with the private childcare vendor at the Acton Campus for students who meet eligibility criteria as low income or English learners.	$36,000	$0	Yes
Continuity of Learning and Nutrition	Fuel for vehicles supporting remote hot spots, intervention programs, and meal distribution.	$4,875	$2,412.00	Yes
School Nutrition	Supplies for increased access to school meals using grab-and-go and universal eligibility criteria.	$6,000	$8004.00	Yes
Continuity of Learning and Social and Emotional Well-Being	Purchase of Spirit Wear Personal Protective Equipment (PPE) to support school pride and healthy social behaviors for students on site who cannot purchase their own PPEs.	$8,000	$9,716.00	Yes
Continuity of Learning	Design of bell schedules and staffing allocations and scheduling to support tutoring opportunities, library use, and socially distanced meals, break periods, and ingress/egress in compliance with LACDPH protocols.	$35,200	$12,369.00	Yes
Continuity of Learning	Additional salary and benefits for employees related to preparing for distance learning or implementing enhanced safety protocols when staff and students are on campus.	$36,000	$36,221.00	Yes

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

Sunny days is our afterschool program. The plan was during COVID-19 to provide day care for staff and community. The organization did not have students to stay in business. So we gave the opportunity for our staff to work remotely if possible and also allowed them to bring their immediate children on campus and sit in their classrooms. We also started the program for library hours

for students to be able to check out books, this program lasted for a few months and we didn't have enough staff to continue the program. We shifted focus to the online platform for Digital library thru Pearson and APEX to have students actively engaged in their instruction.

Overall Analysis

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

In developing the 2021-2024 LCAP we look back and analyze the success and challenges of offering in-person instruction and distance learning programs. We realize that that the district must be able and willing to adapt to the new methods of learning. As the pandemic and COVID-19 numbers are decreasing we have to keep in mind the various thoughts and feelings about returning to in-person instruction. The district will have to include actions that satisfy both distance learning and in person instruction. We will include actions that support both modes of learning and provide levels of support for social and emotional needs that raised from this pandemic. Throughout the analysis we found that communication and engagement were issues and the district will include actions and strategies to improve on these factors. The district will include actions that support additional intervention support and weekend and classes to assist in the gap of learning recovery. Attendance actions will need to be included to improve learning loss. Support for EL, Foster Youth, Homeless, Low income will be included to meet the needs of these groups.

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

Pupil Learning loss continues to be an issue due to the mere fact of in a virtual setting it is difficult to keep students engaged. There are several challenges that we will have to continue to monitor and communicate with parents. Students are not required to have camera on which continues to be a issue as the teachers expressing that they are teaching to a blank screen. There is a huge disparity between live instruction and virtual. During the years of development for Elementary, Middle, High School it is crucial that students receive in person instruction to ensure they learn skills not only academic but social skills to make them a contributing member of society once they exit K-12 district. In the development of 2021-2024 we are going to be looking at opportunities and actions to include that address social emotional needs. Extended assistance for students that continue to struggle in the virtual setting through various programs. We will include actions in our 2021-2022 LCAP that will address all groups such as Foster, Homeless, EL, Free and Reduced, Low Income and all Ethnic Groups thru intervention supports, summer programs, MTSS tiered level of support, additional social emotional support and bilingual aid support. District level Liaison for Homeless and Foster Youth, Low income will be able to connect with community partnership programs. Students will Unique needs were brought to campus as the first cohort to be able to offer in person instruction. Additional Professional Development for Counseling staff to identify needs specific to these groups. All students to include EL, Low Income, SWD, foster care, Homeless will be assessed using a universal screener the district utilizes called Star Testing. This tool asseses ELA and Math and will be assessed at multiple intervals throughout the school year. The data from these tests will drive targeted instruction through the MTSS model.

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

Substantive difference between the services identified as contributing and actions and services implemented was due to Sunny days our afterschool program was not available due to lack of students enrolled. The other substantial difference was due to the lack of committees meeting to design bell schedules and library not being available due to switching platforms and offering virtual learning. The plan was during COVID-19 to provide day care for staff and community. The organization did not have students to stay in business. So we gave the opportunity for our staff to work remotely if possible and also allowed them to bring their immediate children on campus and sit in their classrooms. Weekend, intervention classes did not occur due to the pandemic, the priority switched to making sure the virtual platform was ready and effective to help reduce any further learning loss. Technology support and tools needed for distance learning were over estimated. Intervention classes for distance learning were not offered due to no in person instruction. Funds were re allocated to ensure access to technology and connectivity for students and families to address student learning loss.

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

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

As we analyze our goals and take a look at Performance in ELA, Math, Science our 2019 actual percentages have decreased in all areas for all student groups. When we take a look at our English Learner progress from grades 1-12 we met our expected goal of 48% our reclassification rate for students achieving full English proficiency was met. Our chronic Absenteeism rate increased from 7.2% to 8.46%. Our truancy rate increased from 17.58% to 31.9% for students that were truant 3 or more but less than 9 times. Our Habitual Truancy rate for individuals that had 9 or more unexcused increased from 1.38% to 14.7% Student suspension increased from 0.64% to 5% Student Expulsion however remained at 0%. The overall attendance rate decreased from 96.32% to 94.28%. In analyzing survey results from Parent, Staff, and Students the results decreased in the section of encouraging partnerships we went from expecting 80.34% to 75.41%. Seeking input for decisions we went from 52.39% to 40.99% Supportive environment was a slight decrease from 81.50% to 80.99% Feeling safe at school decreased from 78.37% to 75.76% In the area of happiness with the school our % decreased from an expected 74.80% to 71.70% Our High School Graduation Dashboard color remained Blue. Out U/C-CSU eligibility (A-G rate) increased from 37.33% to 47.50%. Prepared for College EAP Passage ready for Math and English decreased from an expected 54.77% and 24.58% to a 48.81% and 17.08%. Our 2019/2020 AP exam Passage with 3+ % decreased from the expected 50% to actuals of 31%. The Districts CAASPP ELA and Math for 11th grade also decreased while our dropout rates remain at 0%. We remained at 100% fully credentialed and appropriately assigned. In the areas of access to instructional materials, we remained at 100% and our Facilities Inspection results remain at 100%. Our Surveys for well and maintained schools % decreased in all areas. In analyzing our Learning Continuity Plan these were adjustments and changes made to adapt and address the needs based on COVID-19. There are several areas we succeeded in as well as areas that can be improved upon. The district can improve on offering additional support and intervention classes to all subgroups. We realized the communication and engagement were difficult in a virtual setting with students and parents. Support for social-emotional needs in a virtual setting is also difficult. Our strategy quickly shifted to training staff to teach in a virtual setting along with dealing with behavioral issues in a virtual setting which was an area the district had to adapt to. Attendance became an increasing issue due to the fact that families having to work and kids are alone at home. Child care issues arose from distant learning. The equality of instruction for all students became apparent in a virtual setting where some students thrived where others struggled. For students with Special Needs, the district immediately realized the loss of learning and the inability to teach virtually for some students. The challenges grew and as the district is planning the LCAP for 2021-2024 the platform and learning landscape is once again shifting and students are returning to in-person instruction. There is a whole new set of challenges that the district will have to face. As we plan the LCAP the following aspects will be taken into consideration to ensure it includes actions and goals to adapts to the new way education will be delivered to our students: Making sure the guidelines and protocols are followed as instructed by DPH; Support services are put in place for our students to close that period or gap of in-person instruction; The student, teachers, staff are all learning the operational, logistics of the school district; How the classrooms look; how the kids socialize; How meals are provided; How transportation works.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

