2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Lowell Joint School District	
CDS Code:	19-64766	
LEA Contact Information:	Name: Jim Coombs	
	Position: Superintendent	
	Email: jcoombs@ljsd.org	
	Phone: 562.902.4203	
Coming School Year:	2021-22	
Current School Year:	2020-21	

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$27,370,317
LCFF Supplemental & Concentration Grants	\$2,156,798
All Other State Funds	\$1,338,309
All Local Funds	\$2,500,508
All federal funds	\$3,221,182
Total Projected Revenue	\$34,430,316

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$33,937,772
Total Budgeted Expenditures in the LCAP	\$2,600.532
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,156,798
Expenditures not in the LCAP	\$33,935,171.468

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$2,097,926
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$2,097,926

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	With having to develop the Expanded Learning Opportunities Grant plan by the required June 1st deadline while preparing for a summer session that is not normally offered, not all elements of each plan were able to be consolidated within the LCAP. There are dollars identified from federal, state and other local funds that make up the remainder of the overall
	budget for the district. Upon completion of the final budget, these expenditures will be listed here.

LCFF Budget Overview for Parents

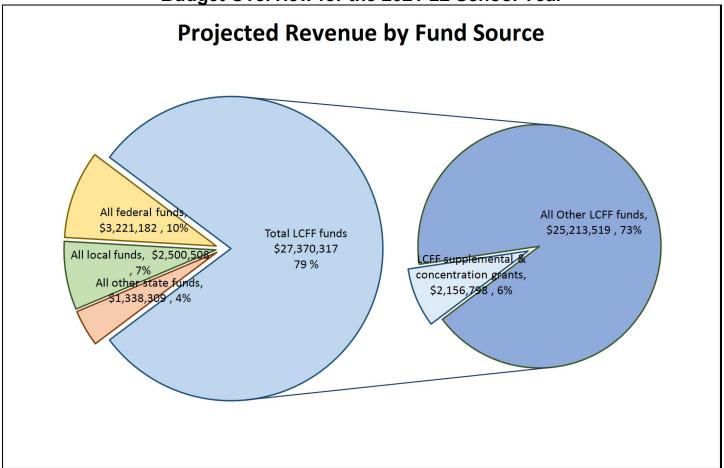
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School Year: 2021-22
LEA contact information:

Jim Coombs
Superintendent
jcoombs@ljsd.org
562.902.4203

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).





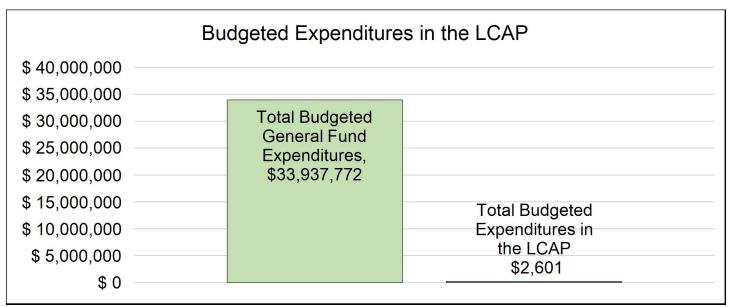
This chart shows the total general purpose revenue Lowell Joint School District expects to receive in the coming year from all sources.

The total revenue projected for Lowell Joint School District is \$34,430,316, of which \$27,370,317 is Local Control Funding Formula (LCFF), \$1,338,309 is other state funds, \$2,500,508 is local funds, and

\$3,221,182 is federal funds. Of the \$27,370,317 in LCFF Funds, \$2,156,798 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lowell Joint 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.

Lowell Joint School District plans to spend \$33,937,772 for the 2021-22 school year. Of that amount, \$2,600.532 is tied to actions/services in the LCAP and \$33,935,171.468 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

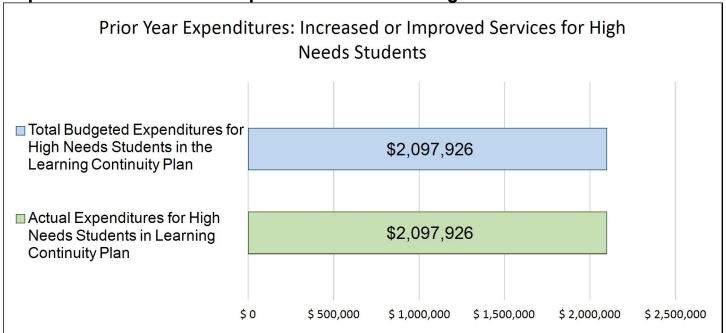
With having to develop the Expanded Learning Opportunities Grant plan by the required June 1st deadline while preparing for a summer session that is not normally offered, not all elements of each plan were able to be consolidated within the LCAP. There are dollars identified from federal, state and other local funds that make up the remainder of the overall budget for the district. Upon completion of the final budget, these expenditures will be listed here.

