LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Paula Unified School District

CDS Code: 56-76828

School Year: 2021-22

LEA contact information:

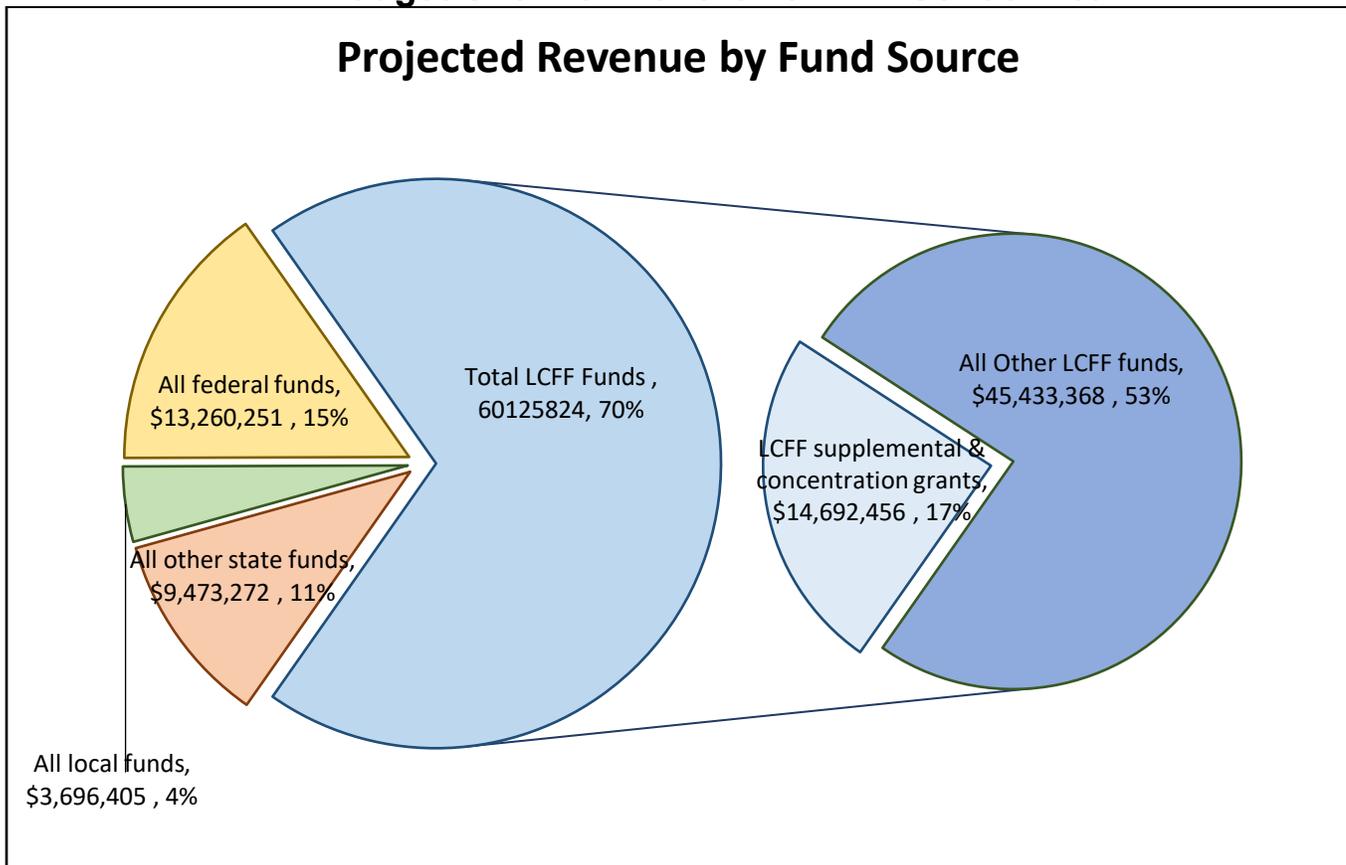Kevin Olson

Director of State and Federal Projects

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805-933-8022

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $13,260,251 , 15%

Total LCFF Funds , 60125824, 70%

All Other LCFF funds, $45,433,368 , 53%

LCFF supplemental & concentration grants, $14,692,456 , 17%

All other state funds, $9,473,272 , 11%

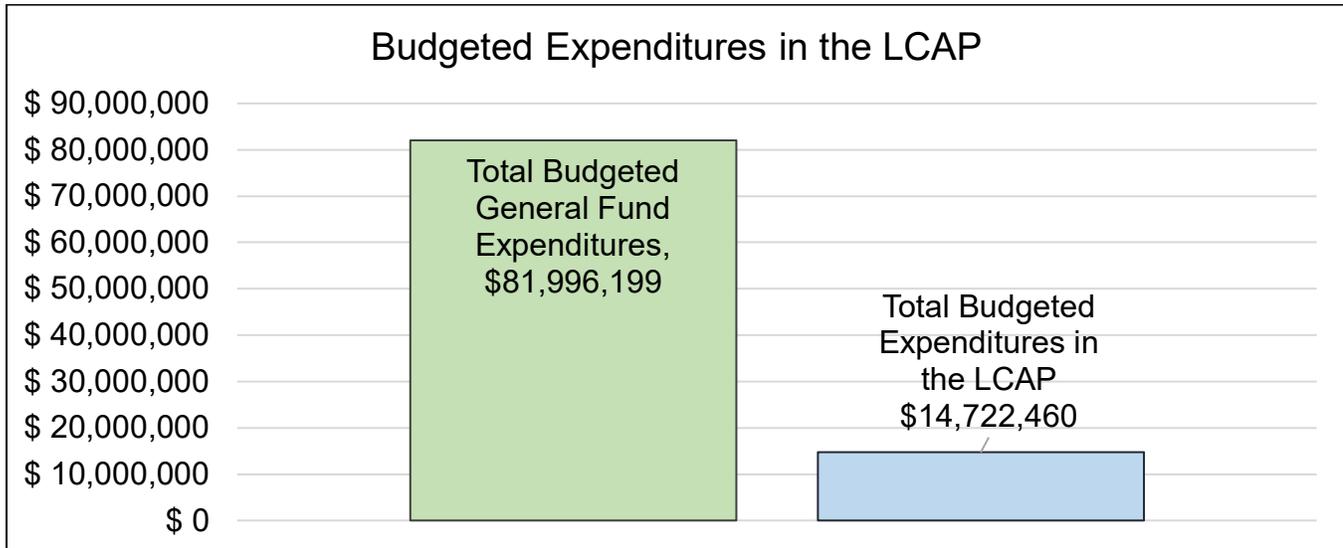All local funds, $3,696,405 , 4%

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

The total revenue projected for Santa Paula Unified School District is $86,555,752, of which $60,125,824 is Local Control Funding Formula (LCFF), $9,473,272 is other state funds, $3,696,405 is local funds, and $13,260,251 is federal funds. Of the $60,125,824 in LCFF Funds, $14,692,456 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $81,996,199	Total Budgeted Expenditures in the LCAP $14,722,460

$ 90,000,000
$ 80,000,000
$ 70,000,000
$ 60,000,000
$ 50,000,000
$ 40,000,000
$ 30,000,000
$ 20,000,000
$ 10,000,000
$ 0

This chart provides a quick summary of how much Santa Paula 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.
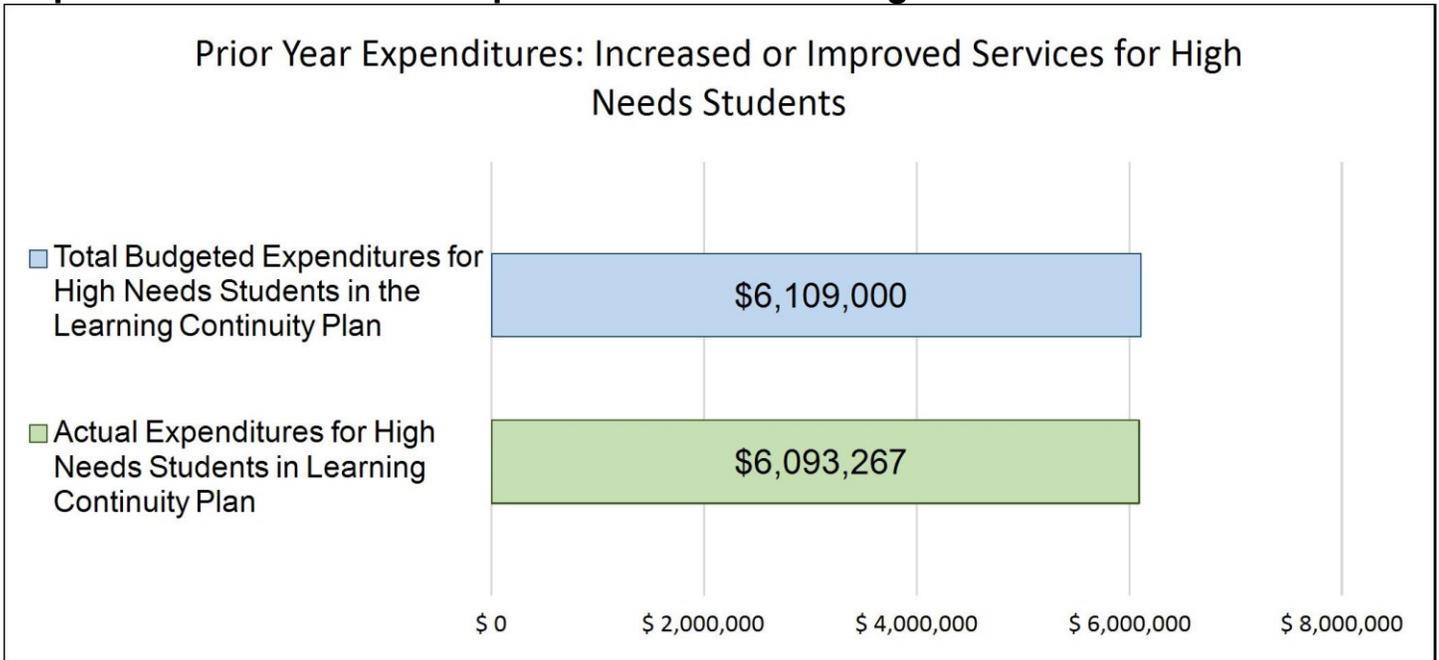
Santa Paula Unified School District plans to spend $81,996,199 for the 2021-22 school year. Of that amount, $14,722,460 is tied to actions/services in the LCAP and $67,273,739 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2021-22, Santa Paula Unified School District is projecting it will receive $14,692,456 based on the enrollment of foster youth, English learner, and low-income students. Santa Paula Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Paula Unified School District plans to spend $14,692,460 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — **$6,109,000**

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — **$6,093,267**

Axis: $0 $2,000,000 $4,000,000 $6,000,000 $8,000,000

This chart compares what Santa Paula 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 Santa Paula 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, Santa Paula Unified School District's Learning Continuity Plan budgeted $6,109,000 for planned actions to increase or improve services for high needs students. Santa Paula Unified School District actually spent $6,093,267 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Santa Paula Unified School District	Kevin Olson Director of State and Federal Projects	gramirez@santapaulaunified.org 805-933-8022

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

Goal 1

Increase academic achievement at all grade levels in ELA and Math and Implement State Standards in all core subjects.
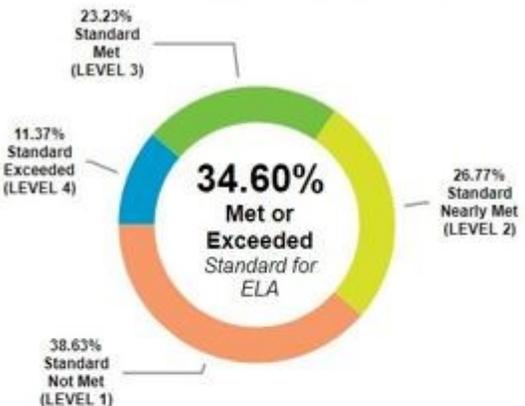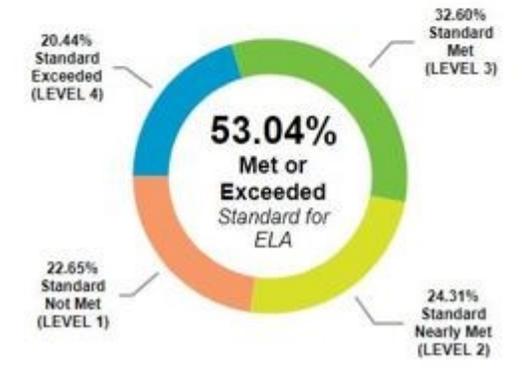
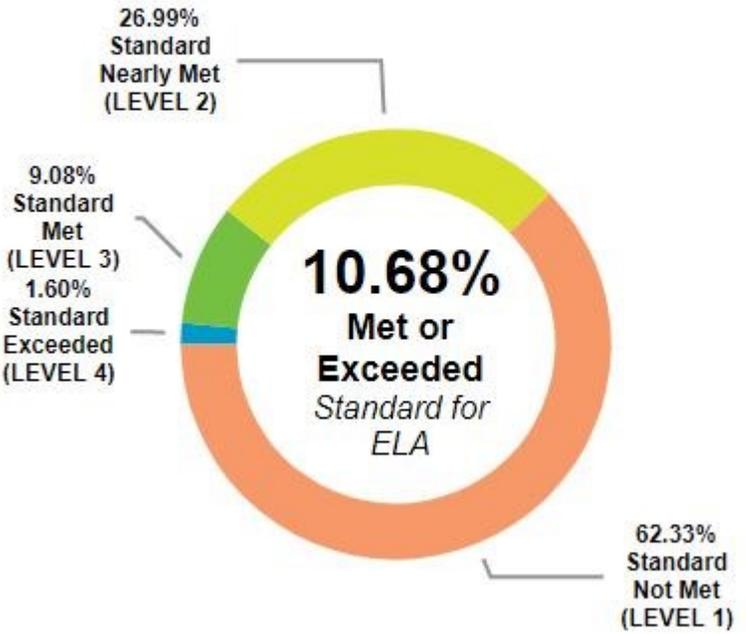State and/or Local Priorities addressed by this goal:

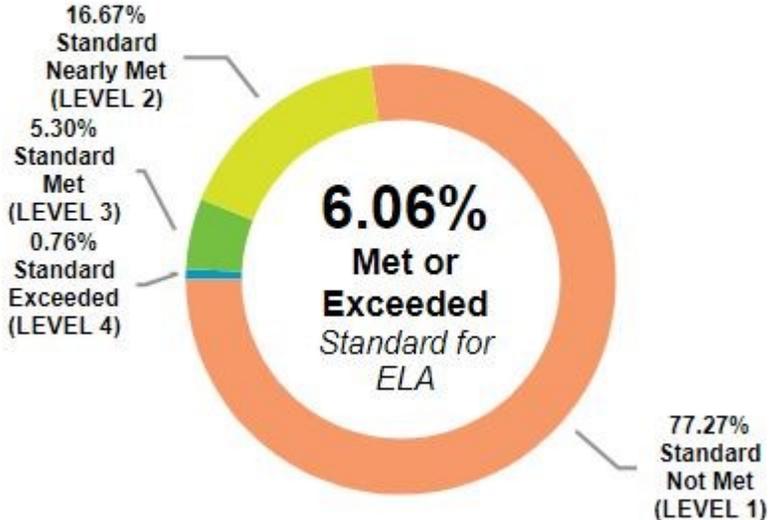|	
State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Local District Assessments

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP ELA Overall 2015-16 **19-20** Maintain or Improve **Baseline** Districtwide: 32% Standard Met or Above Grades 3-8: Change + 3.2 Distance from 3 Grade 11: 41%	Due to Executive Order 5620, Senate Bill 98 and the suspension of state testing for the 2019-20 school year, data is not available. 2018-19 CAASPP Results ELA Overall below and Grade 11

Expected	Actual
	ELA Percent of students within each achievement level 23.23% Standard Met (LEVEL 3) 11.37% Standard Exceeded (LEVEL 4) **34.60%** Met or Exceeded Standard for ELA 26.77% Standard Nearly Met (LEVEL 2) 38.63% Standard Not Met (LEVEL 1) **ELA** Percent of students within each achievement level 32.60% Standard Met (LEVEL 3) 20.44% Standard Exceeded (LEVEL 4) **53.04%** Met or Exceeded Standard for ELA 22.65% Standard Not Met (LEVEL 1) 24.31% Standard Nearly Met (LEVEL 2)
Metric/Indicator CAASPP ELA EL 2015-16 **19-20** Maintain or Improve	Due to Executive Order 5620, Senate Bill 98 and the suspension of state testing for the 2019-20 school year, data is not available. 2018-19 CAASPP Results ELA for English Learners Overall below.