Actions Related to the Distance Learning Program

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

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

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

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

Actions Related to Pupil Learning Loss

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	10,357,908.00	9,387,327.00
Federal Funds	0.00	44,420.00
LCFF	10,357,908.00	9,335,237.00
LCFF Supplemental and Concentration	0.00	7,670.00
	0.00	417,136.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	10,357,908.00	9,387,327.00
1000-1999: Certificated Personnel Salaries	5,063,401.00	5,200,103.00
2000-2999: Classified Personnel Salaries	2,148,811.00	2,143,904.00
3000-3999: Employee Benefits	1,880,219.00	1,653,974.00
4000-4999: Books And Supplies	598,748.00	68,969.00
5000-5999: Services And Other Operating Expenditures	544,729.00	300,460.00
6000-6999: Capital Outlay	122,000.00	19,917.00
	122,000.00	2,061.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	10,357,908.00	9,387,327.00
1000-1999: Certificated Personnel Salaries	LCFF	5,063,401.00	5,200,103.00
2000-2999: Classified Personnel Salaries	Federal Funds	0.00	34,848.00
2000-2999: Classified Personnel Salaries	LCFF	2,148,811.00	2,109,056.00
3000-3999: Employee Benefits	Federal Funds	0.00	9,572.00
3000-3999: Employee Benefits	LCFF	1,880,219.00	1,644,402.00
4000-4999: Books And Supplies	LCFF	598,748.00	68,969.00
5000-5999: Services And Other Operating Expenditures	LCFF	544,729.00	294,851.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	5,609.00
6000-6999: Capital Outlay	LCFF	122,000.00	17,856.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	0.00	2,061.00
		490,437.00	272,159.00
		0.00	46,277.00
		122,000.00	0.00
		0.00	2,061.00
		0.00	2,061.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	8,227,511.00	7,634,516.00
Goal 2	11,802.00	44,420.00
Goal 3	42,380.00	37,439.00
Goal 4	43,285.00	28,521.00
Goal 5	261,882.00	333,767.00
Goal 6	837,016.00	840,027.00
Goal 7	934,032.00	468,637.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$122,400.00	$118,355.00
Distance Learning Program	$881,025.00	$864,366.00
Pupil Learning Loss	$23,200.00	$31,100.00
Additional Actions and Plan Requirements	$126,075.00	$68,722.00
All Expenditures in Learning Continuity and Attendance Plan	$1,152,700.00	$1,082,543.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$72,800.00	$89,105.00
Distance Learning Program	$79,500.00	$65,124.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$152,300.00	$154,229.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$49,600.00	$29,250.00
Distance Learning Program	$801,525.00	$799,242.00
Pupil Learning Loss	$23,200.00	$31,100.00
Additional Actions and Plan Requirements	$126,075.00	$68,722.00
All Expenditures in Learning Continuity and Attendance Plan	$1,000,400.00	$928,314.00

Other: 59, 5.80%
Socio-economically Disadvantaged: 579, 55.6%
English Learners: 154, 14.8%
Special Education: 177, 17%

English learners receive instructional support through the Structured English Immersion or English Language Mainstream programs. Teachers, with the support of an Instructional Assistant, provide instruction in core subjects and English Language Development (EL). EL student progress is monitored throughout the year. English learners are reclassified as Fluent English Proficient (FEP) when they demonstrate English proficiency on state-designated assessments and meet state standards in English. Services for socio-economically disadvantaged students may include free/reduced-price meals, progress monitoring, academic support during/before/after school, counseling for academic/college/career or mental health needs, referrals to community partners, financial assistance for curricular/extracurricular activities, and transportation costs. Foster Youth and Homeless students are eligible for these services as well.

Reflections: Successes

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

In reviewing our results from the goals from our 19-20 Annual Update that encompassed increased outcomes for all students including students in the English Learner(EL), Socioeconomically Disadvantaged (SED), Foster Youth (FY), Students with Disabilities (SWD), White and Hispanic Groups there are several areas where we have met our goals and these accomplishments are highlighted as follows.

In regards to Goal 1, for Academic Achievement in progress, AADUSD is most proud of our measurable outcome for ELA. We met our goal for all students by remaining in the green on the California Dashboard. Our students that make up the white population sub-group remained in Green on the California Dashboard. Measurable outcomes for English Learner progress were met by a percentage of 48.4%, which approx. 10% increase from 2018/2019.

For Goal 2, our measurable outcome for our "RFEP" Rate was met at 12.80% which is an increase from the expected 5.1%.

For Goal 3, our student expulsion rates remained at 0%.

For Goal 4, The Williams Inspection that uses the Facilities Inspection Tool (FIT test) to determine the condition of our facilities was met at 100%

For Goal 5, measurable outcomes for U/C/CSU ready rate were met at 27% growth. Measurable outcomes met for access to instructional materials and facilities reported as in good repair were both 100%.

For Goal 6, teachers are appropriately assigned and fully credentialed was at 100%

For Goal 7, the district was 100% in compliance with access to instructional materials. The district had their annual Williams inspection to determine if our facilities were in good or better repair and we were 100% in compliance.

The district will continue to monitor academic student progress thru CAASPP, ELPAC, district benchmarks, and other local indicators. The district will provide appropriate professional development in all curricular areas to ensure that teachers are using research-based practices to address all student learning needs. The district will continue to build on restorative justice practices, PBIS, provide appropriate social-emotional support, and train staff on appropriate intervention and de-escalation techniques. We will continue to have a deferred maintenance plan to upkeep our facilities and maintain updated district textbook adoptions as needed. The district will continue to implement an ongoing review of student's progress towards college and career readiness with the school counselor. The district will continue to ensure that all teachers are appropriately assigned and fully credentialed.

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.

As depicted in the Dashboard schools and districts receive one of five color-coded performance levels on the state indicators: blue (highest performance), green, yellow, orange, and red (lowest performance). The overall performance level that districts and schools receive is based on how current performance (Status) compares to past performance (Change), which provides a more complete picture of performance than a point-in-time snapshot.

For Goal 1, Based on an analysis of our ELA results, all subgroups (SED. EL, SPED, FY, SWD, and Hispanic population) demonstrate a need for growth. Based on the California Dashboard, actuals dropped. SED and EL went from green to yellow; SWD and the Hispanic populations dropped to orange. For Math, all students, including SED, EL groups, and White populations, dropped from green to yellow. The Hispanic population dropped from green to orange.

For 5th Grade Science, we didn't meet our expected goals. All student percentages were expected at 63%; however, we scored 33.34% for the actuals. For SED, our expected result was 44%, and it decreased to 18.75. For our Hispanic population, it went from 39% expected to 23.25% actual. Our White population went from expected 77% to 46.42% actual.

8th Grade CAST:
We did not meet projected outcomes on 8th-grade CAST. Out projected outcomes for all students were 75%, with actual results being 28.4%. Subgroups had similar outcomes. SED students scored 25.2%, with 70% projected. Hispanic students expected outcomes were 39%, and actual outcomes was16.67%. White student scores were projected to be 77%, and 35.69% was the actual outcome.

10th Grade: Not enough students took the test to garner results.

For Goal 2, the percentage of students meeting ELPAC criteria decreased. In 2018, 38.5% met ELPAC criteria. In 2019, we expected that percentage to increase to 48%; however, our actual was 22%.

For Goal 3, chronic absenteeism (students missing more than 20 days) increased by 1.26% This places us in the orange category on the California Dashboard which indicates that we have an increase from the prior year indicating a high level of chronic absenteeism. Our truancy rate, where students have 3 or more absences but less than 9, increased by 14.32%. Habitual truancy, where students have more than 9 absences, increased by 13.32%. In regards to student suspensions, the rate increased by 4.36% which places us in the Red on the California Dashboard which means we have increased significantly placing the district at a high level of suspension. Our attendance rate (ADA) decreased by 2.04%.

For Goal 4, based on surveys that went out to parents, community, staff, and students, we did not meet the percentage criteria. We will maintain continued efforts to keep stakeholders actively engaged and provide meaningful communication to ensure that students and teachers feel that our schools are providing a safe positive environment for our students. COVID-19, which started in March 2020, had a great impact on the way all stakeholders felt about the safety of one another. The District recognizes this event and realizes it played a crucial part in the outcome of the survey results.

For Goal 5, in regards to Prepared for College (EAP Passage "Ready" or "Conditionally Ready"), we dropped for both math. For ELA, we decreased 5.96%. For math, decrease by about 7.50%. For AP Exam Passage with a Score of 3 or higher, our actual percentage dropped 19% from 2018-2019. For CAASPP 11th grade Math & ELA, we could not measure because the test was suspended due to the global pandemic. We will continue to analyze this measurement when it becomes available in the future. Our homeless students in orange is a focus for improvement in the area of college readiness.

For Goal 7, an area of need is based on the community, staff, and student surveys, we did not meet the criteria for schools being inviting, schools being safe, schools being clean and well-maintained, schools being supportive, and students feeling safe. Survey results could be skewed due to the global pandemic.