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

In 2021-22, Lowell Joint School District is projecting it will receive \$2,156,798 based on the enrollment of foster youth, English learner, and low-income students. Lowell Joint School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lowell Joint School District plans to spend \$2,156,798 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Lowell Joint 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 Lowell Joint 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, Lowell Joint School District's Learning Continuity Plan budgeted \$2,097,926 for planned actions to increase or improve services for high needs students. Lowell Joint School District actually spent \$2,097,926 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
Lowell Joint School District		jcoombs@ljsd.org
	Superintendent	562.902.4203

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

All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes.

State and/or Local Priorities addressed by this goal:

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

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

Local Priorities: Student Achievement and Fiscal Excellence

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Credential Audit and data from CBEDS	1.1) Based on the yearly credential audit for the 2019-2020 school year, we had two teachers in process for completing their credential. Both had the appropriate clearance to teach for the year while completing the remaining credential requirements.
Board minutes for William's sufficiency	1.2) The Board minutes for the October Board meeting reflect the sufficiency of materials under William's.
Board minutes for progress on facilities	1.3) 100% of students had access to standards aligned curriculum and materials. Due to COVID 19 and distance learning, this also included the need for devices and hot spots to ensure that
FIT Reports; Scope and Sequence of work for Measure LL as identified in required reporting	student's could continue to participate in the instructional program during distance learning.
Certificated staff survey on implementation of standards	1.4) Multiple presentations to the Board on facilities issues are documented throughout the year. Board members were given a tour of the Macy site prior to the May 3rd, 2021 Board meeting to see the progress first hand on some of the major undertakings related to the Bond measure.
Chromebook Initiative records for professional development and	1.5) 100% of facilities met the Good or higher standard for the 2019-2020 school year with one site being Exemplary (Olita). This is a direct result of the work being done thanks to the bond measure that was passed by the community.
purchasing	1.6) 93% of certificated staff members marked Agree or Strongly Agree to the statement "I am comfortable in my understanding and implementation of California State Standards"
Master schedules, resources allocated for STEAM Innovation Labs, and courses of study	1.7) With the school closures in March of 2020, Chromebooks were distributed for all students in all grades for use at home. Wifi hotspots were purchased and distributed for those families needing support with internet access.

Expected	Actual
 19-20 1.1) Teachers will continue to be fully credentialed and appropriately assigned as measured by credentials audits. 1.2) Every student will continue to have standards-aligned materials as measured by Williams compliance documentation. 	 1.8) Intermediate students had access to a broad course of study as measured by master schedules, courses of study and access to STEAM activities. Gizmos was purchased to support virtual science labs along with the already available Tynker program for coding. 1.9) All elementary schools sites were provided STEAM activities as measured by lesson plans and access to STEAM labs in the
1.3) 100% of students have access to standards aligned curriculum and materials.	2019-2020 school year.
1.4) Continue to prioritize facility needs and address the identified needs as budget allows with the addition of monies from Measure LL.	
1.5) Maintain 100% of facilities with good or higher rating with minimal deficiencies.	
1.6) 95% of certificated staff members who teach core content areas will Agree or Strongly Agree to the statement "I am comfortable in my understanding and implementation of California State Standards"	
1.7) Expand the implementation of Chromebook devices to support the California Content Standards in grades TK-2 as appropriate. Begin the first refresh cycle of Chromebooks for those purchased in 2015.	
1.8) Intermediate students will continue to have access to a broad course of study as measured by master schedules, courses of study and access to STEAM activities.	
1.9) All elementary schools sites will provide STEAM activities to students as measured by lesson plans and access to STEAM labs.	