Expected	Actual
Baseline Districtwide: 11% Standard Met or above Grades 3-8: Change +0.1	**ELA** Percent of students within each achievement level 26.99% Standard Nearly Met (LEVEL 2) 9.08% Standard Met (LEVEL 3) 1.60% Standard Exceeded (LEVEL 4) **10.68% Met or Exceeded** *Standard for ELA* 62.33% Standard Not Met (LEVEL 1)
Metric/Indicator CAASPP ELA SWD 2015-16 **19-20** Maintain or Improve **Baseline** Districtwide: 5% Standard Met or Above Grades 3-8: Change 3.9 Distance from 3	Due to Executive Order 5620, Senate Bill 98 and the suspension of state testing for the 2019-20 school year, data is not available. 2018-19 CAASPP Results ELA for English Learners Overall below.

Expected	Actual
	ELA Percent of students within each achievement level 16.67% Standard Nearly Met (LEVEL 2) 5.30% Standard Met (LEVEL 3) 0.76% Standard Exceeded (LEVEL 4) **6.06%** Met or **Exceeded** *Standard for ELA* 77.27% Standard Not Met (LEVEL 1)
Metric/Indicator CAASPP Math Overall 2015-16 **19-20** Maintain or Improve **Baseline** Districtwide: 19% Standard Met or Above Grades 3-8: Change + 2.6 Distance from 3	Due to Executive Order 5620, Senate Bill 98 and the suspension of state testing for the 2019-20 school year, data is not available. 2018-19 CAASPP Results Mathematics Overall and Grade 11 below.

Expected	Actual
	Mathematics Percent of students within each achievement level 17.12% Standard Met (LEVEL 3) 26.80% Standard Nearly Met (LEVEL 2) 8.38% Standard Exceeded (LEVEL 4) **25.50%** Met or Exceeded *Standard for Math* 47.70% Standard Not Met (LEVEL 1) **Mathematics** Percent of students within each achievement level 19.06% Standard Met (LEVEL 3) 22.38% Standard Nearly Met (LEVEL 2) 7.46% Standard Exceeded (LEVEL 4) **26.52%** Met or Exceeded *Standard for Math* 51.10% Standard Not Met (LEVEL 1) 2018-19 CAASPP Results Mathematics

Metric/Indicator
CAASPP Math EL 2015-16

19-20
Maintain or Improve

Baseline
Districtwide: 7% Standard Met or Above Grades 3-8: Change +
2.6 Distance from 3
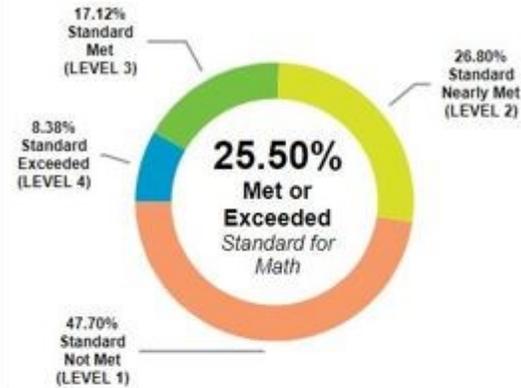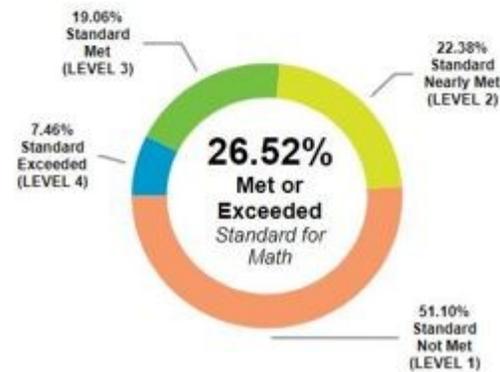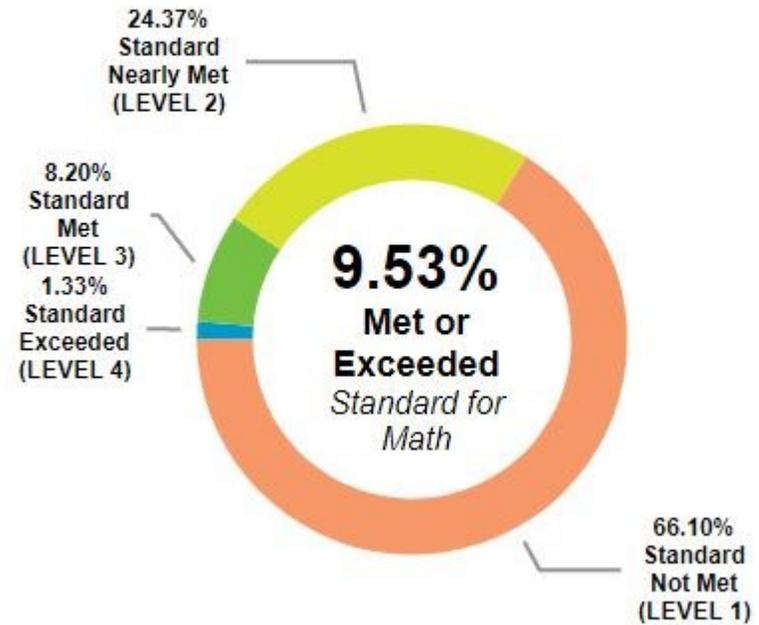
Expected	Actual
	Mathematics Percent of students within each achievement level 24.37% Standard Nearly Met (LEVEL 2) 8.20% Standard Met (LEVEL 3) 1.33% Standard Exceeded (LEVEL 4) **9.53%** Met or Exceeded *Standard for Math* 66.10% Standard Not Met (LEVEL 1)
	2018-19 CAASPP Results Mathematics SWD
Metric/Indicator CAASPP Math SWD 2015-16 **19-20** Maintain or Improve **Baseline** Districtwide: 4% Standard Met or Above Grades 3-8: Change 5.7 Distance from 3	

Expected	Actual
	Mathematics
	Percent of students within each achievement level
	11.59% Standard Nearly Met (LEVEL 2)
	3.02% Standard Met (LEVEL 3)
	4.03% Met or Exceeded *Standard for Math*
	1.01% Standard Exceeded (LEVEL 4)
	84.38% Standard Not Met (LEVEL 1)
Metric/Indicator EL Indicator **19-20** Maintain or Improve **Baseline** Districtwide: 69.2%	During the 2019-20 school year the district continued to strengthen the Designated ELD time by providing professional development to support the implementation of the ELD Standards. The middle school offered training to support teachers in strengthening Integrated ELD. Kindergarten through 5th grade teachers at 3 out 6 elementary sites participated in Lesson Study. Participating teachers collaboratively planned Integrated ELD lessons in the area of English Language Arts.

English Learner Progress

All Students | State

54.3% making progress towards English language proficiency

Number of EL Students: 1,333

Performance Level

Medium

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained Level 4, maintained lower ELPI levels (i.e., levels 1, 2I, 2H, 3L, or 3H), or decreased at least one ELPI level.

- ELs Who Decreased at Least One ELPI Level
- ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H
- ELs who Maintained ELPI Level 4
- ELs Who Progressed at Least One ELPI Level

Expected	Actual
Metric/Indicator Reclassification of EL Students **19-20** Maintain or Improve **Baseline** Districtwide: 15.5%	During the 2019-2020 school year a total of 315 students meet the criteria for reclassification which is a percentage of 16.7. The district exceed the county percentage by 2.7 percent.
Metric/Indicator Quantitative Reading Inventory (QRI) **19-20** Maintain or Improve **Baseline** Baseline data will be determined through QRI Assessment in August 2017	Beginning in 2019-20, the district adopted Literably (Informal Reading Inventory) as a universal screening measure in place of the QRI for students in grades K-5. August 2019-February 2020: K-5 reading teachers worked with 569 1st-5th grade students identified as reading more than one year below grade level and 88 Kindergarten students working below grade level. Grade 1-5: 33% of the students in this grade span made more than one years growth, and another 55% of showed positive growth
Metric/Indicator Physical Fitness Test (PFT) **19-20** Maintain or Improve **Baseline** 2015-16 Overall Pass Rate: 31% Grade 5 Pass Rate: 24% Grade 7 Pass Rate: 40% Grade 9 Pass Rate: 29%	During the 19-20 school year the PFT was not administered to students due to recommendation from the Department of Education.
Metric/Indicator Early Assessment Program (EAP) **19-20** Maintain or Improve **Baseline** 11th grade CAASPP 41% Met or Exceed Standard	2018-19 CAASPP Grade 11 Data

Expected	Actual
	ELA Percent of students within each achievement level 20.44% Standard Exceeded (LEVEL 4) 32.60% Standard Met (LEVEL 3) **53.04%** Met or Exceeded *Standard for ELA* 22.65% Standard Not Met (LEVEL 1) 24.31% Standard Nearly Met (LEVEL 2)
Metric/Indicator API **19-20** N/A **Baseline** N/A	N/A
Metric/Indicator ELs making progress towards proficiency **19-20** Maintain or Improve	Due to the Coronavirus Pandemic the district was unable to complete the Summative ELPAC to all TK-12 students.

Expected	Actual
Baseline 41.62% of EL's made progress toward proficiency, measured by CELDT **Metric/Indicator** Implementation of Content and Performance Standards **19-20** Maintain or Improve **Baseline** Continue to provide professional development and monitor the implementation of CCSS, ELD and NGSS	During the 2019-20 school year, the District offered several professional development trainings to support CCSS, ELD and NGSS. Districtwide: - Academic Conversations Across Content Areas - CCSS Interim Assessment Blocks and Data Analysis - Google Classroom Training TK-5 - Lesson Study (Integrated ELD) - NGSS Overview and Standards Aligned Lesson Development - Data Teams 6-12 - Implementation support for new curriculum History Social Studies - Ongoing Support for ELA/ELD Curriculum - Performance Tasks, Assessment and Pacing - Math Support and Assessment (MDPT) - Integration of Multi-Cultural Literature into Core ELA Curriculum - NGSS (6-8) StemScopes Support - Pacing and Lesson Development
Metric/Indicator Provide students access to standards aligned instructional materials **19-20** Tentative: Science K-12 Identify materials for pilot 2019-20	The district has adopted standards aligned materials in grades K-12 in English Language Arts/ELD and Mathematics. Social Science materials have been adopted for grades 6-12. Due to the COVID-19 Pandemic and closure of schools, all curriculum pilot/adoptions were postponed for the 2019-20 school

Expected	Actual
Baseline Math Adoption K-5 (2014-15); 6-8 (2015- 16); 9-12 (2016-17) ELA/ELD K-8 (2016-17)	year. Grades K-5 will pilot History/Social Studies curriculum in spring of 2021. K-8 science pilot/adoptions are being planned for the 2022-23 school year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1a. Provide professional development for all staff to support the implementation of the California Standards	1000-1999: Certificated Personnel Salaries LCFF 252,083	1000-1999: Certificated Personnel Salaries LCFF 362,306.47
1b. Retain K-5 Reading Intervention Teachers	1000-1999: Certificated Personnel Salaries LCFF 1,252,284	1000-1999: Certificated Personnel Salaries LCFF 1281247
1c. (Previous action 1s in 2018-19 LCAP) Our unduplicated student population is identified as underperforming on state /sufficiency of instructional materials. local assessments. As the effect of lower class size is greatest for low-income students and English Learners, this is principally directed towards and effective in meeting the needs of unduplicated students. Continue to staff smaller class size in grades TK-5 to reduce number of combination classes	1000-1999: Certificated Personnel Salaries LCFF 568,436	1000-1999: Certificated Personnel Salaries LCFF 0
1d. Increase computer/student ratio, purchase technology by implementing 1:1 student device pilot in grades 2-12.	1000-1999: Certificated Personnel Salaries LCFF 523,819	1000-1999: Certificated Personnel Salaries LCFF 633,764.71
1e. Continue upgrades to technology infrastructure	6000-6999: Capital Outlay LCFF 40,000	6000-6999: Capital Outlay LCFF 15,102.41
1f. Retain Computer Technician staffing	2000-2999: Classified Personnel Salaries LCFF 575,825	2000-2999: Classified Personnel Salaries LCFF 551,272.56
1g. Retain Technology TOSA	1000-1999: Certificated Personnel Salaries LCFF 131,749	1000-1999: Certificated Personnel Salaries LCFF 129,113.54

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1h. Retain Math TOSA for and retain one FTE at IMS to support student learning. Conduct Classroom Walkthroughs to support Teaching and Learning	1000-1999: Certificated Personnel Salaries LCFF 253,510	1000-1999: Certificated Personnel Salaries LCFF 291,689.17
1.i (Previously action 1r in 2018-19 LCAP) Increase academic support for Long-Term English Learners and Special Education students through enhanced learning opportunities; add academic support for English Learners in upper elementary to support reclassification	1000-1999: Certificated Personnel Salaries LCFF 51,893	1000-1999: Certificated Personnel Salaries LCFF 23,266.53
1j. Extended library hours and increase access to technology	2000-2999: Classified Personnel Salaries LCFF 349,657	2000-2999: Classified Personnel Salaries LCFF 343,534.34
1k. Retain PE Teachers to implement RtI and promote nutrition and fitness	1000-1999: Certificated Personnel Salaries LCFF 369,811	1000-1999: Certificated Personnel Salaries LCFF 354,452.20
1l. New action identified to monitor and analyze student data, increase student achievement, and to support the development of common assessments. Retain data services specialist position.	2000-2999: Classified Personnel Salaries LCFF 57,988	2000-2999: Classified Personnel Salaries LCFF 52,403.16
1m. Reading intervention services will be focused on Isbell Middle School. Students reading two years of more below grade level have been identified and will be placed in the reading class, renamed as "Academic Academy." This class will focus on student connectedness, literacy, and language and AVID skills. 4 sections will be offered. The reading intervention teacher will also provide after school tutorial/intervention at IMS.	1000-1999: Certificated Personnel Salaries LCFF 150,412	1000-1999: Certificated Personnel Salaries LCFF 97,525.00
1n. Retain preparatory periods for Isbell Middle School	1000-1999: Certificated Personnel Salaries LCFF 729,411	1000-1999: Certificated Personnel Salaries LCFF 601,219.99
1o. Retain two Common Core Coordinators to support and monitor the implementation of the California Standards	1000-1999: Certificated Personnel Salaries LCFF 322,412	1000-1999: Certificated Personnel Salaries LCFF 223,057.66
1p. Retain TK and K Bilingual Instructional Assistants	2000-2999: Classified Personnel Salaries LCFF 127,169	2000-2999: Classified Personnel Salaries LCFF 208,186.12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1q. Provide additional site allocations to support educational outcomes.	1000-1999: Certificated Personnel Salaries LCFF 369,051	1000-1999: Certificated Personnel Salaries LCFF 138,335.42
Action recorded to 1i Action recorded to 1c: Salary transfer of extra teachers not completed in 2019-20		

Goal Analysis

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

All actions and services were implemented during the 2019-20 school year.

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

At the beginning of the 2019-2020 school year, our district was in the process of increasing access to technology for all students. We were in the process of rolling out one-to-one devices to students in specific grade levels and content areas, and much of the focus of professional development centered around how and when to use technology. We were able to offer both beginner and advanced classes in Google how to use basic Google tools like classroom, docs, forms, and slides.   One of the biggest challenges we were facing was helping teachers feel comfortable with technology and thoughtfully plan to use technological resources for specific purposes in their teaching.

Facing this challenge at the beginning of the year actually led to one of our biggest successes. When schools closed in March due to the pandemic, we were able to provide one-to-one Chromebooks to all students in the district. The training that teachers had received earlier in the year gave them a foundation to build on as we made the transition from in person to distance learning.

Another success that we had during the 2019-2020 school year was the transition from using the QRI to Literably as a universal screening assessment in grades K-5. Unlike our previous assessment, this screener can be administered online and real time results can easily be shared. Data from this assessment was used during data team meetings to identify students who were performing more than one year below grade level. These students received targeted intervention services from our reading teachers, and during the first two trimesters of the school year the one third of these students had already made more than one year's growth.

On March 12, 2020, the Santa Paula Unified School District (SPUSD) notified the school community that all schools would close beginning March 16, 2020 due to the COVID-19 pandemic. Together, with the Santa Paula Federation of Teachers (SPFT) and district and site administrators, a three-phased distance learning plan was developed and communicated to all certificated staff. The premise of the learning plan was to ensure that all students continued to receive social-emotional support and educational services during the school closures. Immediately, a distance learning webpage was developed and included online enrichment resources for students in all grade levels and links to parent resources. The primary goal of Phase I and II of the distance learning plan was to contact all families to determine the type of support needed during school closures and offer enrichment resources in core content areas. The five key areas of Phase I and II included:

1. Develop website to support families with access to free on-line resources in a variety of content areas and provide support materials to help establish learning routines at home
2. Identify staff (teachers, administrators, counselors, and District staff) to contact families to reestablish connections, inform of resources, and gather Family Survey data
3. Distribute take-home learning packets at all K-8 school sites in reading and math; identify and post enrichment activities by content area for students in grades 9-12
4. Provide Professional development to all staff
5. Distribute Chromebooks to high school students

Phase III of SPUSD's Distance Learning Plan transitioned from enrichment to the expectation that students participate in on-line or packet-based learning opportunities. During this phase, students were expected to complete tasks and projects assigned by their teachers. Over 2,000 Chromebooks were distributed to students in grades TK-12 and staff monitored parent contacts and regular participation in distance learning. Counselors initiated contact with families who were most at-risk and provided small group check-ins and wellness checks, if needed.