The district will continue to monitor academic student progress thru CAASPP, ELPAC, district benchmarks, and other local indicators. The district will provide appropriate professional development in all curricular areas to ensure that teachers are using research-based practices to address all student learning needs. The district will continue to build on restorative justice practices, PBIS, provide appropriate social-emotional support, and train staff on appropriate intervention and de-escalation techniques. The district will continue to utilize different tools such as website, board meetings, parent groups, family engagement activities at sites, blackboard messaging, social media to improve meaningful communication and parent participation. Professional Development will be provided to staff utilizing student information systems to improve accounting for attendance. We are planning to reinstitute the SARB meetings. DELAC and RFEP task force will be developed to improve connections with our second language families and students.

LCAP Highlights

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

The AADUSD LCAP for 2021/22 -2023/24 includes the following goals to increase outcomes for all students, including students in the English Learner (EL), Socioeconomically Disadvantaged (SED), Foster Youth (FY), Students With Disabilities (SWD), White, and Hispanic student groups:

1. Provide a high-quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all Student Groups by implementing MTSS, College and Career Ready STEM Labs, Professional Development for staff, implementing our EL Master Plan and expanding virtual program options.

2. Eliminate barriers to student success and maximize learning time by improving attendance and progress monitoring and enhancing positive behavior and academic support. Actions in support of this goal include increased professional development for clerical and instructional staff and programs for all students with a focus on SWD, SED, EL, and FY.

3. Provide connections between the community and schools to foster investment in education and provide meaningful transparent communication with all stakeholders. Ensure that parents, students, and teachers feel that our schools are providing a safe positive environment for our students to learn.

4.Ensure that secondary students are on track to graduate from high school, are college and career ready and students experience academic progress and success in a broad course of study by offering credit recovery, partial credits, and secondary student engagement.

5. The district will continue to provide a safe, secure, and drug-free learning environment for our students. Students will have access to standards-aligned material and a safe, secure, and aesthetically pleasing learning environment

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.

AADUSD is not identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

Support for Identified Schools

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

AADUSD is not identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

Monitoring and Evaluating Effectiveness

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

AADUSD is not identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

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
Acton-Agua Dulce Unified School District	Larry King Superintendent	lking@aadusd.k12.ca.us (661) 269-5999

Plan Summary [2021-22]

General Information

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

Established in 1881, the district has the distinction of being one of the oldest districts in the state of California. The district serves students over a 200 square mile radius. Until 1993 the district was known as Soledad School District, and only served students in grades K - 8. In 1993 Vasquez High School opened and the district became a K-12 unified school district; Acton-Agua Dulce Unified School District (AADUSD). There are currently approximately 920 Transitional Kindergarten - 12th-grade students attending classes at Meadowlark Elementary (TK - 5th), High Desert School (6th - 8th), and Vasquez High School (9th - 12th). To alleviate overcrowding at Meadowlark School, 5th-grade students moved to High Desert School beginning at the start of the 2018-2019 school year. This move made High Desert a 5th-8th grade school and Meadowlark TK-4th grade school. The district will continue to monitor attendance and enrollment at all schools to determine what is best for students based on the facilities available. The district provides General Education programs for TK-12th grade students and Special Education programs for Preschool -12th-grade students. Special Education services are defined in a student's individualized education plan (IEP) and may be delivered in Resource Specialist Program (RSP), Special Day Class (SDC), or pull-out classes with Speech/Language, Occupational Therapy (OT), Adaptive Physical Education (APE), Deaf and hard of hearing (DHH), Vision, or Mental Health providers. Section 504 Plans are created for some students with special needs. The District Nurse creates Health Care Plans for General Education and Special Education students with health concerns. The School Psychologist and School Counselors work with students to support age-appropriate socioemotional development, provide college/career guidance, and also provide targeted group and individual counseling for identified concerns.

The district monitors outcomes for all students as well as various student groups. The below data represents AADUSD's demographic information as of 04/02/2021.

Student Group Number of Students Percent of Students
All students (TK - 12): 920 100%
White: 407, 44.53%
Hispanic: 454, 49.67%

Stakeholder Engagement

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

AADUSD held LCAP meetings to seek input from stakeholders. AADUSD Superintendent, Assistant Superintendent of Human Resources, Education, & Pupil Services, and Assistant Superintendent of Business Services held multiple meetings with community members, including DELAC, SELPA, parent advisory committees, CSEA(classified) & AATA(classroom teachers, nurses, and counselors) bargaining unions, principals and administrators, other school personnel, and parents of students at the three different school sites. The Superintendent presented the LCAP goals and led the meeting with a group ice breaker exercise that individuals had to close their eyes and envision the district two to three years from today. They were asked to think about what the district would look like, how the atmosphere would be, what the students looked like, how the staff act, and what changes they would like to see. This engaged parents in the mindset of discussing the LCAP. Once the exercise was complete, the Assistant Superintendent of Business Services explained and reviewed the process and timeline of the LCAP. We reviewed the current goals and then asked the group three questions: What is working at AADUSD? In which areas can we improve? What is feasible to implement? We went through this same exercise with all of the different groups that the district met, including DELAC, SELPA, Classified, Certificated, and School Site Council. The District wanted to get the unique perspective through the lens of the various groups. AADUSD also sent out Surveys to Parents, staff, students, and community members asking for feedback in all areas. Most School Site Council members(at both district levels and school sites) participated in one or more of these meetings; a School Site Council meeting was also conducted at the high school for members who were unable to attend any of the prior meetings. After concluding stakeholder meetings all data was collected and reviewed and utilized to develop the LCAP goals. Throughout the process, representatives from each group were consulted with the updates and provided input on the development of the goals. The superintendent reported on Parent Advisory Committee and DELAC stakeholder meetings on 04/22/2021 board meeting, and all information is reported in the Gold Standard Report which is accessible to all community members. The public was made available and posted for members of the public informing them of LCAP public input meetings giving them opportunities to submit comments. The Superintendent and Assistant Superintendents also responded via email to questions that were received after stakeholder meetings via email. Antelope Valley Press published in the local newspaper the dates of the public hearing and adoption for both LCAP and 2021-2022 Budget.

A summary of the feedback provided by specific stakeholder groups.

AADUSD met with the various groups of stakeholders including community members, DELAC, SELPA, parent advisory committees, CSEA & AATA bargaining unions, and parents of students at the three different school sites, and the feedback was informative for the district. There were some glaring commonalities from all groups in what is working well in Acton and what opportunities we have to grow. All groups were positive and felt that the staff have the best intentions for the students. They all felt safe and were impressed with the way the district was able to switch models and implement the use of technology. Parents and community members appreciated that Child Nutrition was dedicated to delivering food remotely. AATA and CSEA commented positively that campuses are well maintained. All stakeholders expressed appreciation for the district's central role in the community and the opportunity for community members to be actively engaged. In analyzing their responses for opportunities for improvement, the groups expressed a need for additional intervention support. Teachers, Parents, and CSEA groups asked for additional social-emotional support for students and early intervention strategies. The Teacher, parent, and DELAC

groups expressed the need for expanded elective opportunities, mentorship opportunities, and additional bi-lingual support. All groups wanted an increase in parent involvement opportunities and activities. Parent, DELAC, CSEA, AATA, and staff groups wanted clear and transparent communication from the district level outwards.

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

AADUSD analyzed the results of surveys and stakeholder feedback and created actions to address the concerns of the stakeholder groups in areas of EL support, Campus safety, Social-Emotional support, providing additional support academic support, and increasing engagement and involvement opportunities for stakeholders. We met with the local Selpa representative and reviewed our SEP plan to include goals and actions to address student achievement and increased participation for the Special Ed sub-group. We developed actions and services that will provide additional professional development for All groups to include the SWD to address reporting issues and suspension rates. Goal 1 and 4 (which covers academic achievement for all students, MTSS implementation, ELD support, college-career readiness, career tech programs, expansion of virtual setting programs, and professional development) was influenced by the feedback from DELAC, SELPA, parent advisory, CSEA, AATA groups. The feedback from all of these groups indicated a desire and support for a strong academic program in our schools. Goal 2 was informed by our feedback from all of our stakeholders. Rather than simply looking at % rates of attendance and suspensions, we wanted to take into consideration multiple perspectives and trends regarding barriers to learning such as attendance, truancy, suspension, expulsion, and social and emotional support. Goal 3 covers community engagement and was developed with parent and student feedback from surveys and engagement meetings. This is in response to the desire community members, parents, and DELAC stakeholders expressed in wanting to be involved and informed at district and site-level activities. This goal is also a response to parent involvement positively impacting student achievement. Goal 5 was formed based on feedback from Surveys to parents, students, staff, and community members. This goal focuses on safety and access to instructional materials, facilities maintenance, and mental health supports.