Baseline

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Fully credentialed teachers were employed and appropriately assigned. For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	Total Expenditure \$18,055,681 1000-1999: Certificated Personnel Salaries Base \$12,876,894	1000-1999: Certificated Personnel Salaries Base
Students to be Served All Location(s) All Schools	3000-3999: Employee Benefits Base \$5,178,787 \$1,241,943 Total Expenditure \$18,055,681 1000-1999: Certificated Personnel Salaries Base	3000-3999: Employee Benefits Base
Provided basic custodial, maintenance, and grounds services. For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served All Location(s) All Schools	2000-2999: Classified Personnel Salaries Base \$1,241,943 Fund 14 3000-3999: Employee Benefits Base \$749,799 Fund 14 2000-2999: Classified Personnel Salaries Other \$71,266 Fund 14 3000-3999: Employee Benefits Other \$38,133 \$129,584 2000-2999: Classified Personnel Salaries Base	2000-2999: Classified Personnel Salaries Base 3000-3999: Employee Benefits Base 2000-2999: Classified Personnel Salaries Other 3000-3999: Employee Benefits Other
Continued to fund additional night custodians beyond base needs to provide daily cleaning of classrooms. This allows for a safe and positive school environment when increasing the demands on existing custodial staff due to before and after school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events funded by supplemental monies.	2000-2999: Classified Personnel Salaries Supplemental \$129,584 3000-3999: Employee Benefits Supplemental \$73,493 \$170,381 2000-2999: Classified Personnel Salaries Supplemental	2000-2999: Classified Personnel Salaries Supplemental 3000-3999: Employee Benefits Supplemental

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served English Learners Foster Youth Low Income Scope of Services LEA-wide Locations All Schools		
Prioritized facility needs outside of the scope of work that will now be addressed through Measure LL. Major construction began at Olita in 2020 with an identified scope and sequence for the rest of the work to be completed at the other sites over the next few years.	Repeated Expenditure from Goal 1 Action 2 2000-2999: Classified Personnel Salaries Base \$170,381	2000-2999: Classified Personnel Salaries Base
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served All Location(s) All Schools	Repeated Expenditure: The benefits are accounted for in Goal 1, Action 2 \$72,453 3000-3999: Employee Benefits Base 0 \$28,500 Repeated Expenditure from Goal 1 Action 2 2000-2999: Classified Personnel Salaries Base	3000-3999: Employee Benefits Base
Based on available funding, identified facilities projects to be completed that were most urgent. A comprehensive plan was developed as part of the Bond Measure, so the scope of the work will be accounted for through required reporting on Measure LL.	Special Reserve for Capital Outlay-Fund 40 4000-4999: Books And Supplies Other \$28,500 Special Reserve for Capital Outlay 5000-5999: Services And Other Operating Expenditures Other	4000-4999: Books And Supplies Other 5000-5999: Services And Other Operating Expenditures Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served All Location(s) All Schools	Special Reserve for Capital Outlay-Fund 40 6000-6999: Capital Outlay Other \$288,000 \$649,600 Special Reserve for Capital Outlay-Fund 40 4000- 4999: Books And Supplies Other	6000-6999: Capital Outlay Other
Provide for basic utility services. For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served All Location(s) All Schools	5000-5999: Services And Other Operating Expenditures Base \$649,600 0 5000-5999: Services And Other Operating Expenditures Base	5000-5999: Services And Other Operating Expenditures Base
Continued to inspect all school sites to ensure that facilities are in "Good Repair." This is a repeated expense for the Assistant Superintendent of Facilities and Operations as part of his job description. For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served All Location(s) All Schools	Repeated Expenditure: Salary accounted for in Goal 1 Actions 2 & 4 - \$170,381 2000-2999: Classified Personnel Salaries Base 0 Repeated Expenditure: Benefits accounted for in Goal 1, Action 2 & 4 - \$72,453 3000-3999: Employee Benefits Base 0 \$103,086 Repeated Expenditure: Salary accounted for in Goal 1 Actions 2 & 4 - \$170,381 2000-2999: Classified Personnel Salaries Base	2000-2999: Classified Personnel Salaries Base 3000-3999: Employee Benefits Base
Continued to fund a Teacher on Special Assignment (TOSA) to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating instruction for UDPs. The TOSA will also provide support	1000-1999: Certificated Personnel Salaries Supplemental \$103,086	2000-2999: Classified Personnel Salaries Supplemental