Goal 2

Increase parent involvement and enhance student engagement through a variety of enrichment opportunities

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Adult School Enrollment, CSU/UC enrollment, Parent Involvement Rate

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Advanced Placement (AP) Exam **19-20** Maintain or Improve **Baseline** 2015-16: Total of 234 (21%) students in grades 10-12 took at least 1 AP Exam AP Pass Rate (score of 3 or above): 164 out of 500 exams taken (33%)	SPHS 5-Year Advanced Placement Summary Report

Expected	Actual
	<table><tr><td>SPHS School Summary</td><td>**2016**</td><td>**2017**</td><td>**2018**</td><td>**2019**</td><td>**2020**</td></tr><tr><td>Total AP Students</td><td>234</td><td>272</td><td>307</td><td>386</td><td>309</td></tr><tr><td>Number of Exams</td><td>363</td><td>140</td><td>470</td><td>591</td><td>457</td></tr><tr><td>AP Students with Scores 3+</td><td>70</td><td>93</td><td>125</td><td>162</td><td>138</td></tr><tr><td>% of Total AP Students with Scores 3+</td><td>29.91</td><td>34.19</td><td>40.72</td><td>41.97</td><td>44.66</td></tr></table>
Metric/Indicator Parent Involvement Participation Rate **19-20** Maintain or Improve **Baseline** 235 Parents participated in the PIQE program	During the 2019-2020 school year the District offered 10 sessions for the Latino Family Literacy Project who served 45 parents. Additionally, four Family Science Nights were offered at four sites with an attendance of 420. Furthermore, a family conference, Census Meeting, and Health fair were offered to all parents with a participation of 162 parent. Parents were given an opportunity to participate in a 10 week Leadership Conference that culminated in a Book Festival planned by them. There were a total of 15 participants and over 250 parents who attended the Book Festival in July. In addition, the district provided Project 2 Inspire which is a leadership training where the participants learn in-depth the California educational system and how their participation impact students and parents. There were a total of 15 parents who participated in twenty sessions. The total parent participation for the 2019-2020 school year was 900.

Expected	Actual
Metric/Indicator CSU/UC Enrollment **19-20** Maintain or Improve **Baseline** Baseline TBD June 2017	Most Recent Data: College Going Rate by District/School 12-months 2017-18 Source: Dataquest Renaissance HS High School Completers: 49 students • HS Completers Enrolled in College: 18 students • College Going Rate: 36.7% • CSU Enrollment: 2% • Community College Enrollment: 34.7% Santa Paula High School High School Completers: 347 students • HS Completers Enrolled in College: 263 students • College Going Rate: 75.8% • UC Enrollment: 6.1% • CSU Enrollment: 12.1% • Community College Enrollment: 54.2% • Private School Enrollment: 1.4% • Out of State Enrollment: 2.0%
Metric/Indicator A-G Completion **19-20** Maintain or Improve **Baseline** 2015-16: All students 30.7% English Learners: 2.3% SED: 28.9% Males: 20.1% Females: 37.6%	2019-20: All students: 46%, English Learners: 24.6% SED: 43.8% Males:40.9% Females: 51.6% *(see table below)*

A-G Completion	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements
SPUSD	365	328	89.9%	46%
Renaissance HS	29	20	69%	0%
Santa Paula HS	336	308	91.7%	49%
Ventura County	10,148	8,973	88.4%	47.8%
Statewide	424,058	371,436	87.6%	50.6%

Expected	Actual

Metric/Indicator
College and Career Pathway and Career Technical Education (CTE) Pathway Enrollment

19-20
Maintain or Improve

Baseline
2016-17: Total students 276 Special Education Students: 29 English Learners: 32 Homeless: 23 SED: 215

	2016-17	2017-18	2018-19
Number of Courses Offered	19	19	22
Socio-Economically Disadvantaged	369	388	664
English Learner	23	23	57
RFEP	131	200	419
Special Education	41	42	87
Homeless	31	27	80
Total Students	503	489	805

Metric/Indicator
CTE Pathway Completion

19-20
Maintain or Improve

Expected	Actual		
	Pathway Completion	**2016-17**	**2017-18**	**2018-19**

Pathway Completion	2016-17	2017-18	2018-19
Ag.-Sci. (CPA)	20	19	20
Family and Human Services (CPA)	21	26	29
Public Safety	5		5
Design, Visual, & Media Arts		5	10
Patient Care		13	17
Game Design			11
Engineering Design			3
TOTAL:	46	63	95

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2a. Continue a variety parent involvement and education opportunities across all school sites	2000-2999: Classified Personnel Salaries LCFF 53,775	2000-2999: Classified Personnel Salaries LCFF 42,753.98
2b. Administrative staff over and above base program have been identified to enhance the educational program and provide additional outreach and communication to parents. Retain Administrative Support at Secondary Schools	1000-1999: Certificated Personnel Salaries LCFF 382,291	1000-1999: Certificated Personnel Salaries LCFF 276,286.75
2c. Administrative staff over and above base program have been identified to enhance the educational program and provide additional	1000-1999: Certificated Personnel Salaries LCFF 181,610	1000-1999: Certificated Personnel Salaries LCFF 157,580.06

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
outreach and communication to parents. Retain administrative staff at elementary sites.		
2d. Support Advanced Placement Program and exam fees	1000-1999: Certificated Personnel Salaries LCFF 48,206	1000-1999: Certificated Personnel Salaries LCFF 58,549.65
2e.Increase and support Career Technical Education opportunities in grades 6-12 and retain College and Career Coordinator	1000-1999: Certificated Personnel Salaries LCFF 465,739	1000-1999: Certificated Personnel Salaries LCFF 338,154.57
2f. Retain athletic trainer and purchase supplies	2000-2999: Classified Personnel Salaries LCFF 123,645	2000-2999: Classified Personnel Salaries LCFF 128,396.37
2g. Fund field trips to universities for grades 5, 7, 9 and provide supplemental funding for standards-aligned field trips for all elementary schools.	5000-5999: Services And Other Operating Expenditures LCFF 62,844	5000-5999: Services And Other Operating Expenditures LCFF 34,037.90
2h. Retain and expand Band/Vocal and Instrumental Music instruction by 3.00 FTE/transportation and purchase materials K-12	1000-1999: Certificated Personnel Salaries LCFF 482,645	1000-1999: Certificated Personnel Salaries LCFF 462,823.92
2i. Support youth leadership activities at IMS, RHS, and SPHS	4000-4999: Books And Supplies LCFF 31,422	4000-4999: Books And Supplies LCFF 13,938.17
2j. Support AVID program at IMS, SPHS, and continue to implement and expand at all elementary schools. Implement AVID at RHS.	1000-1999: Certificated Personnel Salaries LCFF 154,664	1000-1999: Certificated Personnel Salaries LCFF 115,944.67
2k. VC Innovated grant expired in 2018-19. (Previous action 2y) Provide a Districtwide mentoring program	5000-5999: Services And Other Operating Expenditures LCFF 52,370	5000-5999: Services And Other Operating Expenditures LCFF 58,032.00
2l. Fund transportation services for District approved athletic events	1000-1999: Certificated Personnel Salaries LCFF 413,519	1000-1999: Certificated Personnel Salaries LCFF 186,730.91
2m. Retain SPHS Athletic Director position	1000-1999: Certificated Personnel Salaries LCFF 48,699	1000-1999: Certificated Personnel Salaries LCFF 52,335.58

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2n. Implement 'Summer Matters' programs	1000-1999: Certificated Personnel Salaries LCFF 352,330	1000-1999: Certificated Personnel Salaries LCFF 54,175.17
2o. Implement restructured GATE identification process and implement in class and GATE enrichment services.	5000-5999: Services And Other Operating Expenditures LCFF 20,948	5000-5999: Services And Other Operating Expenditures LCFF 0
2p.Retain one STEAM Literacy TOSA; purchase materials.	1000-1999: Certificated Personnel Salaries LCFF 141,760	1000-1999: Certificated Personnel Salaries LCFF 136,207.90
2q. (Previously action 2w) Retain clerical support at all sites and maintain additional office support staff	2000-2999: Classified Personnel Salaries LCFF 984,726	2000-2999: Classified Personnel Salaries LCFF 958,888.14
2r. Continue to fund additional elective classes at IMS and SPHS	1000-1999: Certificated Personnel Salaries LCFF 223,908	1000-1999: Certificated Personnel Salaries LCFF 192,764.25
2s. Continue to provide after school opportunities through contracted support and through ASPIRE. Previous summer enrichment opportunities are funded through 2n.	1000-1999: Certificated Personnel Salaries LCFF 379,879	1000-1999: Certificated Personnel Salaries LCFF 108,320.00
2t. Increase communication and marketing of district programs	5000-5999: Services And Other Operating Expenditures LCFF 78,555	5000-5999: Services And Other Operating Expenditures LCFF 15,192.61

Goal Analysis

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

All actions and services were implemented.
L2o: GATE assessments were purchased in 2018-19 and administered in the 2019-20 school year.

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

During the 2019-2020 school year, the parent involvement was a great success. The district provided specific training for committee members to support them in fulfilling their duties as School Site Council, English Learner Advisory, District English Learner Advisory, and Migrant Parent Advisory committee members. California Association of Bilingual Education Project 2 Inspire provided the training. The training focused on acquainting parents to the school system, committees, and LCAP. In addition, it supported the parents in becoming active members of the school community. Furthermore, the district was able to complete the sessions of the Latino Family Literacy Project. The middle school parents had a better understanding of how to support their students due their participation in the Latino Family Literacy Project. Another success were the two Title 1 Family Conferences. In the September Title 1 Family Conference, parents provided specific sessions to other parents. Moreover, the Family Conference on February 22 focused on introducing the Board of Trustees and District Cabinet Members. As well as, providing a keynote speaker discussing building positive relationships with their children. The culminating event was a nutrition fair. The challenge began on March 13 when the school closures began due to the Coronavirus pandemic. The district continued to provide the Project 2 Inspire training via Zoom. The parents received the support needed to attend the Zoom meetings. The parents were able to complete Level 2, which allowed them to continue to Level 3 for the next school year. This was a great success for the parents of Santa Paula because it provided them with an opportunity to deliver the Project 2 Inspire Level 1 to the parents of Santa Paula. Additionally, during the closures the Special Project department attempted to call all Migrant, English learner, and homeless families to ensure they had all the supplies necessary to continue to receive instruction. As well as, providing the families with resources of pantries or any related services. Overall, the parents were able to receive the support outlined for the school year either in person or by Zoom.

In 2019-2020 there were nine CTE pathways taught by industry-experienced, credentialed teachers and courses followed the CTE curriculum standards, with a coherent sequence of courses. SPUSD provided professional development opportunities such as Educating for Careers, Project Lead the Way, and the State FFA Leadership Conference to enhance instruction and improve CTE experiences.

2019-2020 brought awareness to our special population students with a goal of increasing enrollment in CTE courses. English learners were a focus of the 2019-2020 CTE enrollment process, a survey regarding CTE program knowledge, awareness, and interest level was given to all English learners at Santa Paula High School. The data shared supported an increase in English learner enrollment for the upcoming year within the CTE program. Additionally, both California Partnership Academies focused on enrollment within the academies that was representative of the student population. As of March 13, 2020, (last day of school due to Covid-19) the next steps were to continue this same focus on student enrollment within all CTE pathways.

SPUSD worked towards improving the alignment with postsecondary institutions, specifically Ventura Community College District (VCCCD). During the 2019-2020 school year, VCCCD and SPUSD participated in quarterly meetings regarding dual enrollment and articulated course offerings, as well as support for Santa Paula students as they exited high school. Included in these quarterly meetings were representatives of VCCCD, SPHS' college center mentor, Early Academic Outreach Program (EAOP) counselor, Destination College Advisory Corps (DCAC) Representative, and SPUSD's Deputy Superintendent, and SPUSD's College and Career Coordinator.

During the 2019-2020 school year the District revised the GATE Identification process to be more inclusive for the students of Santa Paula. A new assessment tool, CogAT, was identified and all third grade and referred 4th and 5th grade students in the district were tested. Initial data showed an increase in the number of EL students meeting criteria for the GATE program. Unfortunately, due to school closures caused by the pandemic, we were unable to complete the process for identifying students. We look forward to continuing the process of revamping our GATE program during the 2021-2022 school year.

Due to the closures in March of 2020, the traditional Summer Matters program transitioned to an online program for all students in grades TK-12. Elementary and middle school students working below grade level and English learners received first priority to enroll. Instruction was delivered via Zoom and focused on end of the year standards in English language arts and mathematics. High school students had the opportunity to enroll in classes for credit recovery and enrichment. An alternative online curriculum was used to provide students access to standards aligned courses. In addition, all TK-8th grade students had access to Renaissance Learning's Freckle program for English Language Arts and Mathematics. This provided standards-based practice at each students instructional level. In addition, the District purchased individualized online bilingual tutoring support for all students districtwide through Princeton Review. All students had access to free 24/7 tutoring in all subject areas.

Goal 3

Increase graduation rates, reduce suspensions/expulsions and improve social-emotional skills

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Attendance, engagement, mental health

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Graduation Rate **19-20** Maintain or Improve **Baseline** The 2015-2016 Graduation Rate was 93.9%	2019-20 The 4-year cohort graduation rate was 95 %
Metric/Indicator School Attendance **19-20** Maintain or Improve **Baseline** Maintain attendance rate at 95% or higher.	2019-2020: excellent attendance rate (<.8 days of school missed) 31.2 %
Metric/Indicator Dropout Rate **19-20** Maintain or Improve **Baseline** M.S. 0% SPHS: 3.1 % RHS: 6.5 %	2019-2020 dropout rate: 2.7%
Metric/Indicator Suspension Rate	2019-2020: 5.4 % suspension rate

Expected	Actual
19-20 Maintain or Improve **Baseline** 2014-15: 321 suspensions in school and out of school **Metric/Indicator** Expulsion Rate **19-20** Maintain or Improve **Baseline** Maintain Expulsion Rate 0.09 %	2019-2020 expulsion rate: .04% (total of 2 students)
Metric/Indicator Truancy Rate **19-20** Maintain or Improve **Baseline** 014-2015: 35.29% **Metric/Indicator** Chronic Absenteeism **19-20** Maintain or Improve **Baseline** 016-17: 5.6% (A2A data 5/17)	2019-2020 Truancy rate (3.8-7.6 days missed) 18.3 % 2019-2020: 8.9 % chronically absent

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3a. Provide opportunities for credit recovery for students in grades 9-12; include RHS and SPHS	5000-5999: Services And Other Operating Expenditures LCFF 20,948	5000-5999: Services And Other Operating Expenditures LCFF 18,842.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3b. Implement Restorative Justice practices and Positive Behavioral Support. Restorative Justice Facilitators were able to lead weekly Circles; resulting in 207 Circles at SPHS (2nd semester) and 97 at Isbell (total), for a total of 433 Community Building Circles this school year. One of the benefits of facilitating Circles online was that we were able to create smaller groups by using the breakout rooms, which resulted in more Circles than we have ever before been able to facilitate.	5000-5999: Services And Other Operating Expenditures LCFF 89,029	5000-5999: Services And Other Operating Expenditures LCFF 70,561.00
3c. Continue to implement Positive Behavior Intervention Supports (PBIS) Framework	5000-5999: Services And Other Operating Expenditures LCFF 10,474	5000-5999: Services And Other Operating Expenditures LCFF 88,816.07
3d. Provide school based substance abuse intervention program	5000-5999: Services And Other Operating Expenditures LCFF 68,081	5000-5999: Services And Other Operating Expenditures LCFF 4,592.00
3e. Retain intervention facilitator for one period at SPHS	1000-1999: Certificated Personnel Salaries LCFF 25,615	1000-1999: Certificated Personnel Salaries LCFF 24,725.80
3f. Retain 11.6 Counseling positions; retain 2 additional counselors to focus on mental health report, & maintain guidance tech support	1000-1999: Certificated Personnel Salaries LCFF 1,602,288	1000-1999: Certificated Personnel Salaries LCFF 1,533,248.10
3g. Increase a-g completion rate for all students; retain services to Isbell MS	5000-5999: Services And Other Operating Expenditures LCFF 319,457	5000-5999: Services And Other Operating Expenditures LCFF 170,945
3h. Maintain the additional school psychologist at full- time	1000-1999: Certificated Personnel Salaries LCFF 146,704	1000-1999: Certificated Personnel Salaries LCFF 155,161.70
3i. Fund daycare program and related services for teen parents	5000-5999: Services And Other Operating Expenditures LCFF 52,370	5000-5999: Services And Other Operating Expenditures LCFF 46,220.00
3j. (Previously action 2l) Continue to fund Outreach Coordinator at RHD	2000-2999: Classified Personnel Salaries LCFF 98,507	2000-2999: Classified Personnel Salaries LCFF 99,812.08
3k. Retain District Safety Coordinator; maintain campus security officer ratios at secondary schools; fund safety activities	2000-2999: Classified Personnel Salaries LCFF 719,485	2000-2999: Classified Personnel Salaries LCFF 746,482.17

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action/Services reordered to 3j.		