Goals and Actions

Goal

Goal #	Description
1	The district will provide a high-quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all Student Groups (including LI, EL, FY, and HY).

An explanation of why the LEA has developed this goal.

Increase the percentage of students who perform at the "standard met" or "standard exceeded" level each year on CAASPP - ELA, CAASPP - Math, and CA Science Test (CAST) state assessments. All students, Low Income (LI), English Learners (EL) and Reclassified Fluent English Proficient (RFEP), Foster Youth/Homeless Youth (FY/HY). This goal was developed due to analyzing the results of our standardized testing, and internal measures and realizing that we need to improve in ELA, MATH, CAST. This goal covers state priorities 2 and 8 which are implementation of state standards and student outcomes. We also reviewed our EL sub-group and realized we need to improve in EL PAC testing and reclassification. Our SEP plan was also reviewed and it highlighted core subject areas that need improvement. The District also realized that we need to continue to provide multiple learning options for students and to expand on home school or virtual options to help keep our students while providing flexibility to parents in times of dealing with a global pandemic. This goal will provide professional development for DELAC and allow for workgroups to implement EL Master Plan.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Percent Standard Met or Standard Exceeded Local Measure Renaissance Star Testing ELA Results (TBD in FY 21/22)	ELA 2019 Actuals Dashboard Actuals All Students 53.53% Green SED 45.69% Yellow EL 24.66% Yellow				ELA 2023-2024 Dashboard Actuals All Students 54.60% Green SED 46.60% Green EL 25.15% Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	RFEP 63.41% N/A Foster Youth N/A N/A SWD 19.79% Orange Hispanic 45.08% Orange White 60.72% Green				RFEP 64.68% N/A Foster Youth 0.00% N/A SWD 20.19% Yellow Hispanic 45.98% Yellow White 61.93% Green
CAASPP Math "Standard Met" or "Standard Exceeded Local Measure Renaissance Star Testing Math Results(TBD in FY 21/22)	Math 2019 Actuals 2019 Dashboard Actuals All Students 36.42% Yellow SED 26.82% Yellow EL 18.91% Yellow RFEP 22.50% N/A Foster Youth N/A N/A SWD 14.28% Orange Hispanic 25.51% Orange				Math 2023-2024 2023-2024 Dashboard Actuals All Students 37.15% Green SED 27.36% Green EL 19.29% Green RFEP 22.95% N/A Foster Youth 0.00% N/A SWD 14.57% Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White 43.05% Yellow				Hispanic 26.02% Yellow White 43.91% Green
CST/CAST - 5th Grade Percent "Proficient" or "Advanced"	5th grade CAST 2019 Actuals All Students 33.34% SED 18.75% EL N/A RFEP N/A Foster Youth N/A SWD N/A Hispanic 23.25% White 46.42%				5th grade CAST 2023-2024 All Students 34.01% SED 19.13% EL N/A RFEP N/A Foster Youth N/A SWD N/A Hispanic 23.72% White 47.35%
CST/CAST Science - 8th Grade Percent "Proficient" or "Advanced"	8th Grade CAST 2019 Actuals All Students 28.40% SED 22.50%				8th Grade CAST 2023-2024 All Students 28.97% SED 22.95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL N/A RFEP N/A Foster Youth N/A SWD N/A Hispanic 16.67% White 35.69%				EL 0.00% RFEP 0.00% Foster Youth 0.00% SWD 0.00% Hispanic 17.00% White 36.40%
CST/CAST Science - 10th Grade Percent "Proficient" or "Advanced"	10 Grade CAST 2019 Expected All Students 35% SED 34% EL N/A RFEP N/A Foster Youth N/A SWD 20% Hispanic 26% White 40%				10 Grade CAST 2023-2024 All Students 36% SED 35% EL 0% RFEP 0% Foster Youth 0% SWD 20% Hispanic 27% White 41%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dash Board - English Learner Progress K-12 50% of English Learners will advance one level on ELPAC or maintain level 4 from prior year	2018-2019 Actuals 48%				2023-2024 Actuals 50%
Reclassification Fluent English Proficient Rate	2019-2020 Actuals 12.80%				2023-2024 Actuals 14%
Students Meeting ELPAC English Proficiency Criteria	Students meeting ELPAC Criterion (Level 4) 2019-2020-- 22.70%				Students meeting ELPAC Criterion (Level 4) 2% increase 2023-2024-- 23.15%
Certificated Staff Assignments	Fully Credentialed and Appropriately Assigned 2019-2020-- 100%				Fully Credentialed and Appropriately Assigned 2023-2024-- 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Acton-Agua Dulce School District will focus on professional development for teachers and paraprofessionals with an emphasis on developing knowledge and deepening understanding of differentiation for identified special populations(such as English Learners), ongoing technology training, CALPADS, collaborative planning in grade levels and departments to deepen understanding of curriculum and discuss student needs. The professional development will be a mix of local	$331,375.00	Yes

Action #	Title	Description	Total Funds	Contributing
		subject matter experts and outside providers in conjunction with platforms that we have subscribed to. This will service LI, ELL, FY. We created this goal based on student results from state and local assessment indicators such as Renaissance STAR, CAASPP, and CAST and stakeholder feedback that quality and targeted professional development is a priority.		
2	MTSS Implementation	Based on an analysis of existing systems of support, state, and local assessment indicators such as Renaissance STAR and CAASPP, Special Education Plan (SEP) AADUSD has identified a need for expanded and enhanced systems of student support. In response to this need, AADUSD will provide staff, equipment, supplies, supplemental curriculum, materials, professional development, field trips, and assemblies that maintain and expand implementation of the district-wide Multi-Tiered System of Supports (MTSS). We will be investing in professional development to increase teacher efficacy. In order to support MTSS, we are purchasing Renaissance Star as a universal screener. The district will also be purchasing a tracker to monitor student progress through MTSS. The District is vetting and purchasing supplemental materials to include: Research-based explicit phonics instruction materials for primary grade levels; Intense writing support materials for upper-grade levels; math manipulative materials to increase hands-on Math experiences in grades K-8; Field trips that are based on academics and enhance learning experiences; and an assessment tool will be purchased as part of the tracking systems for social-emotional learning. The District will establish a District-Wide MTSS Committee in order to support the expansion and ongoing implementation. In addition, the district will purchase supplemental curriculum, language acquisition programs, materials, and programs to support the Common Core State Standards and MTSS to support supplemental instruction like summer school and before/after school programs. This will service LI, ELL, and FY.	$322,940.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Assessment and Data Analysis	AADUSD will utilize a variety of assessments that allow measurement of proficiency levels to monitor student progress and effectiveness of instructional programs, adopted curriculum, effective instructional strategies, technology use, and a positive learning environment for all students with a focus on SED, EL, and FY students. Providing teachers release days to collaborate, review data, modify lessons, create assessments, and hold student and parent meetings is vital in improving student outcomes. Allowing teachers the opportunity to implement a variety of assessment and analyze that data increases both teacher efficacy and student outcomes.	$33,165.00	Yes
4	Maintain and Hire Certificated Staff	AADUSD will maintain and hire appropriately authorized, highly qualified certificated staff. Post and fill vacant positions to meet instructional and operational needs. This will service all students because having highly qualified certificated staff will help us achieve our academic goals, student success, and be in compliance with ESSA	$3,962,215.00	No
5	Expand Program Options	Based on analysis of attendance and stakeholder feedback and a review of program offerings, AADUSD will expand virtual school and home school options to address middle and elementary grades. AADUSD is a small district in a rural community where accessibility to broad program offerings is limited. We have limited resources due to staff sizing without expansion of virtual programs it limits the choices that are available to our students. The virtual program gives the flexibility to choose and enrich their current curriculum for both in-school and virtual options. We will continue and expand credit recovery options for students at secondary schools to improve graduation rates for all students and especially SED, FY, and ELL.	$66,243.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	District Operations and Oversight	Central Office staff will ensure that basic operations of the District are maintained and controlled through the management, oversight, and provision of basic services. This serves all students and staff	$1,319,986.00	No
7	Implement EL Master Plan	Based on an analysis of ELPAC data, Stakeholder feedback and local progress trends for our English Language Learners, AADUSD will take the following steps to implement the EL master plan: (1)Form a workgroup to review the overall progress of the EL program, reclassification procedures and criteria for all ELs and students dually identified as EL and SWD. Criteria and procedures will align with current laws and scientifically-based research on best practices. (2)Monitor the academic progress of EL students every year in accordance with the district's EL Master Plan. Students are monitored using initial ELPAC and Summative ELPAC scores. (3)Increase the percentage of English Learners who are reclassified fluent English proficient (RFEP) by meeting all district criteria. Note: AADUSD RFEP criteria include: 1) Score of Level 4 on the Assessment of English Language Proficiency, ELPAC 2) Comparison of Basic Skills on CAASPP ELA at minimum be "Standard Nearly Met," 3) Teacher Evaluation and 4) Parent Opinion.	$220,180.00	Yes
8	College, Career Readiness, and STEM Labs	Based on stakeholder feedback, considerations for our student needs, and an examination of existing CTE and STEM programs in place, AADUSD recognizes a need to expand college and career readiness and STEM programs, particularly to support SED, FY, and ELL students. Robotics and Culinary Arts are the current offerings. The District will be purchasing Paxton Patterson which allows for hands-on career and technical education exploration and learning. Project Lead the Way expands hands-on project-based learning to offer Bio-Medical Sciences and Engineering at the High School. These enhancements to and expansion of existing programs will serve to increase student	$225,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		engagement, student self-efficacy, and student outcomes by providing students with broader pathways to connect school and education with their future success.		
9	Maintain and Hire Classified Staff	AADUSD will continue to maintain and hire highly qualified classified employees to ensure students receive a high quality education. This will service all students because having highly qualified classified staff will help support the achievement of our academic goals and student success.	$2,382,655.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Eliminate barriers to student success and maximize learning time. All students and families will be engaged, connected and empowered to be active participants in a safe and healthy school climate.