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
for Illuminate and train teachers on reports for data analysis. Includes stipend for work outside contracted days.	3000-3999: Employee Benefits Supplemental \$25,764	3000-3999: Employee Benefits Supplemental
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	\$70,000 1000-1999: Certificated Personnel Salaries Supplemental	
Students to be Served		
English Learners		
Foster Youth		
Low Income		
Scope of Services		
LEA-wide		
Locations		
All Schools		
Provided additional professional development in California Content Standards including support for the new H/SS Adoption, Math, Next Generation Science Standards, ELA, and Health. Training is to target	1000-1999: Certificated Personnel Salaries Supplemental \$70,000	1000-1999: Certificated Personnel Salaries Supplemental
differentiated instruction for UDPs based on data analysis. There will be additional professional development throughout the year for Thinking Maps and Write from the Beginning as district-wide initiatives for the	3000-3999: Employee Benefits Supplemental \$20,000	3000-3999: Employee Benefits Supplemental
coming year with additional training and support over the next 3-5 years.	0 1000-1999: Certificated Personnel Salaries Supplemental	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served English Learners Foster Youth Low Income Scope of Services LEA-wide Locations All Schools		
Teachers continued to collaborate to differentiate California Content Standards units of study, formative assessments, and success criteria for UDPs. Maintain the addition of a music teacher to provide time for elementary teachers to plan while also increasing access to VAPA standards for elementary students. For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served English Learners Foster Youth Low Income Scope of Services LEA-wide Locations All Schools	Repeated Expenditure: \$74,225 in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries Base 0 Repeated Expenditure: \$35,938 in Goal 1, Action 1 Base 0 \$0 Repeated Expenditure: \$74,225 in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries Base	1000-1999: Certificated Personnel Salaries Base Base
Continued to expand access to STEAM programs at the elementary level. This becomes increasingly important as we develop College and Career Pathways for our elementary sites to feed into Rancho Starbuck	4000-4999: Books And Supplies Supplemental \$20,000	4000-4999: Books And Supplies Supplemental

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
programs. Additional support for the Intermediate school in refining STEAM offerings is also a priority.		
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served		
English Learners Foster Youth		
Low Income		
Scope of Services		
Schoolwide		
Locations		
Specific Grade Spans: Elementary		
Purchased History/Social Studies materials for grades 6-8 for use in the 2019-2020 school year.	Restricted Lottery 4000-4999: Books And Supplies Other \$350,000	4000-4999: Books And Supplies Other
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served All		
Location(s) All Schools		
Continued to partner with the high school district to provide enrichment and STEAM programs. This is an FTE at the Intermediate site to continue programs beginning under the Career Pathways grant to provide greater access to college and career paths for our UDPs.	Repeated Expenditure: Total: \$141,405 Salary-\$101,304 in Goal 1, Action 1 1000-1999: Certificated	1000-1999: Certificated Personnel Salaries Base
	Personnel Salaries Base 0	

Budgeted Expenditures	Actual Expenditures
Benefits-\$41,101 in Goal 1, Action 1 3000-3999: Employee Benefits	3000-3999: Employee Benefits Base
Base 0	
6000-6999: Capital Outlay Base 45000	6000-6999: Capital Outlay Base
4000-4999: Books And Supplies Base \$264,880	4000-4999: Books And Supplies Base
	Expenditures Benefits-\$41,101 in Goal 1, Action 1 3000-3999: Employee Benefits Base 0 6000-6999: Capital Outlay Base 45000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served All		
Location(s) All Schools		
Maintained and refreshed Chromebooks from the first cycle purchased for the 2016-17 cohort. Continue with needed professional development and ongoing integration of technology into learning.	4000-4999: Books And Supplies Base \$0.00	4000-4999: Books And Supplies Base
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	1000-1999: Certificated Personnel Salaries Base \$7,500	1000-1999: Certificated Personnel Salaries Base
Students to be Served	3000-3999: Employee Benefits Base \$1,458	3000-3999: Employee Benefits Base
All Location(s)	5000-5999: Services And Other Operating Expenditures Base \$2,500	5000-5999: Services And Other Operating Expenditures Base
All Schools Specific Grade Spans: Primarily Grades 3-8 with expansion into TK-2 for the 2019-20 year	At 19/20 Adopted Budget \$1,287,000 was held in reserve for the Chromebook Initiative to be budgeted at 19/20 Estimated Actuals. Other	
The Technology Department, consisting of three full-time and one part- time employee, oversaw the District's technology needs. This included	2000-2999: Classified Personnel Salaries Base \$227,802	2000-2999: Classified Personnel Salaries Base
monitoring the networks and infrastructure for access to the internet and online testing for the state. This also included access to resources to support differentiated instruction and intervention through the use of software programs and/or technology components of adopted materials. With the Chromebook Initiative, maintenance and support of devices is an ongoing need. Communication tools such as websites, phone, and email systems were maintained by the Tech Department as were new safety and security measures. Additional supports for the temporary housing of Olita at the Maybrook Campus during construction were addressed as well.	3000-3999: Employee Benefits Base \$128,561	3000-3999: Employee Benefits Base