Goal Analysis

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

Outreach coordinator position was transitioned into an assistant principal due to site need. Roles and responsibilities for outreach may have been compounded by other responsibilities.

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

Increased access to mental health support services and interventions for social emotional learning.

Goal 4

Create a welcoming and efficient school climate for staff, students, parents and public

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                     Priority 6: School Climate (Engagement)
Local Priorities: none

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Appropriately assigned and fully credentialed teachers **19-20** Maintain at 99% or higher **Baseline** 99%	Appropriately assigned and fully credentialed teachers
Metric/Indicator Facilities Inspection Tool **19-20** Maintain rating of 100% "good" or better **Baseline** Maintain rating of 100% "good" or better	Maintained rating of 100% "good" or better

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(Previously action 4g) Implement safety measures across school sites	5000-5999: Services And Other Operating Expenditures LCFF 314,220	5000-5999: Services And Other Operating Expenditures LCFF 92,002.07

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Support and retain additional custodial staff	2000-2999: Classified Personnel Salaries LCFF 255,770	2000-2999: Classified Personnel Salaries LCFF 233,091.45
Transfer 0.5% of expenditures to Deferred Maintenance	7000-7439: Other Outgo LCFF 361,468	7000-7439: Other Outgo LCFF 361,468.00
Retain Nutrition Specialist	2000-2999: Classified Personnel Salaries LCFF 102,885	2000-2999: Classified Personnel Salaries LCFF 98,189.90
Retain Increase to Health Services Specialist Action and Services has been moved to 4a	2000-2999: Classified Personnel Salaries LCFF 325,749	2000-2999: Classified Personnel Salaries LCFF 332,039.08

Goal Analysis

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

Each action was implemented to the fullest extent it could be in the 2019-20 school year.

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

Some of the in-person related services were reduced due to the COVID-19 shut down starting in March of 2020. Consequently, the actions within this goal were still successful in keeping our facilities safe, clean, and properly maintained for our students and staff. Our CNS program was able to feed high quality, nutritious food to children throughout the community.

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
IP-1 Secondary Curriculum Coordinator to provide support with digital components of core and supplemental curriculum and monitor assessment data. Assist with coordinating tutoring services for students.	150,000	163,841	Yes
IP-2 Personal Protective Equipment: Face coverings (masks and where appropriate, face shields) to ensure that students and staff entering school sites and staff working are minimizing the spread of respiratory droplets while on campus. Increased supply of hand sanitizer and soap.	45,000	68,976	No
IP-3 Health Materials: Additional thermometers to screen student temperatures and additional supplies to respond to student who display signs of illness.	10,000	68,976	No
IP-4 Disinfecting Materials: Additional materials to support effective routine disinfection of high touch surfaces.	75,000	68,976	No
IP-5 Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing when administering assessments for individualized instruction.	10,000	33,761	No
IP-6 Sineage, Posters, and Floor Decals: Visual cues throughout the school sites to maximize social distancing.	10,000	12,280	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
IP-7 Classroom Technology: Purchase of additional technology for classrooms to allow for increased access to online and virtual streaming of classes.	350,000	2,375,703	Yes
IP-8 Staffing: Additional staffing to significantly reduce student cohorts (average of 12 students in all in-person classes) and additional staffing due to in-person learning, as needed.	1,200,000	735,282	Yes
IP-9 Tutoring: Additional staff to provide support to students.	50,000	50,419	Yes
IP-10 Additional classified staff to help with items such as: student monitoring, safety, facilities, custodial, maintenance, etc.	100,000	63,414	Yes
IP-11 Additional Counseling staff through City Impact Contract as needed to provide mental health support as students transition back to campuses.	100,000	0	Yes
IP-12 Special Education Staffing- 2 Special Education TOSAs to provide documentation and support in implementing Individual Distance Learning Plans (IDLP), 2 Speech Language Pathologists for additional support in delivering services and backlog of assessments.	300,000	419460	Yes
IP-13 Provide Restorative Practices	85,000	0	Yes

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.

IP8: In order to provide all students 1:1 devices and hotspots, additional monies were spent on this action. The expenditures also include additional document cameras, student and teacher headsets, and additional monitors, wireless keyboards and mice.
IP9: Due to the timing of in-person offerings, fewer staff were needed to accommodate the small cohorts for in-person learning.
IP11: Paid out of Sped. funding
IP12: Additional staff members were hired
IP13: Paid out of LCAP

Analysis of In-Person Instructional Offerings

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

Due to high case rates in Ventura County and in the community of Santa Paula, the district continued to offer a distance learning only program through April 19, 2021. The district used results from a family survey administered October of 2020 to plan for a hybrid model after students returned from spring break. Survey results indicated that approximately 50% of families wanted to stay in a distance learning model for the remainder of the school year and 50% wanted to return to a hybrid model. The district continued to prepare for a safe and cautious reopening working together with site and district administrators and union leadership to finalize bell schedules and safety precautions to be implemented at all sites. Safety plans were created and shared with teachers and parents and school walkthroughs were conducted before opening. All students were required to have their temperature checked and complete a pre-screening survey and additional staff were hired at each site to ensure that all mitigation measures could be implemented consistently. Beginning the week of April 19th, elementary students returned to school two days a week in a hybrid cohort model. Students were scheduled into in-person cohorts no larger than 12 students and at the elementary level all students were kept in stable groups, 6ft. apart. Beginning the week of April 26, upper elementary and middle school students returned to school. Middle school students returned to school and transitions were limited to support contract tracing, if necessary. Hybrid students received in person instruction two days a week in cohorts, while DL students received instruction on-line simultaneously. High School students returned to school in a hybrid model beginning the week of May 3, 2021. Students continued in their second semester classes with no disruptions in scheduling. The district remained in a hybrid model for the remainder of the school year. Parents also had the option of remaining in distance learning or independent study.

Although many structures and supports were put in place to support students online and in-person, there was in a significant increase in D/F rates at both the middle and high school levels. As the district transitioned to hybrid learning, tutoring supports continued, however students continued to struggle. A challenge was the short amount of time our students had with teachers for hybrid instruction. We do celebrate the opportunity to provide our high school students with an in-person prom and commencement ceremony. The district plans to offer an in-person summer school program for students in grades K-12 grade as well as continue to offer online, individualized tutoring services throughout the summer.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
DL-1 Increase technology access for all staff, students, and parents especially English Learner, Low Income, and Foster Youth. This includes family surveys. This also includes the district internet service provider, devices for students, computers for staff, hotspots, and other technology.	500,000	1,100,083	Yes
DL2- Provide a common Leaning Management System (LMS)Google Classroom, and purchase upgrade districtwide.	25,000	12,858	Yes
DL3- Purchase supplemental online curriculum for students in grades TK-12	750,000	155,197	Yes
DL4- Purchase additional access to e-books for staff and students.	50,000	52,161	No
DL-5 Provide 2 Educational Technology TOSAS to support teachers, students, and families.	300,000	235,892	Yes
DL-6 Offer an independent study program for students district-wide. Purchase online curriculum (Edgenuity)	60,000	85,805	No
DL-7 Purchase Social-Emotional Curriculum for students in grades TK-8 (Second Step)	25,000	25,473	Yes
DL-8 Provide parent workshops to support distance learning, technology, social emotional need of students.	10,000	0	Yes
DL-9 Work with community partners to offer additional safe work environments for students with limited/no access at home.	25,000	0	Yes
DL-10 Provide tutoring for students who need additional support; focus on EL students, foster, homeless, and students with disabilities.	50,000	50419	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
DL-11 Provide additional staff for interpretation and translation of parent workshops and meetings.	10,000	0	Yes
DL-12 Special Education staff: Continue to provide appropriate staffing for both certificated and classified positions and adapt delivery of services to distance learning context.	950,000	419460	Yes
DL-13 Provide additional support, extended school day, tutorials, and parent education to EL students and parents.	100,000	0	Yes
DL-14 Continue to support UCSB partnership to promote a college-bound culture.	170,000	0	Yes
DL-15 Continue and expand mentoring support for students districtwide.	75,000	0	Yes
DL-16 Provide professional development opportunities for classified and certificated staff with a focus on engaging EL students, homeless, foster, and students with disabilities in a distance learning environment.	100,000	163347	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.

DL1: Additional technology, hotspots, document cameras, teacher and student headsets and wireless keyboards and mice were purchased to support 1:1 access for all students.
DL3: Renaissance learning software was purchased through the Low Performing Student Block Grant
DL8: Parent Workshops were provided using district staff
DL9: Action not needed
DL11: Funded through LCAP
DL13: Funded through DL 10
DL15: Funded through LCAP
DL15: Funded through ELO
DL16: Funded through multiple resources (LCAP, Title I and CTE)

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.

SPUSD began to prepare for a distance learning instruction model as soon as our schools closed on March 13, 2020. Through a collaborative effort between district and site administrators and representatives from SPFT and CSEA, an instructional framework committee began working during the summer of 2020 to identify a distance learning and hybrid learning model. It was important that all stakeholders were involved in this process. An online family survey was made available to all families in order to seek input on preferred instructional models and safety measures to be implemented when bringing students and staff back for in-person instruction. The parameters below were identified for the distance learning program.

Students will remain at home full-time to access their coursework

Students will receive daily, live interaction and instruction by grade level or subject course teachers

District core and supplemental curriculum will be utilized for courses

Students will be expected to complete classwork assigned by the teacher daily

Attendance will be taken daily based on participation and assignment completion

Letter grades (grades 6-12) and progress marks (TK-5) will be assigned by each teacher

Three weeks prior to the end of the first grading quarter, and permitted by the Ventura County Public Health Department, a decision will be made to phase elementary students into classrooms to begin the hybrid learning model

Although the district was able to offer a comprehensive distance learning program, many challenges existed. We found that students needed additional support when completing asynchronous assignments. As a result, small group tutoring opportunities were provided, as well as office hours at the middle and high schools. Due to many personal and comfort reasons, many students did not turn on their screens during live instructional time, making connecting with students more challenging. The district did purchase a classroom management program, Go Guardian to help increase student engagement. This allowed staff to see each student's screen to help support completion of assignments. We also found that our EL students needed additional support outside of their designated ELD time. All sites worked to identify time periods for after school tutoring and free 24/7 bilingual tutoring support was made available to all students districtwide.

The district was able to provide all students with a district issued Chromebook. Over 4,800 devices were distributed districtwide. Additionally, over 1,000 hotspots were also checked out to students. A technology hotline was established to provide students and parents support to trouble shoot hardware issues and professional development was provided to parents throughout the school year. A significant challenge was internet speed and connectivity. Due to weather and volume issues, there were several days that students and staff had limited or no access to the internet. On these days, students were provided with independent work assignments. Staff roles expanded and many staff members learned new skillsets to support students and families. Instructional assistants worked with small groups of students online and utilized Zoom and features of Google Classroom. Library Media Technicians were critical in supporting parents and students to troubleshoot Chromebook problems and checkout thousands of devices and media to be used for instruction. Technology site technicians served as hotline support throughout the school day, and all available staff worked together to reach out to families to support engagement and attendance. Staff is to be commended!

Overall, parents indicated that they were pleased with the services provided the circumstances. A Distance Learning survey was administered to families and staff in spring of 2021.

54% of families indicated that they were satisfied with the DL learning model.

61% of families indicated that it was easy to use the DL tools provided by the school.

57% of families indicated they were confident in their ability to support their child's education during DL.

70% of families indicated that they felt comfortable communicating with their child's school

The complete survey results can be found on the district website.

This year we offered a professional development menu to teachers. Teachers were able to choose from 58 offerings covering topics such as Math, English Language Arts, English Language development, Science, History/Social Science, AVID, tools for online learning, assessment, and Social Emotional Learning. For many of the sessions teachers had the choice whether to attend live or to view a recorded session at a time that worked best for them. This increased flexibility gave teachers the opportunity to choose what topics and styles best met their individual needs. The increased flexibility in professional development was one of our biggest successes this year with 492 voluntary after school PD sessions attended in January-March.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
PLL1: Administration of beginning of the year baseline assessments in ELA, Math and ELD. Continue to administer at the end of each grading period.	10,000	72,000	Yes
PLL2: Provide tutorials and extend the school day for students not progresing towards grade level standards.	100,000	50419	Yes
PLL3: Data Dashboard and Software Tools: Maintain Illuminate and purchase ELLevation software programs to monitor student achievement.	44,000	0	Yes
PLL4: Continue to offer credit-recovery opportunities for students in grades 9-12. (Cyber High).	30,000	0	Yes
PLL5: Offer TK-12 grade summer program in 2019-20 and 2020-21	500,000	0	Yes
PLL6: Special education teachers and related services providers to conduct formative assessments with SWD to inform goal progress and the need for additional supports and services. IEPs to be held to discuss and address identified learning loss and update IDLPs as well as IEPs.	300,000	335113	No

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.

PLL3: Purchased through General Fund
PLL4: Purchased through LCAP
PL5: 2019-20 Funded through LCAP, 2020-21, Funded through ELO

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.

One of the biggest challenges we faced at the beginning of the 2020-2021 school year was in determining how to assess the amount of Pupil Learning Loss that our students were experiencing. Not only did we not have assessment data from the end of the 2019-2020 school year, but we also had to modify the way we assessed students due to distance learning. Testing remotely was especially challenging for many of our younger students who were not yet fluent readers and still learning how to use digital platforms for learning. The Baseline and Trimester 1 testing windows were combined to provide enough time for us to assess all students.

In order to best utilize the reduce number of instructional minutes this school year, the district chose to focus the priority instructional content for each grade level found on the Achieve the Core website. Results from our baseline/trimester 1 assessments and the narrowed content focus helped us to create a focused instructional plan for each grade level. Curriculum Advisory Teams from each grade level met monthly throughout the year to discuss specific student needs, review curriculum, and modify assessments as needed.

We were also able to provide a variety of intervention services for students throughout the school year. This included some of our typical intervention services such as before and after school sessions with classroom teachers and reading intervention classes throughout the day, as well as college tutors, community-based tutoring, and access to 24/7 bilingual tutoring through Princeton review. This service has proven especially popular with 1,100 tutoring sessions completed and 100% of students reporting that this service is helping them to feel more confident in completing their schoolwork. Other tutoring services included:

Elementary Tutoring Support

During the School Day and After School small group instruction

Homework/Classwork Assistance

Tutor.com 24/7 Individual Tutoring

Blanchard Community Library Peer Tutoring

City of Santa Paula Parks and Recreation after school tutoring

Middle School Tutoring Support:

Before/After School and Evening Tutoring and Homework Support

General and Strategic Focus

College Tutoring in all math courses and general tutoring after school

Office Hours and small group

Tutor.com 24/7 Individual Tutoring

City of Santa Paula Parks and Recreation after school tutoring

High School Tutoring services:

Before/After School and Evening Tutoring and Homework Support

General and Strategic Focus

Saturday School in virtual classrooms (Zoom or Google Meets)

Migrant (Tutoring & One-on-One Supports on Saturday)

AVID Tutors in elective courses

College Tutoring in all math courses and general tutoring after school

Link Crew Leaders check in with 9th grade students weekly to provide academic and social emotional supports.

Wellness Drop-Ins & Virtual Wellness Room

Tutor.com 24/7 Individual Tutoring

One of the biggest successes in this area was adopting the Renaissance Suite of products so that we had a common measurement for students in grades K-12 across the district. In grades K-8 we also adopted Freckle, an adaptive practice program for ELA and Math, that integrates with each assessment to provide targeted practice based on each student's individual needs. Data from Spring of 2021 shows the following: 34.5% of K-1 and 28.9% of 2-12 grade students are performing At/Above Benchmark in reading, and 21.8% of students in grades 2-8 and 11 are performing At/Above Benchmark in math.

Analysis of Mental Health and Social and Emotional Well-Being

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

To succeed in school and in life, students must have the social-emotional readiness to learn. Teachers and staff are now expanding successful preventative and restorative practices to manage the big emotions and behavioral challenges that come with the complex academic and social world at school. Several components in SPUSD's LCAP improve conditions of learning for all students by advancing the MTSS framework.

- Second Step Curriculum: Second Step programs are research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children from Early Learning through Grade 8.

- Restorative Justice Practices: working at SPHS to train students as peer mediators, and teachers and staff in the use of restorative practices that serve to promote positive relationships, de-escalate conflicts, and reduce the use of suspension in discipline.

- Community Agency Engagement and Support: Expanding contracts with community agencies such as Logrando Bienestar, Clinicas, and VCBH to promote access and engagement in therapeutic services.

- On-site mental health counseling and therapy for Tobacco Prevention at our schools is provided by the Tobacco Grant in collaboration with the department of justice.

- Wellness Center- a hub of school and community resources to help support students in crisis. This center will also provide peer mentors and a total of two counselors to provide regular counseling and support to students in need.