An explanation of why the LEA has developed this goal.

The District developed this goal after reviewing their Attendance, Truancy, Suspension, Drop Out Rates. This will address the State and Local Priorities of Pupil Engagement, School Climate, and local attendance rates. The District is in declining enrollment and attendance rates and truancies are on the rise. This has a direct impact on student achievement. If the student is absent then they are not learning. To close the achievement gap the district understands the first step is to ensure students are attending class. We created this goal to re-focus on student engagement to ensure that students attain a high level of education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	2019/2020 8.46%				2023-2024 6.46%
Truancy	2019/2020 31.90%				2023-2024 29.90%
Habitual Truancy	2019/2020 14.70%				2023-2024 12.70%
Student Suspension	2019/2020 5.00%				2023-2024 3.00%
Student Expulsion	2019/2020 0.00%				2023-2024 0.00%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	2019/2020 p2 94.28%				2023-2024 96.28%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Improving Attendance and Progress Monitoring	Student attendance is directly related to student success. Based on student attendance data found in our Student Information System (SIS), AADUSD notices the need to improve attendance rates for all student populations and monitor attendance improvement each year. When students miss instruction they miss the opportunity to learn a concept. In order to keep students in school, systems and protocols must be set into place: Parent notification on the same day of a student is absent or missing from class via robotic calls and personal calls to students' homes. Monitor attendance monthly and send formal district letters based on chronic absentee (12, 15, 18 days for any reason) or truant (3, 6, 9 days unexcused Ed Code reasons) criteria. Implement SART meetings for Habitually Truant and/or Chronic Absentee students (including training, material costs, and time for staff to attend meetings) Maintain SARB Committee membership and serve as a lead SARB agency, train personnel, and refer students with 3 additional absences following a meeting to establish a SART Contract Each site will positively reinforce any students attending school regularly on a monthly basis. Consistent monitoring of all students with appropriate referrals to SST, counseling, etc.	$16,830.00	No

Action #	Title	Description	Total Funds	Contributing
		Provide a student information system (SIS) with academic, behavior, attendance, and parent portal capabilities.		
2	Positive Behavior Support and Restorative Practices	Based on student discipline data, suspension rates, and special education plan (SEP) goals, AADUSD will work to enhance behavior and academic support for all students with a focus on SWD, SED, EL, and FY through high-quality personnel with a concentration on the Medal of Honor framework, PBIS, SARB, restorative practices, socioemotional support, and school-wide behavior programs.	$20,444.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Involve parents and community members in decision-making at the school and district levels. Provide connections between the community and schools to foster investment in education and provide meaningful transparent communication with all stakeholders. Ensure that parents, students, and teachers feel that our schools are providing a safe positive environment for our students to learn.

An explanation of why the LEA has developed this goal.

This goal was developed due to our responses from our Parent, All Employees, Community, Students and Staff Surveys. This goal also addresses the State and Local Priorities and addresses parent and community involvement and school climate. The perception of the school district and how it partners with families and the community has decreased from previous years as indicated by the survey results. This goal allows the district to rebuild those connections and improve our image within our community and enhance transparency and communication.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP survey-Parent, Employee,Community Members and Students Item 5 "encourage partnerships"	2019-2020 Actuals 75.41%				Desired Outcome 2023-2024 79.18%
LCAP survey-Parent, Employee,Community Members and Students Item 7 "Seek input for decisions"	2019-2020 Actuals 40.99%				Desired Outcome 2023-2024 43.04%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP survey-Parent,Employee,Community Members and Students Item 9 "Supportive Environment"	2019-2020 Actuals 80.99%				Desired Outcome 2023-2024 85.04%
LCAP survey-Parent,Employee,Community Members and Students Item 8 "Feel Safe at school"	2019-2020 Actuals 75.76%				Desired Outcome 2023-2024 79.55%
LCAP survey-Parent,Employee,Community Members and Students Item 9 "Happy with my school"	2019-2020 Actuals 71.70%				Desired Outcome 2023-2024 75.29%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Engagement	Studies prove that parent involvement positively impacts school climate and student outcomes for all students. AADUSD is committed to providing multiple opportunities for parent involvement and learning on topics such as: Back to School Night Booster Club PTO ELAC	$4,370.00	No

Action #	Title	Description	Total Funds	Contributing
		School-Site Council Chaperones for dances and field trips Class/school volunteers Career Day/ Guest speakers/workshops 8th and 5th Grade Road Shows Board of Trustee meetings Supporting Common Core State Standards at home District-wide safety for all of the school sites (in partnership with local sheriff) Supporting math at home Supporting reading at home The importance of good attendance Technology use to support learning and digital citizenship High School graduation and college entry requirements Supporting behavior and mental health issues		
2	Parent Stakeholder Feedback	The district will annually provide all parents opportunities to provide the district feedback on all aspects of their child's education	$5,329.00	No
3	Multi-Lingual Supported Home School Connection	Enhance parent participation and school connection opportunities for families with a home-language other than English through District Interpreter/Translator hours, Google Translate links on web pages, and Blackboard messages/website communication. Provide parent training, learning opportunities, workshops and establish committees with home language support on topics such as: EL Master Plan programs, services, and progress monitoring requirements for EL and RFEP students How to support students at home with academics and language acquisition	$23,625.00	Yes

Action #	Title	Description	Total Funds	Contributing
		How to support behavior and mental health Community resources available to support the whole child College and career options and requirements for application		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Ensure that secondary students are on track to graduate from high school, are college and career ready and students experience academic progress and success in a broad course of study keeping the graduation rate 95% or higher.

An explanation of why the LEA has developed this goal.