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served All		
Location(s) All Schools		
Provide four non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for	1000-1999: Certificated Personnel Salaries Supplemental \$316,980	1000-1999: Certificated Personnel Salaries Supplemental
UDPs. For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	3000-3999: Employee Benefits Supplemental 62747	3000-3999: Employee Benefits Supplemental
Students to be Served		
English Learners		
Foster Youth		
Low Income		
Scope of Services		
LEA-wide		
Locations		
All Schools		
Continued to provide ELD training so that EL students will be provided appropriate access to the California Content Standards based on data analysis of ongoing needs for our students in alignment with best	Total Expenditure:\$7,000 1000- 1999: Certificated Personnel Salaries Supplemental \$5,000	1000-1999: Certificated Personnel Salaries Supplemental
practices.	3000-3999: Employee Benefits Supplemental \$2,000	3000-3999: Employee Benefits Supplemental

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served		
English Learners		
Foster Youth		
Low Income		
Scope of Services		
LEA-wide		
Locations		
All Schools		
The District's Technology Leadership Team met to provide guidance	4000-4999: Books And Supplies	4000-4999: Books And Supplies
and support regarding the implementation of the District's Technology Plan with a primary focus on access for UDPs.	Supplemental \$2000	Supplemental
For Actions/Services included as contributing to meeting the		
Increased or Improved Services Requirement:		
Students to be Served		
English Learners		
Foster Youth		
Low Income		
Scope of Services		
LEA-wide		
Locations		
All Schools		

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. Upon completion of the final budget, analysis will be provided to determine where unspent or unused funds were distributed.

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

Overall, the District has been able to carry out the actions/services identified in the LCAP. With the passing of Measure LL in November of 2018, we are now in a much better position to leverage funds for large-scale projects that will take multiple years to complete across all the sites. Both emergency repairs and general maintenance have continued; however, the planning for expenditures of monies related to the bond (hiring architects, DSA approvals, temporary housing, the scope and sequence of work, necessary Board policies, and required committees) have been a major focal point at Board meetings throughout the year in addition to both staff and parent meetings. Ensuring fully credentialed and appropriately assigned teachers has been accomplished along with the implementation of the Chromebook Initiative for cohorts 1-3. Teachers are working hard to integrate technology in meaningful ways to support student learning and engagement.

The greatest challenge in the area of Conditions for Learning is still the aging facilities; however, with the passage of the bond, Measure LL, in November of 2018, plans are underway to address much needed large-scale repairs such as roofing and HVAC systems with the associated electrical and plumbing. We did have 100% of facilities with good or higher on the annual Facilities Inspection Tool (FIT) this year, which is am improvement from last year. There are still major areas in the poor or fair categories as subsections on the tool. Since the Major Maintenance Project at Olita was already approved and ready to go when the bids came back in high, it will be the first school to undergo construction. It is anticipated that in December of 2019, Olita will move to temporary housing at the Maybrook campus (owned by the district) that does not currently service any of our students. Roofing and HVAC will be updated with the students scheduled to return to Olita in the fall of 2020. The district will continue to prioritize and address additional needs outside of the scope of the bond as funds are available.

Goal 2

All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Academic Excellence and Fiscal Excellence

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CA Dashboard SBAC Data	2.1). With the school closures in March of 2020 and the suspension of state testing for that year, we do not have any state data to measure progress in English Language Arts or Mathematics for the 2019-2020 school year.
CELDT/ELPAC Data Dataquest CELDT/ELPAC Data SBAC Data Reclassification Rates English Language Learner Assessment (ELLA) LAS Links for 2019-20	 2.2) With the school closures in March of 2020 and the suspension of state testing for that year, we do not have any state data to measure progress in English Language Arts or Mathematics for the 2019-2020 school year to determine a reduction in the achievement gap for our English Learners. 2.3)
Reclassification Rates/Accountability Data	2.4) According to Dataquest, our reclassification rate for the 2019-2020 school year was 36%, which is well above the state rate of 13.8% and the county rate of 15.4%. We anticipated an increase given the lag in redesignation with the shift from CELDT to ELPAC in the prior year.