- Increased mental health staffing-SPUSD will be increasing our mental health staff by adding 2 school psychologists and 2 mental health counselors to support our schools.

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.

During the 2020-2021 school year, the district was able to provide parent workshops every other Tuesday for 15 sessions with a total participation of about 300 parents. Additionally, the Project 2 Inspire Level 3 series continued for the 12 parents who participated in the Level 2 training the prior year. Furthermore, the Technology TOSA's and the Literacy TOSA conducted sessions to support parents with the zoom and google platform. All of the parent sessions were recorded and uploaded on to the district website on the Parents Tab. The goal was to make them available to all parents who would like to view the training at any time. Moreover, the district

collaborated with Logrando Bienestar to provide topics related to COVID-19 that included Achieving Well-Being, Stress and Anxiety, Emotions and Depression, Bullying/Intimidation, Child development, and the use of substances. In addition, parents were offered the opportunity to attend the Local Ventura California Association of Bilingual Education (CABE) Conference, the State CABE Conference, and the County Equity Conference. In addition, the district added a contact list of all of the staff to the Parent Tab on the website to provide parents and family with access to teachers or site administration. Overall, parents and families were able to continue learning and feel supported during the school closures and during the reopening of schools.

Analysis of School Nutrition

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

The district has provided nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals. Meals have been available for pick-up from 5 sites within the district, 3 days per week, Monday, Wednesday & Friday from 11-1 pm. One site was open from 11-2 pm. Parents can go to any of the 5 school sites and pick up meals for all students in the household regardless of their enrolled school site. Parents received 2 days' worth of meals on Monday and 2 days' worth on Wednesday. On Fridays, parents received 1 day worth of meals for each child in the household. When SPUSD transitioned to a hybrid of in-person and distance learning, meals have been distributed using both the "Grab and Go" process and Meals served in the classroom for those students who are on campus. SPUSD has emphasize the following protocols with either distance learning or in-person learning: Health and Hygiene Promotion Teach and reinforce hand washing and use of a cloth face covering by employees when near other employees or students. Have adequate supplies for both employees and students including soap, hand sanitizer, and tissues. Post signs on how to stop the spread of COVID-19. Cleaning and Sanitation Update standard operating procedures for sanitation of school kitchens, cafeterias and food warehouses. Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing. Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads. Meal preparation ensure gloves, masks, disposable aprons, and other supplies are readily available. Promote fresh healthy menu options that are individually plated meals and proportioned and prewrapped produce. Use disposable trays and wrap cold items in plastic and hot food with foil. Consider how work stations can be reorganized for proper physical distancing. Adjust employee shifts to minimize number of staff in the kitchen. Offsite Meal Service (with approved USDA2020-21 Learning Continuity and Attendance Plan for Santa Paula Unified School District Page 33 of 34 waivers) Offer grab-and-go student meals for consumption at home, including drive through, delivery, or curbside pick-up options. Assess whether there are students who are unable to access school meal distribution sites and identify ways to address these gaps. Communication with Students and Families by Notifying parents and the school community about school meal service and options. Use a variety of communication methods such as social media, newsletters, and school websites.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A		

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.

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.

The unprecedented COVID-19 pandemic has affected the entire Santa Paula Unified School District community and significantly affected the lives of our students, families, and staff. The broader economic impact of the pandemic has caused high levels of stress and trauma due to increased unemployment, childcare needs, food insecurity, and access to technology. Families have also been physically separated from in-person mental health and targeted services. Virtual sessions were offered for the majority of the school year but could replace the in-person connection that our students and parents have with district staff. The disruption of services was most detrimental to our English Learners, Foster and Homeless Students, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, methods of instruction, and assessments were also disrupted.

We have also witnessed first hand how a dedicated team of administrators, certificated and classified staff, parents and community members worked together to support students in the Santa Paula Unified School District. We appreciate and commend all stakeholders for learning alongside the school community as many transitioned into new roles as at-home educators and caretakers while dealing with the impacts of the COVID-19 pandemic. We have learned that in order to support students and offer exemplary learning experiences, we must maintain high expectations, have compassion, work together as partners, have honest and respectful conversations to do what is best for our students. Lessons from the 2020-21 school year taught us that we need to educate the whole child, address social emotional, academic, and equity within our schools and community. The 2021-22 LCAP reflects these priorities.

Highlights of the 2021-22 LCAP include:
College and Career Readiness Supports
Newcomer Support
Long Term English Learner Support
Counseling and Mental Health Support
Parent Support and Engagement Workshops
Saturday School Program for English Learners
Nutrition and Physical Education services and training
Expanded Transitional Kindergarten
Tutoring Support

Additional priorities identified by stakeholders will be funded through Title I, Expanded Learning Opportunity Grant (ELO) and State and Federal Emergency relief funds.

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

Learning loss will continue to be assessed and addressed in the 2021-24 LCAP. Goal 1 metrics identify local assessments as a measure to monitor student progress and identify areas of needs based on learning loss. All schools will continue to engage in a cycle of inquiry using the Plan, Do, Study, Act framework. The process will include administering universal assessments in ELA and mathematics, reviewing assessment results through site data teams, creating action plans and supports for each student. This process will take place at the beginning of the school year to establish baseline results and repeat at the end of each grading cycle. Interventions and extending the school day for the most at need students will be implemented at sites. Elementary reading teachers will work directly with students who are two or more years behind grade level and before/after school interventions will be offered. The district will also continue to provide individualized 24-hour tutoring to all districtwide through tutor.com.

An English learner Saturday academy will be established to support EL students attain English proficiency and support literacy and math skills and a newcomer teacher will be hired to work with newly arrived elementary aged students. In order to assess the impact of all actions and services, metrics will be identified for each action and service and updates will be provided throughout the school year to the LCAP Advisory Committee, DELAC, and PDAC committees. Additionally, all school site SPSA plans will align and support all goals in the LCAP. The Expanded Learning Opportunity Plan will also augment the district's efforts to monitor, assess and support learning loss. Expansive summer school programs, tutoring, instructional assistant support, and community learning centers will provide additional academic and social emotional support for students.

For students with unique needs, their learning loss will continue to be assessed through a number of formal and informal measures, including a review of their progress towards IEP goals. Students who have not progressed on their IEP goals will be targeted for learning loss mitigation intervention. Formal measures may include CBMs, criterion based assessments, Sonday Systems reading assessments, and individualized math measures.

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.

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.

Based on the analysis and reflection of student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan, along with stakeholder engagement, we have come up with the following 5 goals for the 2021-2022 LCAP:
1) Increase academic achievement in all grade levels and implement the Ca State Standards.
2) Increase parent involvement and enhance student engagement through a variety of opportunities to promote student achievement and college and career readiness. This goal will represent expanded learning opportunities that align with and support the implementation of state standards, college and career readiness indicator, and enrichment opportunities.
3) Increase graduation rate and reduce suspensions and expulsions.
4) Create a welcoming and safe school climate for students, parents, and staff.
5. Focused Goal: Increase English Learner achievement and provide additional instructional support.

SPUSD will continue to work in collaboration with educators, parents, and the community to prepare students academically, emotionally and socially for college, careers, global citizenship, leadership, and lifelong learning.
The district will continue to set high expectations for all students and staff to ensure that each student receives equitable opportunities to become successful in life.

Highlights of the 2021-22 LCAP include:
College and Career Readiness Supports
Newcomer Support
Long Term English Learner Support
Counseling and Mental Health Support
Parent Supports
Saturday School Program for English Learners
Nutrition and Physical Education services and training
Expanded Transitional Kindergarten

Additional priorities identified by stakeholders will be funded through Title I, Expanded Learning Opportunity Grant (ELO) and State and Federal Emergency relief funds.

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:
    - o Continuity of Instruction,
    - o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o 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	15,322,095.00	12,773,785.30
LCFF	15,322,095.00	12,773,785.30
	15,322,095.00	12,352,982.59

* 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	15,322,095.00	12,773,785.30
1000-1999: Certificated Personnel Salaries	10,024,728.00	7,988,986.72
2000-2999: Classified Personnel Salaries	3,775,181.00	3,795,049.35
4000-4999: Books And Supplies	31,422.00	13,938.17
5000-5999: Services And Other Operating Expenditures	1,089,296.00	599,240.65
6000-6999: Capital Outlay	40,000.00	15,102.41
7000-7439: Other Outgo	361,468.00	361,468.00
	361,468.00	0.00

* 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	15,322,095.00	12,773,785.30
1000-1999: Certificated Personnel Salaries	LCFF	10,024,728.00	7,988,986.72
2000-2999: Classified Personnel Salaries	LCFF	3,775,181.00	3,795,049.35
4000-4999: Books And Supplies	LCFF	31,422.00	13,938.17
5000-5999: Services And Other Operating Expenditures	LCFF	1,089,296.00	599,240.65
6000-6999: Capital Outlay	LCFF	40,000.00	15,102.41
7000-7439: Other Outgo	LCFF	361,468.00	361,468.00
		361,468.00	0.00
		361,468.00	0.00

* 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	6,125,510.00	5,306,476.28
Goal 2	4,683,535.00	3,391,112.60
Goal 3	3,152,958.00	2,959,405.92
Goal 4	1,360,092.00	1,116,790.50

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$2,485,000.00	$4,061,088.00
Distance Learning Program	$3,200,000.00	$2,300,695.00
Pupil Learning Loss	$984,000.00	$457,532.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$6,669,000.00	$6,819,315.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$150,000.00	$252,969.00
Distance Learning Program	$110,000.00	$137,966.00
Pupil Learning Loss	$300,000.00	$335,113.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$560,000.00	$726,048.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$2,335,000.00	$3,808,119.00
Distance Learning Program	$3,090,000.00	$2,162,729.00
Pupil Learning Loss	$684,000.00	$122,419.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$6,109,000.00	$6,093,267.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Paula Unified School District	Kevin Olson Director of State and Federal Projects	gramirez@santapaulaunified.org 805-933-8022

Plan Summary [2021-22]

General Information

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

The Santa Paula Unified School District (SPUSD) was established in 2013. Approximately 5,077 students in Transitional Kindergarten through 12th grade receive a high quality, standards-aligned educational program from dedicated and highly qualified educators. The district is comprised of 6 elementary schools, 1 middle school, 1 comprehensive high school, 1 alternative education high school, and an adult education program.   Our unduplicated pupils' percentage is very high (85%), with the majority of all students served as socioeconomically disadvantaged (85%). The percentage of students who qualify to receive Free and Reduced lunch is about 83% districtwide. Our student demographics include 96.1% Hispanic/Latino, 3.2% White, and 0.2 % Asian, African American, and American Indian or Alaska Native. Approximately 32.9% are English Learners, 2% are enrolled in the migrant program, and 14% qualify for Special Education services. According to the 2010 Census, the Median Household Income in Santa Paula is $41,650 compared to a Ventura County median household income of approximate $62,000. Of the 8,300 households within the Santa Paula Unified School District, over 15% of the population is below the federal poverty line including 20% of those residents under the age of 18. The District also serves approximately 543 students who meet the definition of homelessness.

One of our greatest challenges began on March 12, 2020, the District notified the school community that all schools would close beginning March 16, 202020 due to the COVID-19 pandemic. The challenge continued as we began the 2020-2021 school year. In preparation for the upcoming school year, community members, parents, students, and staff provided input through an additional family survey and provided feedback on how the district could refine and improve our instructional models and instruction. A districtwide School Reopening Committee was established comprised of district, school administrators, members of the Santa Paula Federation of Teachers (SPFT), and the Classified School Employees Association (CSEA). The committee met throughout the summer to create a reopening plan to address student and staff safety, facility needs and preparation, distance learning, hybrid instructional models, and bell schedules. The entire district continued providing learning remotely to all the students until April 12, 2020. April 13th was the first day of in person learning for TK-2nd students. The following week we continued with grades 3rd-5th.   The district continued with a Hybrid Model, which divided the students into Cohorts and provided in person learning for two days a week. Parents were given an option to continue with distant learning or attend the Hybrid model.

In addition, the district continued with a similar model with the secondary students. They began in person learning with 6th grade on April 15 and followed with 7th through 12th grade students participating in small group in person learning. On April 17th in person learning with the Hybrid model was open for all 7th and 8th grade students. Following with the high school offering in person learning on May 4. The students, parents, and staff were excited to conduct learning in person.

Additionally, the Santa Paula Unified School District is rich in culture and celebrates the diversity of our students. We have built strong relationships with local service organizations, fire and police departments, and work collaboratively to provide student enrichment and leadership opportunities, mental health education and parent involvement workshops. We view changes as opportunities and look forward to many exciting and productive learning experiences for our students. The Board of Trustees has a vision to provide exemplary and equitable learning environments for all students to be prepared to successfully contribute to a diverse global society. The District is excited about the future of SPUSD students.

Reflections: Successes

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

Due to the pandemic collection of data for the California School Dashboard was suspended. However, Dashboard data from 2019 shows that our district was continuing to make progress toward grade level standards. Our English Language Arts distance from met score increased 7 points from the previous year with the greatest gains made by our Hispanic, White, and Socioeconomically Disadvantaged students. Our Math distance from met scores also increased by 3.6 points overall with our Students with Disabilities making the largest gains. Additionally 54.3 % of our English Learners made progress towards English Language Proficiency. This percentage of students was higher than the state average, and also less than 1% point away from being classified as a high growth rate. The College and Career indicator also increased by 4.6% to 39% with Socioeconomically Disadvantaged Students making the most progress.

Based on the LEA Local Indicator self-reflection process, it is evident that parent and family engagement and school climate are areas of strength. Survey data and parent participation have increased and data is favorable of our efforts. We have a system to gather parent/family input and multiple opportunities for meaningful engagement. Currently, all offerings are virtual and we will determine in-person parent involvement opportunities as we move into the 2021-22 school year .

Even with the many challenges that distance learning presented this year, our local data continued to show a pattern of growth for our students. We value the input from our students, parents, staff, and community stakeholders and will continue to make decisions together in the best interests of our students.

Reflections: Identified Need

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

Based on the LEA Local indicator self-reflection process we were able to identify the following needs in conjunction with the evaluation of the current LCP.

The 2019 Ca. School Dashboard for SPUSD indicated a rating of "yellow" for all students on the academic indicators for English Language Arts/Mathematics grades 3-8 and grade 11, and the academic indicator for Students with Disabilities (SWD) was reflected as "orange." Although the district continues to focus services on all of its unduplicated students, academic achievement for English Learners and SWD will continue to be a primary focus and data will be gathered and analyzed on a regular bases to determine what additional support to implement. The District continues to make small gains districtwide on CAASPP. English learner and SWD test scores have not increased incrementally over the past 4 years. English language arts scores in 2014-15 show 8% of EL students and 3% of SED met/exceeded standards, compared to 2018-19, 11% for EL students and 6% for SWD. A focus on quality instruction and targeted academic interventions will support English Learners in K-5, Long Term English Learners in grades 6-12 and students with disabilities. Reading Specialists, classroom teachers, and after school program staff will continue to provide reading intervention in all elementary sites. Goal 1 will continue to provide funding for professional development to support the implementation of the California Content standards in all academic areas. Title I funds will continue to be used to support academic interventions for students working below grade level in English language arts and mathematics.

A new English learner focused goal will be identified in the 2021-22 LCAP. Based on stakeholder feedback from our LCAP and DELAC committees, actions and services will be identified for newcomer, DLI, and long-term English learner parents. In addition, metrics will be identified for each action of the 5 LCAP goals for 2021-22. An update on progress will be provided to stakeholder groups throughout the school year and will inform the annual review.

LCAP Highlights

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

Based on the analysis and reflection of student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan, along with stakeholder engagement, we have come up with the following 5 goals for the 21-22 LCAP:
1) Increase academic achievement in all grade levels and implement the Ca State Standards.
2) Increase parent involvement and enhance student engagement through a variety of opportunities to promote student achievement and college and career readiness. This goal will represent expanded learning opportunities that align with and support the implementation of state standards, college and career readiness indicator, and enrichment opportunities.
3) Increase graduation rate and reduce suspensions and expulsions.

4) Create a welcoming and safe school climate for students, parents, and staff.
5. Focused Goal: Increase English Learner achievement and provide additional instructional support.

SPUSD will continue to work in collaboration with educators, parents, and the community to prepare students academically, emotionally and socially for college, careers, global citizenship, leadership, and lifelong learning.
The district will continue to set high expectations for all students and staff to ensure that each student receives equitable opportunities to become successful in life.