As a Unified High School District this goal was developed to ensure the success of our students. This goal ensures that we are making sure that the students are successful and have a pathway ready for after High School. This was an area of success for us in our previous LCAP and we are going to continue to build on this. This addresses State Priorities for Pupil Achievement,Engagement and Course Access and other outcomes. The local priorities this addresses is that it ensures students are college and career ready and maintain High School Graduation Rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate	2019-2020 Actuals 96.00%				2023-2024 98%
UC/CSU Eligibility (A-G Rate)	2019-2020 Actuals 47.50%				2023-2024 50%
Prepared for College-EAP English Ready/Conditionally Ready For this goal we are looking at 11th grade level 4(ready) and 3(Conditionally Ready) and will be	2019-2020 Actuals 48.81%				2023-2024 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
reporting both together.					
Prepared for College-EAP Math Ready/Conditionally Ready For this goal we are looking at 11th grade level 4(ready) and 3(Conditionally Ready) and will be reporting both together.	2019-2020 Actuals 17.08%				2023-2024 20%
AP Exam Passage with Score of 3 or Higher	2019-2020 Actuals 31%				2023-2024 33%
CAASPP ELA 11th Grade Percent of Students at Standard Met or Standard Exceeded	11th Grade ELA 2019-2020 All Students 50% SED 26% EL N/A RFEP N/A Foster Youth N/A SWD 12% Hispanic 39%				11th Grade ELA 2023-2024 All Students 52% SED 28% EL N/A RFEP N/A Foster Youth N/A SWD 14% Hispanic 39%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White 57%				White 59%
CAASPP Math 11th Grade Percent of Students at Standard Met or Standard Exceeded	11th Grade Math 2019-2020 All Students 17% SED 8% EL N/A RFEP N/A Foster Youth N/A SWD 6% Hispanic 8% White 17%				11th Grade Math 2023-2024 All Students 20% SED 10% EL N/A RFEP N/A Foster Youth N/A SWD 8% Hispanic 10% White 19%
Drop Out Rates Middle and High School	2019-2020 Actual Middle School 0% High School 0%				2023-2024 Middle School 0% High School 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Graduation Tracking and Post-Secondary Support	The principal, School Counselors, and Staff will monitor and support school climate and student engagement to ensure graduation success. School Counselors at the secondary level collaborate and work with students to develop a "6-Year Plan." The VHS Counselor(s)	$671,419.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will also implement and use the Naviance system to support graduation tracking in response to graduation rates for Low Income, English learners, Foster Youth. This ensures that LI, EL, and FY have an equitable opportunity for high school graduation and intensive college entry requirement preparation through activities such as credit status/ progress monitoring, scheduling with counselors, college and career plans and information, scholarship information, college visitations, and student/school/parent collaboration. Progress tracking on the 6-year plan will be used to determine when and if intervention is required for LI, EL, FY.		
2	Credit Recovery and Partial Credits	Based on the data analysis of EL, LI, FY credit progress provided by counseling staff, Vasquez High School will offer a credit recovery program and partial credits apportionment based on course completion. The District was not offering partial credit completion in past years and this impacted our EL, LI, FY students. By offering partial credits assist EL, LI, FY populations to not fall behind and remain on track for graduation by providing a manageable courseload. VHS will also offer Summer School for credit recovery. This will service EL, FY, and LI student populations by ensuring that students are not credit deficient and on track for graduation.	$98,143.00	Yes
3	Support for AP and PSAT Testing	Based on our student count at High Desert School and Vasquez High School of our SED and FY student populations, AADUSD will provide cost offsets for AP & PSAT exam costs reduced for SED and FY in order to increase access to college board examinations for those populations. To increase passage rates, additional training will be provided for teachers of AP courses.	$11,310.00	Yes
4	Secondary Student Engagement	Statistically, student engagement decreases as their age increases. Therefore, sees the need for expanded engagement opportunities for	$118,409.00	No

Action #	Title	Description	Total Funds	Contributing
		secondary students. AADUSD will provide staff, materials, and services that focus on student engagement and school climate at the district's secondary schools by continuing and increasing opportunities for academic and athletic activities during and after school. Focus on student engagement and school climate on the middle and high school campus. Academic and behavior monitoring and support Extracurricular opportunities - coordination and monitoring Athletic and CIF Coordination.		
5				
6				

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	The district will continue to provide a safe, secure, and drug-free learning environment for our students. Students will have access to standards-aligned material and a safe, secure, and aesthetically pleasing learning environment.

An explanation of why the LEA has developed this goal.

This Goal was developed to ensure our students have access to clean and safe environment. This goal ensures that the students have access to materials and textbooks they need. It allows us to provide opportunities to beautify the campus, grow in the areas of technology, mental health and provide professional development to staff in areas of safety . This goal also provides funding for Maintenance Department. This will address State Priorities Basic and School Climate. and Local Priorities of Facilities, Maintenance and Operations and School Climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Survey-Parent,Employee,Community Members and Students Item 8 Schools are inviting	2019-2020 Actuals 78.69%				2023-24 80%
LCAP Survey-Parent,Employee,Community Members and Students Item 12 Schools are safe	2019-2020 Actuals 75.41%				2023-24 78%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Survey- Parent,Employee,Community Members and Students Item 11 Schools clean and well maintained	2019-2020 Actuals 78.69%				2023-24 80%
LCAP Survey- Parent,Employee,Community Members and Students Item 9 Schools are supportive	2019-2020 Actuals 80.99%				2023-24 82%
LCAP Survey- Parent,Employee,Community Members and Students Item 8 Feel Safe at school	2019-2020 Actuals 75.76%				2023-24 78%
LCAP Survey- Parent,Employee,Community Members and Students Item 9 Happy with my School	2019-2020 Actuals 71.70%				2023-24 75%
Facilities in Good Repair- Facilities Inspection Tool	2019-2020 Actuals 100%				2023-24 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Instructional Materials	2019-2020 Actuals 100%				2023-24 100%
Access to Broad Course of Study	2019-2020 Actuals Met				2023-24 Met

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe Schools	In analyzing stakeholder feedback from surveys, the district recognizes the opportunity to improve programs and initiatives in support of safe schools and communication to all stakeholders of safe schools efforts. The district will continue to maintain a safe, secure, and drug-free school environment for all students by providing supervision, and educating students and staff regarding anti-bullying, social skills, suicide prevention and mandated reporting. Additional hours for safety supervision as needed at sites.	$61,210.00	No
2	Facility Maintenance	In analyzing stakeholder feedback from surveys, the district recognizes the opportunity to improve programs and initiatives in support of facility maintenance and communication of those actions to all stakeholders. AADUSD will properly maintain all campuses in Good Repair to remain in compliance with the Williams Act and designate funding for deferred maintenance. AADUSD will also continue to provide funding for deferred maintenance projects to ensure schools are aesthetically pleasing, technologically current, safe, and support academic, vocational, and extracurricular programs.	$163,126.00	No

Action #	Title	Description	Total Funds	Contributing
3	Instructional Materials	AADUSD will purchase textbooks to improve academic achievement and maintain sufficient inventory for Williams Act compliance for all students. AADUSD will form a Textbook Adoption Committee to engage in the adoption process for textbooks for Science, Health, History, Math, and/or high school A-G courses, as data and student outcomes show is necessary and funding allows.	$352,768.00	No
4	Mental Health	Based on the data analysis provided by counseling staff, AADUSD has determined a need for increased mental health support options available at all sites to service SED, FY, and ELL populations. To help achieve this goal, AADUSD will provide in house services and maintain partnerships with community providers. School based mental health support improves school climate and academic outcomes by addressing the needs of the whole child.	$12,739.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.74%	1,046,603.00

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

Required Descriptions

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

Each of the needs for FY, EL, LI students is unique. The needs for the FY that were considered acknowledge the need to go beyond academic support. Often students considered FY experience neglect, trauma, counseling, and require additional social-emotional support. Likewise, AADUSD recognizes that Low-Income student's needs are similar because they include academics, medical, trauma, shelter, and food. AUDUSD understands that FY/LI benefit most from wellness centers because they offer in-person engagement and support from counselors. The district recognizes the need for outside partnerships to provide additional supports in coordination with the supports provided at school.
Likewise, English learners have unique needs, development of proficiency with academic English that were taken into consideration to provide daily integrated, designated English language development. Partnerships and consistent communication with families of English learners allow them to be engaged in their student's education.
To prioritize the needs of LI, EL, and FY students, the district will gather data related to the number of students who fall into one or more of those categories. Using that data, school personnel will set and monitor goals for attendance and achievement that provide equitable access for these populations.
This will include reviewing student access to technology, school materials, appropriate academic support, attendance data revue, and social-emotional needs.

AADUSD will address the unique needs of Low Income (LI), English Learner (EL), and Foster Youth (FY) students by providing increases and improvements in the following actions: Professional Learning Communities (PLCs) and Professional Development, Response to Intervention (RTI), Multi-Tiered Systems of Support (MTSS), technology, support services through School Counselors and staff, supplemental materials, and parent involvement.