Expected	Actual
19-20 2.1) Student achievement will continue to be above state and county averages as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math. In addition, the number of students meeting or exceeding the standards will increase by 2% over the prior year.	
2.2) Student achievement will increase 3% over the previous year for English learners for English Language Arts and Math to reduce the achievement gap. Given the current gap data, this will most likely remain a goal for the 2019-2020 year.	
2.3) The percentage of ELs demonstrating progress toward English proficiency will be at or above 75.5%. This is based on Dataquest reporting of students who have made appropriate growth regardless of their actual score. All students should show growth on LAS Links with 75% or more of students scoring proficient. With the change to ELPAC our current baseline is 44% of students at Well Developed; 34% at Moderately Developed; 12% at Somewhat Developed; and 10% at Beginning Stage. We would like to increase the students scoring at Well Developed to 48%.	
2.4) English learner reclassification rates will be 3-5% above both the state and county averages as measured by State reclassification ratings. There was a timing glitch with transition from CELDT to ELPAC, so our current rate of 4.7% is well below state averages. While this is over a 10% gain, it should be doable given the number of students who were reclassified after the fall certification in 2018.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
SPSA goals will be aligned to identified district goals shared at a regularly scheduled Board meeting. With changes in the template for the SPSA, sites are developing better tracking for expenditures in relation to their goals along with better monitoring for program effectiveness. For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served All Location(s) All Schools	Repeated Expense: accounted for in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries Base \$0 3000-3999: Employee Benefits Base \$0 \$4,913 Repeated Expense: accounted for in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries Base	1000-1999: Certificated Personnel Salaries Base 3000-3999: Employee Benefits Base
K-8 benchmark exams will be revised as needed. Additional monies are used to support benchmarks, but this review targets data analysis of UDPs to determine if the benchmarks are giving us accurate data. Pacing Guides and Report Cards will also then be adjusted as needed. For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served English Learners Foster Youth Low Income Scope of Services LEA-wide Locations All Schools	1000-1999: Certificated Personnel Salaries Supplemental \$4,913 3000-3999: Employee Benefits Supplemental \$861 \$107,710 1000-1999: Certificated Personnel Salaries Supplemental	1000-1999: Certificated Personnel Salaries Supplemental 3000-3999: Employee Benefits Supplemental

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
District personnel will coordinate, revise and update the LJSD district-wide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. Additional funds are used to	Total Salary - \$134,638 1000- 1999: Certificated Personnel Salaries Supplemental \$107,710	1000-1999: Certificated Personnel Salaries Supplemental
target struggling and/or advanced students. As part of MTSS, our Homeless Liaison supports the overall monitoring of support for and achievement of our Homeless students in coordination with sites and the counselor at Rancho Starbuck. Our Foster Youth are also monitored	Total Benefits - \$47,629 3000- 3999: Employee Benefits Supplemental \$38,356	3000-3999: Employee Benefits Supplemental
weekly by either counseling or psych interns as assigned by their supervisor. For Actions/Services included as contributing to meeting the	Homeless Liaison 4000-4999: Books And Supplies Supplemental \$20,000	4000-4999: Books And Supplies Supplemental
Increased or Improved Services Requirement: Students to be Served	Homeless Liaison 1000-1999: Certificated Personnel Salaries Title I \$26,928	1000-1999: Certificated Personnel Salaries Title I
English Learners Foster Youth	Homeless Liaison 3000-3999: Employee Benefits Title I \$10,890	3000-3999: Employee Benefits Title I
Low Income Scope of Services LEA-wide	\$56,825 Total Salary - \$134,638 1000-1999: Certificated Personnel Salaries Supplemental	
Locations All Schools		
School libraries will continue to be open additional hours. This is in addition to the regular duties as Library Media Techs to support our students needing a place to do homework, get help with tutoring, and/or	2000-2999: Classified Personnel Salaries Supplemental \$56,825	2000-2999: Classified Personnel Salaries Supplemental
access to technology they may not have at home. There is a slight addition for the cost of a certificated Librarian as a consultant to oversee	3000-3999: Employee Benefits Supplemental \$22,278	3000-3999: Employee Benefits Supplemental
the Library Media Techs	5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000	5800: Professional/Consulting Services And Operating Expenditures Supplemental
	\$14,200 2000-2999: Classified Personnel Salaries Supplemental	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served English Learners Foster Youth Low Income Scope of Services LEA-wide Locations All Schools Principals and teachers will receive ongoing support in Universal Design for Learning to differentiate instruction to meet the needs of all learners. This includes additional coaching and training beyond the grant-funded activities with an emphasis on early literacy skills to build that strong reading foundation before 2nd grade. For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served English Learners Foster Youth Low Income Scope of Services LEA-wide Locations All Schools	Total Expenditure:\$16,000 1000-1999: Certificated Personnel Salaries Supplemental \$14,200 3000-3999: Employee Benefits Supplemental \$1800 4000-4999: Books And Supplies Supplemental 10,000 \$104,137 Total Expenditure:\$16,000 1000-1999: Certificated Personnel Salaries Supplemental	1000-1999: Certificated Personnel Salaries Supplemental 3000-3999: Employee Benefits Supplemental 4000-4999: Books And Supplies Supplemental
Support and monitor the reclassification of English learners. Our Bilingual Aides work directly with students under the supervision of certificated staff in addition to supporting teachers with pulling the data from Aeries for monitoring and tracking student progress. Teachers	Part of Bilingual Aides / Parent Liaison salaries 2000-2999: Classified Personnel Salaries Supplemental \$104,137	2000-2999: Classified Personnel Salaries Supplemental