Highlights of the 2021-22 LCAP include:
College and Career Readiness Supports
Newcomer Support
Long Term English Learner Support
Mental Health Support
Parent Supports
Saturday School Program for English Learners
Nutrition and Physical Education services and training
Expanded TK Offering

In developing the LCAP annually, Santa Paula Unified School District measures its progress in meeting the specific requirements. LCFF priorities also include the review of Local Indicators measured through self-reflection. The 2021-2022 LCAP Goals include metrics that will show 'met' when the CA Dashboard opens to the public in the fall of 2021. "Met" indicates that the district completed a reflection for each state's priorities aligned to the local indicators. The CA Dashboard will indicate each reflection in its entirety on the public website. Failure to complete the reflection will result in a 'not met' on the dashboard. The district dashboard will show 'met' and will use the information to support the actions & services addressing the conditions of learning, pupil outcomes, and engagement. Local Indicators address the following state priorities- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1), Implementation of State Academic Standards (LCFF Priority 2), Parent and Family Engagement (LCFF Priority 3), School Climate (LCFF Priority 6), and Access to a Broad Course of Study (LCFF Priority 7) For more information on Local Indicators https://www.caschooldashboard.org/about/faq, To view our district local indicators, please visit https://www.caschooldashboard.org/

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.

Renaissance High School

Support for Identified Schools

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

The district will work with the principal from Renaissance to identify the areas of need. Currently the areas that need improvement are the suspension/expulsions rate as well as the College and Career Indicator. Renaissance was allocated a positon to support parent outreach and to increase student engagement. Additionally, the College and Career Coordinator will work with principal to identify areas of growth and implement new strategies or programs.

Monitoring and Evaluating Effectiveness

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

The following actions will address ELA and math. There is a consistent trend of incremental growth by EL learners toward the target however; it does not grow at the rate needed to meet current annual targets. One or our drawbacks are that we have a transient (fluid) population and do have the consistency of time due to the fluidity of our population. Additionally we have less than 30 students test in subject matter.
Strategy 1: District will provide district level ELD coaching for all staff members.

- Admin and teachers will attend workshops and conferences that will provide training and assessment of content learning, reading, and writing strategies.
-

Emphasis on Common Core.

- Admin and all teachers will attend collaboration with SPHS teachers in accordance with MOU.
- Instructors will utilize collaboration time in order to develop and align curriculum to state ELA/ELD content standards.
- Emphasis towards the Common Core State Standards (CCSS).
- Develop lesson plans and analyze assessment results to modify curriculum to meet the needs of EL student, shift-teaching strategy to include Academic Conversations.
- Continued use of Renaissance STAR reading and math assessment program to drive the curriculum and student class placement.
- Continued implementation of the ERWC program.
- Field trips designed to give college-going experience to enhance current curricular activities such as CTE (FBLA).
- All appropriate materials and supplies including technology needed to support teachers/staff/students/community (parent) participation and programs will be purchased with proper funding.

Strategy 2: School-wide focus on teachers' use of:

- SIOP strategies (additional PD is needed)
- Differentiated instruction
- Application of interactive research-based strategies in everyday classroom instruction
- Instructional shift to Academic Conversations in the classroom, additional PD to be provided for all staff
- Formative assessments: including frequent checks for understanding

- EL strategies and focus on LTELS
- AVID strategies, additional PD, Instructional rounds

Strategy 3:

- ELPAC scores (that are available and appropriate will be reviewed to determine all students' needs and drive the curriculum with emphasis on English classes
- Continue 51/2 hour IA math aide to assist in Math 1 and Math 2 classes with emphasis on ELL/LTELS and other students with lover reading levels.
- Students will also be placed in mandatory tutoring with support of district funds tutoring after school will be offered 2 days a week for both ELA and math.

2. Reduction of Suspension and Expulsions:
Suspension rate moved into the red indicator, analysis of student behaviors reported placed RHS in the red category were the result of suspensions due to drugs (under the influence) and/or weapon on campus. It is revealed that the majority of the offenses were under item 48900 possession of controlled substance, threat of injury, possession of a weapon, these all require a suspension. Infractions dealing with threats requires all staff training and district support for implementation of Restorative Justice practices.
The high incidence of suspension and expulsions during the last school year were attributed to students being under the influence and possession of weapons on campus. It is noted that the intent for the weapons was not to cause harm to students on campus but rather for protection from outside sources on the way to and from school.
Although drugs were found on students on campus the incidents were less prevalent this current school year than the previous year, this is also true for weapons.
Strategy 1: Campus security will work alongside administration to monitor school safety and student behavior in the classroom, campus, and at extracurricular events. Development and administration of student school safety survey to take place at the end of each semester.

Safety drills will be carried out in conjunction with the City of SP PD and FD to ensure that RHS is prepared for any emergency. Safety drills will consist of one fire drill each semester, Shake-Out earthquake drills and/or lock down drills/active shooter.

Training for staff in the areas of safety, discipline, bullying (school behavioral culture). Training in Restorative Justice with district support. (PD provided by district at the beginning of school year).

Strategy 2: Students will participate in school-wide assemblies that specifically address bullying, cyber bullying, harassment, drug and alcohol abuse, and suicide.

Strategy 3: Implementation of TUPE coordinator (Outreach Coordinator and S.S. instructor) to conduct TUPE programs for all students

Strategy 4: Outreach Coordinator will continue to monitor student attendance, SARB committee, hold student Birthday celebrations monthly, bi-weekly "No Tardies," acknowledgment, assist with Quarterly awards, Perfect Attendance awards, Attendance Improvement Awards, Spirit

Week, special day activities, sports tournaments, and activities that the ORC may develop during the school year.
Strategy 5: Constant communication between staff and parents through conferences with principal, counselor, and outreach coordinator:

- Weekly progress reports
- Parent-teacher conferences
- Site council meetings
- Quarterly progress reports enable parents to stay informed of student's progress
- Postcard Program

Strategy 6: Appropriate materials and supplies including technology needed to support teachers/staff/ students and programs will be purchased. Budgeting for security, campus needs to be covered at all, times when students are present. This is dependent on district funding,

3. Enhancement of College/Career Programs (CTE)
RHS needs to expand our CTE programs along with FBLA, MOS program (certifications), more students to be completers of CTE of earn certifications, increase in FBLA participation and competition results.

Strategy 1: Due to limited master schedule, CTE class will be expanded overall programs to before or after school to enhance Future Business Leaders of America and or MOS program certification.

Strategy 2: Additional CTE pathways will be created that will be aligned with the comprehensive high school

Strategy 3: With the development of an additional pathway more students will be allowed to take part in what is a limited master schedule. Class will be created to compliment that of SPHS (comprehensive high school) pathways.

Strategy 4: Evaluation of current class offerings to determine if coded correctly CDS to qualify as a CTE class (may have classes that are not coded correctly), addition of Accounting class to form another pathway, and to build a pathway around existing class MOS.

Parent and Family Engagement:

Parents will be offered specific about the CTE programs offered at the Renaissance High School. A senior night will take place where parents will learn about the requirements for community college and financial aid opportunities.

Needs Assessment:

A Comprehensive Needs Assessment will be conducted in the winter. It will be given to students, parents, and staff. The assessment will be discussed during a Data meeting to identify opportunities for growth.
Monitoring of Implementation:

Every six weeks a meeting will be held to discuss the implementation of the plan. The participants of the meeting will consist of the principal, outreach consultant, teacher, and Director of State and Federal Projects. A specific plan will be developed that will include actions and follow-up with specific time frames.

Stakeholder Engagement

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

Stakeholder engagement via the PDAC, DELAC, Student Forums, Parent Forums, and LCAP Advisory meetings included a review of performance on the state and local indicators, including local data due to Executive Order 56-20 suspension of 2019-20 CAASPP assessment and a 2020 CA Dashboard. Additionally, two of the board of trustees attend the LCAP Advisory committee meetings. The local indicator reflection of State Priorities 1, 2, 3, 6, 7. (Basic Services, implementation of state standards, parent and family engagement, school climate, board course of study)

The Santa Paula Unified School District is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such Santa Paula Unified School District used a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, district data as well as proposed actions and services. The following groups were actively involved in the LCAP development process. The District LCAP Advisory Committee is comprised of parents from K-12, certificated staff, students, community member, principals, union representatives, community organizations, superintendent, and other district staff. The committee met five times specifically to review the LCAP and consider other recommendations received from the other committees (January 11, March 15, April 19, May 17, June 7). On June7, 2021 the final LCAP was presented to the committee and time was allowed to review priorities prior to the June 9, 2021 Public Hearing on the LCAP and budget review.

Additionally In February and March, parents and students were invited to attend an informational meeting designed to evaluate the priorities and activities. The sessions covered all the eight priorities. The parent meetings occurred on February 5, 16, 17, 18 and 23. The student forums for the two high schools occurred on February10,2021 and the one for the Middle School occurred on February 17, 2021.

A meeting was held for each of the following committees to discuss the priorities and actions of LCAP. There was ample time given to each meeting in order for the committee members to gain understanding of the actions and how they were impacting instruction as well as allowing time for questions and discussions. DELAC met on February 18, 2021 and March 8, 2021, District Migrant General Meeting was held on March 23, 2021, and the Parent District Advisory Committee met on February 20, 2021.

Public Hearing was held on June 9, 2021

There were no written responses were received between the public hearing and the board approval.

Board adopted the LCAP on June 23, 2021

Ventura County SELPA consultation through one on one meetings to align the LCAP to VCOE's.

A summary of the feedback provided by specific stakeholder groups.

The District utilized a variety of outreach methods to involve stakeholders in the development of priority areas for the LCAP. Including, surveys administered in the month of March, LCAP Parent Forum meetings per school site held in the month of February, holding meetings with DELAC (District English Learner Advisory Committee) on February 18 and March 8, 2021, PDAC (Parent District Advisory Committee) on February 20, 2021, and with the Migrant Parents at a general meeting held on March 23, 2021. Additionally, an LCAP Student Forum took place at Santa Paula High School with Renaissance High school participation on February 10. 2021 and Isbell Middle School on February 17, 2021.

Online surveys were sent to families, school staff, and students seeking input in the following areas:

- Family Survey- Academic needs, additional family assistance, family-school communication, learning models, and student academic and social-emotional needs. (941 surveys completed)
- Staff Survey- Professional Learning needs, staff relationships, staff-school communication, student engagement, and student academic and social-emotional needs. (153 surveys completed)
- Student Survey- Academic needs, learning models, student engagement, and student relationships. (1,942 surveys completed)

The following priority areas were identified from the parents meetings at all nine-school sites:

- Newcomer Support
- Teacher dedicated to serving newcomers in the elementary sites
- Long Term English Learner Support
- EL students meet with AVID Tutors
- Classroom Teacher small group intervention
- Instructional Assistant in all grade levels
- Mental Health Support
- Support World Languages

The following priority areas were identified from LCAP Advisory Committee, District English Learner Advisory Committee (DELAC), District Parent Advisory (PDAC), and Migrant Parent Advisory Committee (MPAC):

- Academic Interventions
- Behavior/Social Emotional Supports
- Student Supports/Enrichment/College & Career Ready
- Safety and wellbeing

- Parent Supports
- Instructional Assistants
- Saturday School Program for English Learners
- Newcomer summer school
- Newcomer Teacher
- Add more minutes to ELD during the regular school day
- EL Coordinator
- Support in Math for middle and high school

The following priority areas were identified from the parent survey and district and site stakeholder meetings

- Counseling and Mental Health Support
- Tutoring and Homework Assistance and centers (before/after/during school/weekends)
- Additional reading, math, English learner, and newcomer support
- STEAM Education-hands-on learning
- Standards-based Computer Programs
- District-wide Summer School-enrichment and credit recovery
- Increased access to technology during school day and after hours
- Nutrition and Physical Education services and training
- Professional Development and Training for staff and parents, including equity, mental health and trauma training and support for staff, students, and parents
- Support for College and Careers
- After-school clubs and activities for students
- Instructional Assistant support in the classroom
- Hire and maintain High Quality teachers, administrators, and staff

The following priority area were identified from the student forums:

- Additional tutoring after school and during the weekend (24/7 Tutor.com)
- Continue with AVID, MESA, Link Crew, DCAC, Big Brothers Big Sister
- College and Career Center
- Field Trips to Universities
- College Fairs
- Teacher Office Hours
- Social-Emotional Support
- Security
- Driver's Education
- Electives (Art)
- Support in Math

- Clubs (AG, Art, FFA-Isbell, Music, Reading, Tutor, College, Sports)
- Honor Classes at the Middle School

In addition, the District reached out to local organizations to strengthen partnerships to support student needs. Representatives from the Santa Clara Valley Boys and Girls Club, Big Brothers, Big Sisters, Blanchard Community Library, and City of Santa Paula Parks and Recreation Department will partner with the District to provide extended programming during summer school and provide STEAM enrichment and expanded peer mentorships to strengthen the district's learning recovery plan.

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

The feedback from the various committee members highlighted the importance of supporting English learners and addressing any learning loss that occurred during this school year. Additionally, a recommendation to increase the focus on the Next Generation Science Standards. Based on the feedback the new LCAP will have a new English Learner goal as well as incorporating two STEAM TOSA's to support the implementation of the Next Generation Science Standards. Furthermore, an English learner Saturday Academy will be implemented for the next school year. As well as, hiring a newcomer teacher to meet the needs of the elementary students who enroll from another state where English is not the primary language. Moreover, the inclusion of more school and mental health counselors was a direct recommendation from the feedback received from all of the different stakeholders due to the concern for the mental health of all the students for the incoming school year. In addition, all stakeholders urge the inclusion of any support that would mitigate the learning loss that occurred throughout the school year.

Goals and Actions

Goal

Goal #	Description
1	This broad goal is targeted to increase academic achievement in all grade levels through the implementation of the CA State Standards. Actions and services support all student groups, along with target supports for students unique pupil needs. The metrics align to this goal are centered around conditions of learning and pupil outcomes. (State Priorities 1, 2, 4, 7, 8)

An explanation of why the LEA has developed this goal.

Based on stakeholder feedback and an analysis of the 2018-19 California Dashboard and local assessments indicated above, goal 1 is the primary focus for our district. The data shows where we can principally direct LCFF supplemental actions and services to support identified needs and strengths of our unduplicated EL, LI, FY student groups, along with services for our students with disabilities and any other group with unique needs. The most recent CA Dashboard was released in 2019 and indicated an increase in the overall performance in ELA (orange to yellow status) and mathematics (orange to yellow status) for the CAASPP SBAC state assessment. Due to the suspension of CA Dashboard in 2020, the district identified and administered local assessments in all grade levels to monitor student progress towards meeting state standards. Analysis of local assessment data and stakeholder feedback was used to develop actions and services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Overall	CA Dashboard Most recent data due to federal waiver. 2018-19 34.6% met/exceeded				CA Dashboard Increase percentage of students met/exceed by 15% *pending CDE growth model metrics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA EL	CA Dashboard Most recent data due to federal waiver. 2018-19 10.68% met/exceeded				CA Dashboard Increase percentage of students met/exceed by 15% *pending CDE growth model metrics
CAASPP ELA SWD	CA Dashboard Most recent data due to federal waiver. 2018-19 6.06% met/exceeded				CA Dashboard Increase percentage of students met/exceed by 15% *pending CDE growth model metrics
CAASPP Math Overall	CA Dashboard Most recent data due to federal waiver. 2018-19 25.50% met/exceeded				CA Dashboard Increase percentage of students met/exceed by 15% *pending CDE growth model metrics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math EL	CA Dashboard Most recent data due to federal waiver. 2018-19 9.53% met/exceeded				CA Dashboard Increase percentage of students met/exceed by 15% *pending CDE growth model metrics
CAASPP Math SWD	CA Dashboard Most recent data due to federal waiver. 2018-19 4.03% met/exceeded				CA Dashboard Increase percentage of students met/exceed by 15% *pending CDE growth model metrics
Early Assessment Program (EAP)	CA Dashboard Most recent data due to federal waiver. 2018-19 ELA 53.04% met/exceeded Math 26.52% met/exceeded				CA Dashboard Increase percentage of students met/exceed by 15% *pending CDR growth model metrics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Physical Fitness Test (PFT)	PFT suspended for 2019-20 school year.				Increase percentage of students meeting standard by 10%
Star Early Literacy	K-1: 35% at or above benchmark				Increase percentage of students at/above by 20%
Star Reading	Grades 2-12: 28.9% at or above benchmark				Increase percentage of students at/above by 20%
Star Math	Grades 2-8 and 11: 21.8% at or above benchmark				Increase percentage of students at/above by 20%
Local Indicator Reflection: Teachers Fully Credentialed and appropriately assigned	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection				Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection
Local Indicator Reflection: Standards Aligned Instructional Materials for Every Student	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection				Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection
Local Indicator Reflection: Implementation of all CA state standards, including how ELs will access the CCSS and ELD standards	Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection				Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Course Access - Students have access and are enrolled in a broad course of study.	Local Indicator Self-Reflection CA Dashboard "Met"				Indicate "Met" on the CA Dashboard based on the Local Indicator Reflection
CAASPP-CAST-Science	CA State Results Most recent data due to federal waiver. 2018-19 19.40% met/exceeded				Increase percentage of students at/above by 10%

Actions

Action #	Title	Description	Total Funds	Contributing
1	1a. Professional Development	Provide professional development for all staff to support the implementation of the California Standards	$345,769.00	Yes
2	1b. Reading Intervention Teachers	Retain K-5 Reading Intervention Teachers	$1,491,629.00	Yes
3	1c. Staff smaller class size	Staff smaller class size to reduce combination classes in TK-5 grade	$681,961.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	1d. Technology	Increase computer/student ratio, purchase technology	$543,950.00	Yes
5	1e. Technology Infrastructure	Continue upgrades to technology infrastructure	$43,516.00	Yes
6	1f. Computer Technician Staff	Retain increased Computer Technician staffing.	$624,125.00	Yes
8	1j. Literacy Support	Extend library/literacy center hours and increase access to materials.	$323,933.00	Yes
9	1l. Data Service Specialist	Data specialist will monitor and analyze student data to provide increase student achievement, and to support the development of common assessments.	$66,958.00	Yes
10	1n. Preparatory Periods at IMS	Retain preparatory periods for Isbell Middle School	$672,130.00	Yes
11	1o. Curriculum Coordinators	Retain two Curriculum Coordinators to support and monitor the implementation of the California Standards	$359,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	1p. TK/K Bilingual Instructional Assistants	Retain TK and K Bilingual Instructional Assistants	$244,840.00	Yes
13	1q. Support Educational Outcomes	Provide additional site allocations to support educational outcomes	$937,012.00	Yes
14	1m. Expand Transitional Kindergarten	Support Expanded Transitional Kindergarten for all 4-year old	$490,643.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Goal 2 is focused on increasing parent involvement and enhancing student engagement through a variety of opportunities to promote student achievement and college and career readiness. This goal will represent expanded learning opportunities that align with and support the implementation of state standards, college and career readiness indicator, and enrichment opportunities. Increased or improved services will be principally directed for unduplicated pupils (FY, LI, EL) and support for students with disabilities and students with unique pupil needs.