Professional Learning Communities and Professional Development: Goal 1, Action 1.1, 1.2 All teachers will participate in professional development to ensure that they have the knowledge and practices to deliver the best first instruction, especially for their SED, EL, and FY students. Research shows that teacher effectiveness is the most significant factor in student achievement (Bartolo, D.B., (2012). Closing the Teaching Gap; WestEd, (2000). Teachers Who Learn, Kids Who Achieve). Targeted and ongoing professional development using a Professional Learning Community (PLC) model provides all teachers and staff with the support necessary to improve teaching and student outcomes (Joyce, B and Showers, B. (2002). Student Achievement Through Staff Development; Goldenberg, C. (2015) Examining the Impact of Professional Learning Communities). Focus areas for 2020/2021 include increasing student achievement and student connectedness through training to support positive behavior intervention and support (PBIS), training to address the needs of foster youth and low-income families, analyzing student data and implementing a multi-tiered system of support, improved use of ELPAC results to drive EL planning, implementation of Common Core State Standards in a broad course of study, and effective use of technology to increase English proficiency and basic skills. Improved and increased knowledge, strategies, and practices that teachers and staff acquire through professional development and PLC actions are critical factors in closing the achievement gap for SED, EL, and FY students.

Multi-Tiered Systems of Support (MTSS): Goal 1, Action 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, Goal 3 Action 3.1, 3.3. Goal 4. Goal 5 Action 5.1 and 5.4. All schools will implement a comprehensive MTSS program that compliments PLCs to improve and increase services for unduplicated pupils. MTSS focuses on intervening early in a multi-tiered model to provide interventions of increasing intensity. MTSS interventions may take place during the instructional day or the extended day or extended year programs. Supplemental funds support universal screening and targeted interventions for all students but will be principally directed at meeting the academic, social, and emotional needs of SED, EL, and FY students. Supplemental materials and supplies will be purchased with supplemental funds to support MTSS programs. Significant research validates that increased and improved services provided through MTSS have the potential to affect change for students in unduplicated student groups (Brown, J.E. A Cultural, Linguistic and Ecological Framework for Response to Intervention with English Learners (2008); Batsche, Elliott, Graden, Grimes, Kovaleski, Prasse, et. al., (2005) Response to intervention: Policy considerations and implementation; Fuchs, D., Mock, D., Morgan, P.L., & Young, C.L. (2003). Responsiveness-to-Intervention: Definitions, evidence, and implications).

Technology: Goal 1, Action 1.1, 1.2, 1.3, 1.5, Goal 2 Goal 3 3.2, 3.3. Goal 4 Action 4.3. Goal 5 Supplemental funds provide additional technology resources, including devices and applications. These technologies are incorporated before, during, and after school. The district-wide technology program is designed to maximize student access to instruction and provides support for SED, EL, and FY students with the inclusion of scaffolds and resources that increase access to the curriculum. In addition, the district works to ensure access for all pupils by providing hardware and access to those who may need increased support with the use of technology due to limited access to technology at home. In addition, the technology platform to access the curriculum and Due to the global pandemic, the district will continue to support a virtual learning program. The unduplicated pupils in AADUSD are anticipated to comprise the majority of pupils who need increased access to educational technology. Classrooms supported by educational technology benefits SED, EL, FY, and REP students by encouraging reading, writing, and social interactions, allow for "virtual field trips," and allow for research capacity to build background knowledge that student may lack due to lack of resources in the home. The district will be improving and increasing the technology program in 2020/21 to capitalize on the research-proven benefits of educational technology for unduplicated pupils (Lin, L. (2009). Technology and second language learning; WestEd (2002). The Learning Return on Our Educational Technology; Linda Darling-Hammond, L., and Goldman, S. (2014) Using Technology to Support At-Risk Students' Learning).

Increased Services through School Counselors and District Support Staff: Goal 1, Goal 4. AADUSD recognizes the importance of focusing on the whole child to improve student educational outcomes. The District will improve social-emotional services to students at all sites in 2020/21 through increased articulation and collaboration between district staff and community resources, ongoing training for staff, and schedules that ensure availability of counselor(s) and/or staff to address students' socio-emotional and college/career needs. Counseling services are intended to assist students in overcoming behavioral and emotional barriers to learning, attendance, school completion, and preparation for college/career. The actions are principally directed toward our SED, EL, and FY students based on research that shows increased counseling services can improve educational outcomes for students who may experience issues related to sociocultural barriers, poverty, or unavailable parents (White House Reports (2014). Increasing College Opportunity for Low-Income Students; Edutopia - Elias, M.J. (2004). The Four Keys to Helping At-Risk Students).

Research also shows that student achievement is positively impacted when parents are involved in their child's education. (WestEd (2014). Empowering Families to Improve Student Learning; Center for Law and Education (1996). A New Generation of Evidence: The Family is Critical to Student Achievement). Parent involvement in workshops, conferences, homework help, regular school attendance, graduation/college requirements, and teacher planning time will support the increased achievement of SED, EL, and FY students because families will have increased understanding and skills of how to support their child. The schools will work to provide various opportunities for parent involvement in educational opportunities to specific to the needs of EL, FY, and SED families. We will further support parent involvement through the availability of staff who serve in the role of District Translator to support involvement in training, School Site Council, ELAC, and Booster Club/PTO.

Research shows that absenteeism negatively affects school performance. The AADUSD is committed to ensuring all students attend school on a daily basis, with a focus on increasing attendance rates for SED, EL, and FY students. District staff will provide training to classified and certificated staff to increase the effectiveness of monitoring attendance on a daily basis and providing early intervention when needed to reduce loss of instructional time. Additionally, administrative staff, counselor(s), and teachers are committed to working with parents to help them understand and address actors that contribute to truancy and chronic absenteeism to support the goal of increasing attendance and school completion rates. (Balfanz, R. and Byrnes, V. (2014). The Importance of Being In School: A Report On Absenteeism in the Nation's Public Schools; Ready, Douglas. 2010. Socioeconomic disadvantage, school attendance, and early cognitive development: The differential effects of school exposure; Musser, M. P. 2011. Taking Attendance Seriously: How School Absences Undermine Student and School Performance).

Actions described in the Goals, Actions, and Services section will improve and increase services for unduplicated pupils by providing professional development and PLCs to improve best first teaching in the CCSS and a broad course of study, by improving positive behavior supports, by increasing technology integration, by providing supplemental materials, by increasing additional academic and socioemotional support, by improving communications and increasing parent involvement opportunities with parents of unduplicated pupils, by improving the effectiveness of MTSS with universal screening and tiered interventions, and by improving attendance monitoring procedures. Extensive research validating the value of improving and increasing these services for our SED, EL, and FY students has been considered and district staff has determined that the actions and services identified in the LCAP are the most effective option and provide the greatest likelihood of improving outcomes for SED, EL, and FY students.

The District has kept Goal 2 after reviewing its Attendance, Truancy, Suspension, Drop-Out Rates. This will address the State and Local Priorities of Pupil Engagement, School Climate, and local attendance rates. The District is in declining enrollment and attendance rates and truancies are on the rise. This has a direct impact on student achievement. If the student is absent then they are not learning. To close the achievement gap the district understands the first step is to ensure students are attending class. We created this goal to re-focus on student engagement to ensure that students attain a high level of education. We have also kept our previous English Learner Goal and combined it with Goal One to ensure there is an EL plan in place for the district. The district will be working to develop the EL Master Plan and provide additional support for our bi-lingual students.

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

As of March 2021, the total district enrollment is 980 with Socio-Economically Disadvantaged (SED), Foster Youth (FY), or English Learner (EL) students. Therefore, 54.61% of the district's students met one or more criteria for the "unduplicated" count in 2020/2021. The three-year rolling average unduplicated pupil percentage was 54.61% in 2020/2021 and will be 56.09% in 2021/2022. The FCMAT LCFF Calculator dated 01/12/2021 calculates the total amount of LCFF supplemental funding available to provide increased and/or improved services to "Unduplicated Pupils," calculated to be $1,034,399. Based on input from stakeholders and research related to school improvement, the Acton Agua Dulce Unified School District (AADUSD) has determined that the most effective use of some Supplemental funds will be to continue using funds on a school-wide and district-wide basis. AADUSD is a small rural district with school enrollments between 250-350 students, slightly over half of whom meet LI, EL, and/or FY criteria. Analysis of course enrollment data shows that all district teachers instruct students who meet one or more of the "unduplicated" criteria for one or more courses per day.
AADUSD will address the unique needs of Socioeconomically Disadvantaged (SED), English Learner (EL), and Foster Youth (FY) students through increases and improvements in the following areas: Professional Learning Communities (PLCs) and Professional Development, Response to Intervention (RTI), Multi-Tiered Systems of Support (MTSS), technology, support services through School Counselors and staff, supplemental materials, and parent involvement.
The increased and improved services provided through this plan are essential in supporting the unduplicated students of this community. Services that demonstrate an increase for low-income students, foster youth, and English learners are those that stakeholders believe will increase the opportunities for unduplicated students in Acton. These services will support these students to reach higher levels of achievement.
English learners will have access to support staff who will provide both direct and indirect services as an increased service. Bilingual aides will support limited English learners with greater access to the core content while they are acquiring English. Professional development will be provided as support by assisting teachers in implementing newly learned instructional practices that will increase English learners' achievement and their acquisition of English when used by teachers. Another action that will provide increased service to unduplicated students is after-school intervention. These students will be provided with intervention based on high priority standards in both English and Math. These additional actions provide improved services that support the additional needs of EL by Intervention daily subject integration, primary language support for families to make home school connections. Students will be targeted based on students' ELPAC scores and

designated ELD support. Additional actions include providing Bilingual assistants that are specifically available to provide support for the specific needs of English learners.
To provide increased services in the social/emotional and behavioral areas of students' needs, the District will provide a school counselor, school psychologists, Wellness Centers, and the services of outside providers to enhance social-emotional support. Behavior and school climate will be supported by implementing Positive Behavior Intervention Supports (PBIS) and Restorative Practices. Behavior and school climate will be supported through the implementation of PBIS and Restorative Practices. Each school has a PBIS Team overseeing the implementation of PBIS to ensure that LI, FY, and EL students' behavior is taught and reinforced based on developed school-wide behavior expectations. Implementing these systems will improve the schools' climates and impact schools' attendance rates, chronic absenteeism, and suspension rates.
Recognizing the importance of engaging families to increase their involvement in their children's education is an increased service. Parent workshops and parent leadership will ensure that parents' voices are heard and provide direct outreach to parents and provide important connections and communication between the school and parents. Finally, due to the rural location of where many unduplicated students live, the District will provide the increased service of transportation by waiving transportation fees through Summer School. This will help unduplicated students attend school more regularly.
The District will also provide improved services to address the needs of unduplicated students as well. Teachers will receive professional development that is targeted to address students' needs. Building the capacity among our staff that provides learning experiences to address the variety of learners that are in classrooms is a high priority for the District. Through professional development, teachers will be trained on Universal Design for Learning (UDL), Teacher Clarity, Professional Learning Communities (PLCs), and Restorative Practices. Research shows that quality instruction in the classroom produces the greatest impact on student learning. Our district is investing in the most important resource, our educators, by providing continuous improvement (lifelong learning) through professional learning, coaching, and intervention support. Each student and site has unique needs. The district will continue to allocate supplemental and concentration funds to each school site based on a set dollar amount per unduplicated pupil for implementing robust research-based Multi-tiered System of Support (MTSS) strategies and activities aligned to district goals in all eight state priority areas to meet the needs for all students and especially our unduplicated students. MTSS is a research-based methodology with effective strategies for identifying student academic and social/behavioral needs, monitoring progress, and providing individualized or small group support for all students. It is a three-tiered system that starts with clear school-wide procedures and quality first teaching in the classroom in tier one. Tier two addresses the small group of students who need additional support. The final tier focuses on students needing ongoing intervention through regular small group instruction or tutoring during or after the school day. This model will support our district in identifying and providing support to students who require it the most. Technology will continue to be provided by maintaining a one-to-one device for students and providing hotspots. As a result of the pandemic, there has been an increased knowledge on both students' and teachers' parts in using technology. The District will continue to build on these successes with our unduplicated students by providing them with devices that can be used at home and at school. Classroom technology, specifically designed to engage students, will be added as well. Staff will receive training and implement PBIS and restorative practices that will improve the schools' climate and improve students' attendance and reduce chronic absenteeism.
Services to provide translation and multiple platforms used to communicate with parents are improved services that increase parent/school communication which benefits unduplicated students in school—providing training opportunities for parents to further increase and improve parent participation and involvement in the District.

Students' needs are met with support at increased intensity based on the needs of the given unduplicated population. Therefore, services provided for unduplicated pupils at AADUSD are increased or improved by at least the percentage identified above, either qualitatively or quantitatively. AADUSD considers the most effective actions/services to meet the increased or improved services requirement.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$10,154,061.00			$269,420.00	$10,423,481.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$9,344,592.00	$1,078,889.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Professional Development	$331,375.00				$331,375.00
1	2	English Learners Foster Youth Low Income	MTSS Implementation	$322,940.00				$322,940.00
1	3	English Learners Foster Youth Low Income	Assessment and Data Analysis	$33,165.00				$33,165.00
1	4	All	Maintain and Hire Certificated Staff	$3,962,215.00				$3,962,215.00
1	5	English Learners Foster Youth Low Income	Expand Program Options	$66,243.00				$66,243.00
1	6	All	District Operations and Oversight	$1,319,986.00				$1,319,986.00
1	7	English Learners	Implement EL Master Plan	$175,760.00			$44,420.00	$220,180.00
1	8	English Learners Foster Youth Low Income	College, Career Readiness, and STEM Labs				$225,000.00	$225,000.00
1	9	All Students with Disabilities	Maintain and Hire Classified Staff	$2,382,655.00				$2,382,655.00
2	1	All Students with Disabilities	Improving Attendance and Progress Monitoring	$16,830.00				$16,830.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	All Students with Disabilities	Positive Behavior Support and Restorative Practices	$20,444.00				$20,444.00
3	1	All Students with Disabilities	Community Engagement	$4,370.00				$4,370.00
3	2	All	Parent Stakeholder Feedback	$5,329.00				$5,329.00
3	3	English Learners	Multi-Lingual Supported Home School Connection	$23,625.00				$23,625.00
4	1	English Learners Foster Youth Low Income	Graduation Tracking and Post-Secondary Support	$671,419.00				$671,419.00
4	2	English Learners Foster Youth Low Income	Credit Recovery and Partial Credits	$98,143.00				$98,143.00
4	3	Foster Youth Low Income	Support for AP and PSAT Testing	$11,310.00				$11,310.00
4	4	All	Secondary Student Engagement	$118,409.00				$118,409.00
5	1	All	Safe Schools	$61,210.00				$61,210.00
5	2	All	Facility Maintenance	$163,126.00				$163,126.00
5	3	All	Instructional Materials	$352,768.00				$352,768.00
5	4	English Learners Foster Youth Low Income	Mental Health	$12,739.00				$12,739.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,746,719.00	$2,016,139.00
LEA-wide Total:	$888,230.00	$1,113,230.00
Limited Total:	$175,760.00	$220,180.00
Schoolwide Total:	$682,729.00	$682,729.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$331,375.00	$331,375.00
1	2	MTSS Implementation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$322,940.00	$322,940.00
1	3	Assessment and Data Analysis	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,165.00	$33,165.00
1	5	Expand Program Options	LEA-wide	English Learners Foster Youth Low Income	All Schools	$66,243.00	$66,243.00
1	7	Implement EL Master Plan	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$175,760.00	$220,180.00
1	8	College, Career Readiness, and STEM Labs	LEA-wide	English Learners Foster Youth Low Income	All Schools		$225,000.00
3	3	Multi-Lingual Supported Home School Connection	LEA-wide	English Learners		$23,625.00	$23,625.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	1	Graduation Tracking and Post-Secondary Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Vasquez High School	$671,419.00	$671,419.00
4	2	Credit Recovery and Partial Credits	LEA-wide	English Learners Foster Youth Low Income	All Schools	$98,143.00	$98,143.00
4	3	Support for AP and PSAT Testing	Schoolwide	Foster Youth Low Income	All Schools Specific Schools: Vasquez High School	$11,310.00	$11,310.00
5	4	Mental Health	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,739.00	$12,739.00

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> f) 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.
>
> g) 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.

h) 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.

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.