An explanation of why the LEA has developed this goal.

Goal 2 was developed based on the annual update overall analysis, a review of the most recent CA Dashboard, the Local Indicator Self Reflection, local assessments, and surveys/feedback from stakeholders. Based on the analysis we recognize that there is a need to increase engagement as students return to in-person learning after the pandemic. Expanded learning opportunities are built into the goal to enhance areas of success and address areas of need. This focused goal is for the duration of the three-year template. As the metric and reporting results are analyzed, SPUSD may amend or increase actions and services as needed. Engagement is a core focus with State Priority 3, Parent/Family Involvement, State Priority 5, Pupil Engagement, and State Priority 6 School Climate closely aligned with metrics to measure the effectiveness of the goal/actions. Goal 2 provides additional support aligned to Pupil Outcomes (4,8) and Conditions of Learning (1,2,7). State Priority 7 addresses the requirement to go beyond ELA and Math to ensure that students have access and are enrolled in a broad course of study (Arts, Music, Social Science, Health, PE, etc.). Increased or improved services will be principally directed for unduplicated pupil groups (FY, EL, LI) and also targeted to support students with unique pupil needs. Additionally, in order to improve student attendance, the district needs to create a partnership with parents. Furthermore, SPUSD understand that Parent involvement is pivotal to student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Advanced Placement (AP) Exam	CA Dashboard 2019-2020: Total of 457 students in grades 10-12 took at least 1 AP Exam. AP				CA Dashboard Increase by 15 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Pass Rate (score of 3 or above) 138 out of 457 exams taken (44.66%)				
Parent Involvement Participation Rate	CA Dashboard There were a total 900 parents who participated in the parent opportunities, including UPP parents.				CA Dashboard Increase by 15 % including UPP parents.
CSU/UC Enrollment	2017-18 College Going Rate by District/School (12-months) Source: Dataquest Renaissance HS High School Completers: 49 students • HS Completers Enrolled in College: 18 students • College Going Rate: 36.7%				Increase by 15 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• CSU Enrollment: 2% • Community College Enrollment: 34.7% Santa Paula High School High School Completers: 347 students • HS Completers Enrolled in College: 263 students • College Going Rate: 75.8% • UC Enrollment: 6.1% • CSU Enrollment: 12.1% • Community College Enrollment: 54.2% • Private School Enrollment: 1.4%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Out of State Enrollment: 2.0%				
A-G Completion	CA Dashboard 2019-20: All students: 46%, English Learners: 24.6% SED: 43.8% Males:40.9% Females: 51.6%				CA Dashboard Increase by 15 %
College and Career Pathway and Career Technical Education (CTE) Pathway Enrollment	2018-2019: Total students 805. Socioeconomically Disadvantaged 664, English learner 57, RFEP, 419, Special Education 87, Homeless 80.				Increase by 15 %
CTE Pathway Completion	2018-2019: 95 students completed a pathway				Increase by 15 %
Adult Education Enrollment	2020-21 90 students				Increase by 20%
Seal of Biliteracy	2020-2021 39 students received the Seal of Biliteracy				Increase by 15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	2a. Parent Involvement/Education Opportunities	Continue a variety parent involvement and education opportunities across all school sites	$47,324.00	Yes
2	2b. Retain Administrative Support at all Schools	Additional assistant principal positions at IMS and SPHS. Administrator designees at all elementary sites.	$191,158.00	Yes
3	2d. Support Advance Placement Program and exam fees	AP exam fees are paid for all students who take an AP test. In addition, extra duty hours are allocated to AP teachers to support student study groups. AP teachers are also sent to professional development sessions to ensure that all curriculum remain up to date.	$54,395.00	Yes
4	2e. Increase and support Career Technical Education Opportunities	Increase and support Career Technical Education opportunities in grades 6-12 and add College and Career Coordinator.	$180,922.00	Yes
5	2f. Retain Athletic Trainer and purchase supplies	The Athletic trainer will provide our student athletes with assistance when dealing with injuries. The goals for Athletic trainer are to provide Emergency Action Plans, coach education of athletic training services provided through all coaches meeting, implantation injury documentation and communicate with parents, coaches, and administration, coordinate and perform team dynamic warm ups, team education in injury prevention exercises and movement patterns, administer baseline pre-concussion testing and monitoring of post traumatic brain injury. Other goals include solidification of student	$127,593.00	Yes

Action #	Title	Description	Total Funds	Contributing
		interns providing learning experiences and observation of volunteer Medical Professionals during competition through the Athletic Training Program, scenario practice of Emergency Action Plans, continue usage of Fitness Center Room and increase the awareness of its benefits for our Student Athletes.		
6	2g. Field Trip to Universities and Standards Aligned Fieldtrips	Fund field trips to universities for grades 5, 7, 9 and provide supplemental funding for standards-aligned field trips for all elementary schools.	$54,395.00	Yes
7	2h. Districtwide Music Program	Retain and expand Band/Chorus instruction/transportation and materials K-12	$438,188.00	Yes
8	2i. Youth Leadership Activities	Support youth leadership activities at IMS, RHS, and SPHS	$32,637.00	Yes
9	2j. AVID Program Districtwide	Support AVID program districtwide	$139,695.00	Yes
10	2k Mentoring Program	Provide a district wide mentoring program.	$16,319.00	Yes
11	2l. Transportation for athletic events	Fund Transportation services for District approved athletic events	$184,943.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	2m. Athletic Director	Retain SPHS Athletic Director position	$56,016.00	Yes
13	2n. Summer Matters	Continue to implement "Summer Matters" program	$141,797.00	Yes
14	2o. GATE Program	Implement GATE Program	$21,758.00	Yes
15	2q. Office Assistant Support	Maintain office assistant support at all sites	$995,940.00	Yes
16	2r. Additional Elective Classes	Fund additional elective classes at IMS and SPHS	$245,221.00	Yes
17	2s. After School and Summer Enrichment	Provide after-school and summer enrichment opportunities	$178,868.00	Yes
18	2t. District Communication	Increase communication and marketing of district programs	$59,835.00	Yes
19	2u. Childcare/Interpertation	Provide childcare and interpreters at school events	$10,879.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Goal 3 will focus on increasing graduation rates and reducing suspensions and expulsions. The actions/services will align to address the engagement of students which is connected to Pupil Engagement (5).

An explanation of why the LEA has developed this goal.

Goal 3 was developed based on the annual update overall analysis, a review of the most recent CA Dashboard, the Local Indicator Self Reflection, and surveys/feedback from stakeholders. Based on the analysis we recognize that there is a need to decrease Suspensions and Expulsions and increase graduation rates for English learners, Homeless, and Students with Disabilities. The California Dashboard suspension rate for the district increased by 1.2%. The following student groups increased between 0.8% to 3.8%: Homeless, Students with Disabilities, and white. English learners, Hispanic, and Socioeconomically disadvantaged suspension rate increased by 1.1%. The SPUSD graduation rate is 95%. However, English learners, Homeless, and students with disabilities graduation rate is between 80.4% and 86.7%. Goal 3 provides additional support aligned to Public Engagement (5) and School Climate (6).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Indicator	2019-20 The 4-year cohort graduation rate was 95 %				Maintain or Increase by 5%
School Attendance	CA Dashboard- local data 2019-2020: excellent attendance rate (<.8 days of school missed) 31.2 %				CA Dashboard Local Data Increase by 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dropout Rate	CA Dashboard 2019-2020 dropout rate: district wide 2.7% SPHS 2.7 % RHS 3.4 % IMS (4 students out of 1200)				CA Dashboard Decrease by 2%, SPHS & RHS Decrease by 2 students, IMS
Suspension Rate	CA Dashboard 2019-2020: 5.4 % suspension rate				CA Dashboard Decrease by 2%
Expulsion Rate	CA Dashboard 2019-2020 expulsion rate: .04% (total of 2 students)				CA Dashboard Decrease by 1%
Truancy Rate	2019-2020 Truancy rate (3.8-7.6 days missed) 18.3 %				Decrease by 10%
Chronic Absenteeism	CA Dashboard				CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019-2020: 8.9 % chronically absent				Decrease by 5%
Outreach and Engagement for Foster and Homeless Youth	Determine baseline in 2021-22				Pending baseline

Actions

Action #	Title	Description	Total Funds	Contributing
1	3a. Credit Recovery Opportunities	Students will be provided with opportunities to recover credits in grades 9-12	$21,758.00	Yes
2	3b. Restorative Justice and PBS	Continue Restorative Justice practices and expand to elementary sites	$172,828.00	Yes
3	3c. Positive Behavior Intervention Supports Framework	Continue to implement Positive Behavior Intervention Supports (PBIS) Framework.	$99,406.00	Yes
5	3f. Counselors/Mental Health Support	Retain additional counseling positions and the focus on mental health.	$1,592,193.00	Yes
6	3g. A-G Completion Rate	Increase A-g completion rate for all students and continue expanding services to Isbell MS.	$184,943.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	3h. School Psychologist	Retain school psychologist at full-time	$167,206.00	Yes
8	3i. Support for Teen Parents	Fund daycare program and related services for teen parents.	$103,351.00	Yes
10	3k. District Safety Support	Fund District Safety Coordinator; maintain campus security ratio at secondary schools; fund related safety activities	$555,865.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Goal 4 will create a welcoming and safe school climate for students, parents, and staff.

An explanation of why the LEA has developed this goal.

Goal 4 was developed based on the annual updated overall analysis, a review of the most recent CA Dashboard, the Local Indicator Self Reflection, and surveys/feedback from stakeholders. It is crucial to continue to create a welcoming and safe school climate for students, parents, and staff. The data from the 2018 California Healthy Kids Survey suggests that overall 57% of students feel safe at school, 31% of students reported having a caring adult relationship, and 38% of the staff reported feeling the workplace is supportive and inviting. Parents have expressed the need to create a welcoming environment for all parents, especially those who speak another language other than English. Goal 4 provides additional support aligned to Parent Involvement (3), School Climate (6), and Basic (1).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Healthy Kids Survey	57% of students feel safe at school 31% of students reported having a caring adult relationship 38% of staff feel the workplace is supportive and inviting 31% of staff reported having a safe place to work.				Pending data from local 2021-2022 Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT)	Maintained rating of 100% "good repair" or better				Maintain rating of 100% "good repair" or better

Actions

Action #	Title	Description	Total Funds	Contributing
1	4a. Safety Measures	Implement safety measures across school sites	$224,695.00	Yes
2	4b. Custodial Staff	Support and retain additional custodial staff	$294,447.00	Yes
3	4c. Deferred Maintenance	Transfer 0.5% of expenditures to Deferred Maintenance	$440,000.00	Yes
5	4e.Health Service Specialist	Retain Health Services Specialists positions	$379,981.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	Goal 5 is a focused goal to increase English Learner achievement and provide additional instructional support.

An explanation of why the LEA has developed this goal.

Goal 5 was developed based on the annual update overall analysis, a review of the most recent CA Dashboard, the Local Indicator Self Reflection, and surveys/feedback from stakeholders. Based on the CA Dashboard English learners increased by 3.2 points in English Language Arts and 3.6 points in Mathematics. Since we are making gradual progress, we need to continue with the strategies that are making an impact on student achievement and increase services. Additionally, the reclassification percentage is 16.7%, which is 2.7 higher than the county. However, there is a need to support students in the elementary level to provide them with the opportunity to meet the reclassification criteria before they enter 6th grade. Furthermore, English learners declined 2.9% in the graduation indicator. Therefore, the goal is to increase the graduation rate of our English learners. Currently, the district has 196 students identified as Long Term English Learners and 280 who are at-risk of becoming Long Term English Learners. Hence, the need to increase academic services to provide the students with a program that values and builds upon their cultural and linguistic assets. Moreover, will engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency in ELD and all content areas to ensure closing the opportunity gap. Including, preparing the students to compete in a multilingual world. Goal 5 is aligned to Pupil Achievement (4), Other Pupil Outcomes (8), Pupil Engagement (5), Course Access (7).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of ELs who progress in English proficiency (ELPAC)	CA Dashboard 2018-19: 54.3%				CA Dashboard Increase by 15%
EL reclassification rate	CA Dashboard 2019-20: 16.7%				CA Dashboard Increase by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dual Language Immersion Program - Individualized Placement Test (IPT) in Spanish	To be determined in the 2021-22				

Actions

Action #	Title	Description	Total Funds	Contributing
1	5a. English Learner Saturday Academy	A 10 week Saturday Academy focused on Academic Conversations and academic writing. Additionally, a focus on EL Standards and task types based on the ELPAC.	$48,466.00	Yes
2	5b. Language Appraisal Team	A teacher from each site will meet through out the year to review the EL Master Plan, programs, professional development, and assessment.	$19,148.00	Yes
3	5c. English Learner Master Plan	Develop a plan and communicate to all stakeholders to strengthen and aligne the EL Master Plan with the new EL Roadmap.	$32,637.00	Yes
4	5d. Newcomer Teacher	The newcomer teacher will work with the elementary sites to provide services to newcomers	$148,483.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	5e. Improve Literacy/Writing Skills in Grades 4-8	Provide a journalism class in the elementary schools and the middle school to increase the level of academic language for the students at risk of becoming LTEL's and supporting those who are LTEL's.	$40,209.00	Yes
6	5f. Additional Sections to Master Schedule	Additional sessions will be added to the Master Schedule to support access to a Broad Course of Study.	$108,790.00	Yes
7	5g. Parent Education	Provide specific parent training to English learner parents.	$54,395.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
6	Goal 6 is a focused goal to increase achievement and provide additional support for students with disabilities.

An explanation of why the LEA has developed this goal.
Goal 6 was developed based on the annual update overall analysis, a review of the most recent CA Dashboard, the Local Indicator Self Reflection, and surveys/feedback from stakeholders. Based on the CA Dashboard Students with Disabilities enrollment is 715, which is 13.6% of our students. Additionally, Students with Disabilities have increased by 5 points in English Language Arts and 10.4 points in Mathematics. Since we are making gradual progress, we need to continue with the strategies that are making an impact on student achievement and increase services. However, there is a need to support Students with Disabilities with the graduation rate and College and Career indicator. Additionally, the suspension rate increased by 0.8%. Moreover, the Students with Disabilities maintained at the same level with the chronic absenteeism indicator. Therefore, the goal is to establish research-based strategies that will increase the graduation rate and the College and Career indicator. In addition, ensure that all Students with Disabilities are placed in the least restrictive environment and provide them with an opportunity to participate in a broad course of study. Goal 6 is aligned to Pupil Achievement (4), Other Pupil Outcomes (8), Pupil Engagement (5), and Course Access (7).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Overall	Most recent data due to federal waiver. 2018-2019 6.06%				Improve by 15%
CAASPP Math Overall	Most recent data due to federal waiver. 2018-2019 4.03%				Improve by 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Indicator	Most recent data due to federal waiver. 2018-2019 9.6% prepared				Improve by 15%
Suspension Rate	Most recent data due to federal waiver. 2018-2019 73.8% increased				Decrease by 5%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention	Students will be provided with support in ELA and Math to ensure they are meeting IEP goals and making progress towards academic standards. Additionally, there will be support to ensure students are meeting the criteria for the College and Career indicator.	$30,000.00	No
2	Social Emotional Support	Students will be provided with Restorative Justice practices to support them in decision making. District will expand restorative justice program beyond the high school, to now include middle and elementary schools sites.		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.

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.79%%	14692456

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.

The actions and services included in the 2021-2022 LCAP meet or exceed the required percentage of increase or improve services.   The Santa Paula Unified School District will receive approximately $10,252,692 in Local Control Funding Formula funds based on the unduplicated number and concentration of Low-income students, English learners, and foster youth attending the district in grades TK-12th. A great majority of the students attending the Santa Paula Unified School District belong to the subgroups of English Language Learners (33%) and Low-income (85%). Although the school district serves foster youth (.01%) and homeless students (12%), they represent a small percentage of our total student population. Based on our student demographic composition, the SPUSD has chosen to allocate the LCAP funding on a District-Wide basis. Our actions, services and funds will be targeting our English Language Learners, low-income students, and foster youth. In order to maintain and increase the progress, we have achieved academically, we must engage in a continued cycle of inquiry to evaluate effective practices and implement research-based strategies.

Goal 1: Increase academic achievement in all grade level through the implementation of the CA State Standards. (Goal 1a, b, c, d, j, l, o, p, q, m)
Goal 2: Increasing parent involvement and enhancing student engagement through a variety of opportunities to promote student achievement and college and career readiness. (Goal 2a, b, d, e, f, g, h, I, j, k, l, n, q, r, s, u)
Goal 3: Increasing graduation rates and reducing suspensions and expulsions. (Goal 3a, b, c, f, g, h, i)
Goal 4: Create a welcoming and safe school climate for students, parents, and staff. (Goal 4d, e)
Goal 5: Increase English learner achievement and provide additional instructional support. (5a, b, c, d, e, f, g)

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

For the 2021-022 LCAP, SPUSD actions, services and funds will be targeting our English Language Learners, low-income, and foster youth students. In achieving both State and District goals, we will use a significant amount of funds for professional development in the California State Standards, technology equipment and infrastructure enhancements, instructional materials, and student support services for our at opportunity student population. The district recognizes that maintaining high expectations for all students requires an ongoing effort towards improvements in curriculum and instruction, technology, ongoing assessment and leadership support systems. To maintain the progress, we have achieved academically, we must engage in a continued cycle of effective and high quality professional development to expand our teacher's knowledge of the Common Core Standards and the instructional practices to support its implementation. The District will also use LCAP funds to extend library hours, provide access to technology in the libraries and classrooms, as well as a multi-tiered system of academic and behavioral interventions for all struggling learners. On its ongoing efforts towards full implementation of the Common Core State Standards and the Next Generation Science Standards (NGSS), the district will use the increased funding through LCFF/LCAP toward supporting high levels of student achievement at every school site. Support for the CCSS will include maintaining two Common Core Coordinators, one at the K-5 level and the second for grades 6-12. In order to increase our Career Pathways course offerings at the high school level the district will maintain one CTE/College and Career Coordinator. The district will continue to purchase standards aligned instructional materials and hire two STEAM coaches to support the implementation of the NGSS. Our technology infrastructure will continue to be upgraded to meet the instructional and assessment requirements of the Common Core implementation.

To address the barriers for enrichment opportunities associated with our demographics, the SPUSD has placed significant efforts in increasing opportunities for students to participate in extra-curricular enrichment activities, recreational events, sports and music. Given the fact that unequal summer learning opportunities during the elementary school years may account for about two-thirds of the 9th grade achievement gap between lower and higher income youth, SPUSD will continue to implement Summer Matters Initiative. SPUSD will collaborate with the Boys and Girls Club of Santa Clara Valley, the City of Santa Paula Recreation Department, the Blanchard Library and the Santa Paula Police Department to blend academic, recreation, sports and community safety activities in accelerating student learning and engagement for youth in our community. The District will also facilitate access to a variety of higher education opportunities, support Youth Development and Leadership activities and expand Career Pathways and Career and Technical Education classes. As a district in which 96% of our families are of Hispanic origin, we are committed to provide a culturally sensitive and competent learning environment for all of our students and families. Parent engagement and a welcoming school climate have become key components in creating and maintaining a culturally competent and engaging educational program. To that extent, the SPUSD will continue to implement the Project 2 Inspire and Latino Family Literacy project at all school sites. To expand our family support services, and to support students in their efforts toward career exploration and high school graduation, we are committing LCAP funds to maintain full time school counselors at the elementary schools, middle school, high school and continuation school, and mental health counselors. It is the District's expectation that these mental health professionals will assist in connecting families and students with needed community services and will provide the academic and social-emotional support services that students need to succeed at school.

In addition, a target focus on foster youth include for the Homeless/Foster Liaison to ensure that all seniors complete the FAFSA. The Liaison will coordinate services with Ventura County Office of Education to ensure the students receive all the support available to them. As

well as, collaborating with the high school counselors to determine areas of growth and implement specific supports. Additionally, support the elementary counselors with identifying the foster youth who are in need of added services and support.

A new English learner focus goal has been added to the 2021-2022 LCAP. The purpose of the goal is to support the district in implementing research-based strategies specifically designed to increase the academic proficiency of each student. Additionally, providing timely support for all Long Term English learners to support them in meeting the reclassification criteria. As well as, giving them an opportunity to meet the criteria for the Seal of Biliteracy. Furthermore, there will be focus on implementing a rigors World Language program in the middle school to create a pathway to the Seal of Biliteracy.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$14,692,460.00			$30,000.00	$14,722,460.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$11,005,305.00	$3,717,155.00

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	1a. Professional Development	$345,769.00				$345,769.00
1	2	English Learners Foster Youth Low Income	1b. Reading Intervention Teachers	$1,491,629.00				$1,491,629.00
1	3	English Learners Foster Youth Low Income	1c. Staff smaller class size	$681,961.00				$681,961.00
1	4	English Learners Foster Youth Low Income	1d. Technology	$543,950.00				$543,950.00
1	5		1e. Technology Infrastructure	$43,516.00				$43,516.00
1	6		1f. Computer Technician Staff	$624,125.00				$624,125.00
1	8	English Learners Foster Youth Low Income	1j. Literacy Support	$323,933.00				$323,933.00
1	9	English Learners Foster Youth Low Income	1l. Data Service Specialist	$66,958.00				$66,958.00
1	10		1n. Preparatory Periods at IMS	$672,130.00				$672,130.00
1	11	English Learners Foster Youth Low Income	1o. Curriculum Coordinators	$359,310.00				$359,310.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	English Learners Foster Youth Low Income	1p. TK/K Bilingual Instructional Assistants	$244,840.00				$244,840.00
1	13	English Learners Foster Youth Low Income	1q. Support Educational Outcomes	$937,012.00				$937,012.00
1	14	English Learners Foster Youth Low Income	1m. Expand Transitional Kindergarten	$490,643.00				$490,643.00
2	1	English Learners Foster Youth Low Income	2a. Parent Involvement/Education Opportunities	$47,324.00				$47,324.00
2	2	English Learners Foster Youth Low Income	2b. Retain Administrative Support at all Schools	$191,158.00				$191,158.00
2	3	English Learners Foster Youth Low Income	2d. Support Advance Placement Program and exam fees	$54,395.00				$54,395.00
2	4	English Learners Foster Youth Low Income	2e. Increase and support Career Technical Education Opportunities	$180,922.00				$180,922.00
2	5	English Learners Foster Youth Low Income	2f. Retain Athletic Trainer and purchase supplies	$127,593.00				$127,593.00
2	6	English Learners Foster Youth Low Income	2g. Field Trip to Universities and Standards Aligned Fieldtrips	$54,395.00				$54,395.00
2	7	English Learners Foster Youth Low Income	2h. Districtwide Music Program	$438,188.00				$438,188.00
2	8	English Learners Foster Youth Low Income	2i. Youth Leadership Activities	$32,637.00				$32,637.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	9	English Learners Foster Youth Low Income	2j. AVID Program Districtwide	$139,695.00				$139,695.00
2	10	English Learners Foster Youth Low Income	2k Mentoring Program	$16,319.00				$16,319.00
2	11	English Learners Foster Youth Low Income	2l. Transportation for athletic events	$184,943.00				$184,943.00
2	12		2m. Athletic Director	$56,016.00				$56,016.00
2	13	English Learners Foster Youth Low Income	2n. Summer Matters	$141,797.00				$141,797.00
2	14		2o. GATE Program	$21,758.00				$21,758.00
2	15	English Learners Foster Youth Low Income	2q. Office Assistant Support	$995,940.00				$995,940.00
2	16	English Learners Foster Youth Low Income	2r. Additional Elective Classes	$245,221.00				$245,221.00
2	17	English Learners Foster Youth Low Income	2s. After School and Summer Enrichment	$178,868.00				$178,868.00
2	18		2t. District Communication	$59,835.00				$59,835.00
2	19	English Learners Foster Youth Low Income	2u. Childcare/Interpertation	$10,879.00				$10,879.00
3	1	English Learners Foster Youth Low Income	3a. Credit Recovery Opportunities	$21,758.00				$21,758.00
3	2	English Learners Foster Youth Low Income	3b. Restorative Justice and PBS	$172,828.00				$172,828.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	3c. Positive Behavior Intervention Supports Framework	$99,406.00				$99,406.00
3	5	English Learners Foster Youth Low Income	3f. Counselors/Mental Health Support	$1,592,193.00				$1,592,193.00
3	6	English Learners Foster Youth Low Income	3g. A-G Completion Rate	$184,943.00				$184,943.00
3	7	English Learners Foster Youth Low Income	3h. School Psychologist	$167,206.00				$167,206.00
3	8	English Learners Foster Youth Low Income	3i. Support for Teen Parents	$103,351.00				$103,351.00
3	10		3k. District Safety Support	$555,865.00				$555,865.00
4	1		4a. Safety Measures	$224,695.00				$224,695.00
4	2		4b. Custodial Staff	$294,447.00				$294,447.00
4	3		4c. Deferred Maintenance	$440,000.00				$440,000.00
4	5	English Learners Foster Youth Low Income	4e.Health Service Specialist	$379,981.00				$379,981.00
5	1	English Learners	5a. English Learner Saturday Academy	$48,466.00				$48,466.00
5	2	English Learners	5b. Language Appraisal Team	$19,148.00				$19,148.00
5	3	English Learners	5c. English Learner Master Plan	$32,637.00				$32,637.00
5	4	English Learners	5d. Newcomer Teacher	$148,483.00				$148,483.00
5	5	English Learners	5e. Improve Literacy/Writing Skills in Grades 4-8	$40,209.00				$40,209.00
5	6	English Learners	5f. Additional Sections to Master Schedule	$108,790.00				$108,790.00
5	7	English Learners	5g. Parent Education	$54,395.00				$54,395.00
6	1	Students with Disabilities	Intervention				$30,000.00	$30,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	2	All Students with Disabilities	Social Emotional Support					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$14,692,460.00	$14,692,460.00
LEA-wide Total:	$7,967,623.00	$7,967,623.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$6,724,837.00	$6,724,837.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	1a. Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$345,769.00	$345,769.00
1	2	1b. Reading Intervention Teachers	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Barabara Webster, Bedell, Blanchard, Glen City, Grace Thille, McKevett TK-5	$1,491,629.00	$1,491,629.00
1	3	1c. Staff smaller class size	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Barbara Webster. Bedell, Blanchard, Glen City, Grace Thille, McKevett TK-5	$681,961.00	$681,961.00
1	4	1d. Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$543,950.00	$543,950.00
1	5	1e. Technology Infrastructure	LEA-wide			$43,516.00	$43,516.00
1	6	1f. Computer Technician Staff	LEA-wide			$624,125.00	$624,125.00
1	8	1j. Literacy Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Barbara Webster, Bedell, Blanchard,	$323,933.00	$323,933.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					Glen City, Grace Thille, Mckevett, Isbell TK-8		
1	9	1l. Data Service Specialist	LEA-wide	English Learners Foster Youth Low Income	All Schools	$66,958.00	$66,958.00
1	10	1n. Preparatory Periods at IMS	Schoolwide		Specific Schools: Isbell Middle School	$672,130.00	$672,130.00
1	11	1o. Curriculum Coordinators	LEA-wide	English Learners Foster Youth Low Income	All Schools	$359,310.00	$359,310.00
1	12	1p. TK/K Bilingual Instructional Assistants	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Barbara Webster, Bedell, Blanchard, Glen City, Grace Thille, McKevett TK-K	$244,840.00	$244,840.00
1	13	1q. Support Educational Outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$937,012.00	$937,012.00
1	14	1m. Expand Transitional Kindergarten	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Barbara Webster, Bedell, Blanchard, Glen City TK	$490,643.00	$490,643.00
2	1	2a. Parent Involvement/Education Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,324.00	$47,324.00
2	2	2b. Retain Administrative Support at all Schools	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS 9-12	$191,158.00	$191,158.00
2	3	2d. Support Advance Placement Program and exam fees	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS 10-12	$54,395.00	$54,395.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	2e. Increase and support Career Technical Education Opportunities	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Isbell Middle School, Santa Paula High School, Renaissance High School 6-12	$180,922.00	$180,922.00
2	5	2f. Retain Athletic Trainer and purchase supplies	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS 9-12	$127,593.00	$127,593.00
2	6	2g. Field Trip to Universities and Standards Aligned Fieldtrips	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-5, 7, 9	$54,395.00	$54,395.00
2	7	2h. Districtwide Music Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$438,188.00	$438,188.00
2	8	2i. Youth Leadership Activities	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS, RHS, IMS 6-12	$32,637.00	$32,637.00
2	9	2j. AVID Program Districtwide	LEA-wide	English Learners Foster Youth Low Income		$139,695.00	$139,695.00
2	10	2k Mentoring Program	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Blanchard, Bedell, Barbara Webster, Grace Thille, Glen City, Isbell	$16,319.00	$16,319.00
2	11	2l. Transportation for athletic events	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS and Isbell 6-12	$184,943.00	$184,943.00
2	12	2m. Athletic Director	Schoolwide		Specific Schools: Santa Paula High School	$56,016.00	$56,016.00
2	13	2n. Summer Matters	LEA-wide	English Learners Foster Youth Low Income	All Schools	$141,797.00	$141,797.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	14	2o. GATE Program	Schoolwide		Specific Schools: Barbara Webster, Blanchard, Bedell, Glen City, Grace Thille, McKevett, IMS TK-8	$21,758.00	$21,758.00
2	15	2q. Office Assistant Support	Schoolwide	English Learners Foster Youth Low Income		$995,940.00	$995,940.00
2	16	2r. Additional Elective Classes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS, IMS 6-12	$245,221.00	$245,221.00
2	17	2s. After School and Summer Enrichment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$178,868.00	$178,868.00
2	18	2t. District Communication	LEA-wide			$59,835.00	$59,835.00
2	19	2u. Childcare/Interpertation	LEA-wide	English Learners Foster Youth Low Income		$10,879.00	$10,879.00
3	1	3a. Credit Recovery Opportunities	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS, RHS 9-12	$21,758.00	$21,758.00
3	2	3b. Restorative Justice and PBS	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,828.00	$172,828.00
3	3	3c. Positive Behavior Intervention Supports Framework	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,406.00	$99,406.00
3	5	3f. Counselors/Mental Health Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,592,193.00	$1,592,193.00
3	6	3g. A-G Completion Rate	Schoolwide	English Learners Foster Youth	Specific Schools: SPHS, RHS, IMS	$184,943.00	$184,943.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	7	3h. School Psychologist	Schoolwide	English Learners Foster Youth Low Income	All Schools	$167,206.00	$167,206.00
3	8	3i. Support for Teen Parents	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: SPHS, RHS, IMS 6-12	$103,351.00	$103,351.00
3	10	3k. District Safety Support	LEA-wide			$555,865.00	$555,865.00
4	1	4a. Safety Measures	LEA-wide			$224,695.00	$224,695.00
4	2	4b. Custodial Staff	LEA-wide			$294,447.00	$294,447.00
4	3	4c. Deferred Maintenance	LEA-wide			$440,000.00	$440,000.00
4	5	4e.Health Service Specialist	LEA-wide	English Learners Foster Youth Low Income	All Schools	$379,981.00	$379,981.00
5	1	5a. English Learner Saturday Academy	Schoolwide	English Learners	Specific Schools: Elementary Sites TK-5	$48,466.00	$48,466.00
5	2	5b. Language Appraisal Team	LEA-wide	English Learners	All Schools	$19,148.00	$19,148.00
5	3	5c. English Learner Master Plan	LEA-wide	English Learners	All Schools	$32,637.00	$32,637.00
5	4	5d. Newcomer Teacher	LEA-wide	English Learners	Specific Schools: Barabara Webster, Bedell, Blanchard, Glen City, Grace Thille, McKevett TK-5	$148,483.00	$148,483.00
5	5	5e. Improve Literacy/Writing Skills in Grades 4-8	Schoolwide	English Learners	Specific Schools: Barbara Webster, Bedell, Blanchard, Glen City, Grace Thille, Mckevett, Isbell 4-8	$40,209.00	$40,209.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	6	5f. Additional Sections to Master Schedule	Schoolwide	English Learners	Specific Schools: SPHS, RHS, IMS 6-12	$108,790.00	$108,790.00
5	7	5g. Parent Education	LEA-wide	English Learners	All Schools	$54,395.00	$54,395.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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:

- o **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.

- o **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.

- o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.