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
meet with students and parents during conference time to discuss English learner progress. The aides complete the basic data portion (assessment scores, enrollment, etc.) For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served English Learners Scope of Services	3000-3999: Employee Benefits Supplemental \$66,565 0 Part of Bilingual Aides / Parent Liaison salaries 2000-2999: Classified Personnel Salaries Supplemental	3000-3999: Employee Benefits Supplemental
LEA-wide Locations All Schools		
Fully credentialed and appropriately assigned teachers will teach ELD on a daily basis. All 3-8 grade EL students will continue to individually track their own academic and language progress with goal sheets, and teachers will monitor the progress of English learners every trimester and/or quarter and interventions implemented as appropriate.	Repeated Expenditure from Goal 1, Action 1 (12,876,894 salary, 5,178,787 benefits) 1000-1999: Certificated Personnel Salaries Base 0	1000-1999: Certificated Personnel Salaries Base
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	3000-3999: Employee Benefits Base	3000-3999: Employee Benefits Base
Students to be Served All Location(s) All Schools	0 Repeated Expenditure from Goal 1, Action 1 (12,876,894 salary, 5,178,787 benefits) 1000- 1999: Certificated Personnel Salaries Base	
Two sections of ELD will continue to be implemented to support ELs at the secondary level. This teacher also receives a stipend for monitoring the English learners at Rancho to provide extra support to our Long Term English learners. In addition, we are adding a Spanish elective to help build Spanish fluency. We have added a materials cost for this start up year with the elective for the purchase of Spanish materials.	Total Expenditure:\$47,000 \$23,236 - Accounted for in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries Supplemental 0	1000-1999: Certificated Personnel Salaries Supplemental
	Total Expenditure:9202 \$4,601-Accounted for in Goal 1,	3000-3999: Employee Benefits Supplemental

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served English Learners Scope of Services Limited to Unduplicated Student Group(s) Locations Specific Schools: Rancho Starbuck Intermediate	Action 1 3000-3999: Employee Benefits Supplemental 23764 \$4000; Rancho Site Allocation from Goal 1, Action 15 1000-1999: Certificated Personnel Salaries Base 4601 \$792; Rancho Site Allocation from Goal 1, Action 15 3000-3999: Employee Benefits Base \$19,000 4000-4999: Books And Supplies Supplemental \$19,000 Total Expenditure:\$47,000 \$23,236 - Accounted for in Goal 1, Action 1	1000-1999: Certificated
Continue to monitor English Learner language proficiency through the implementation of a formative language assessment. This measure can also be used for additional information to support reclassification. We changed the assessment to LAS links in the 2018-19 year, and we will continue to use as guidance for instructional strategies to better serve	1000-1999: Certificated Personnel Salaries Supplemental 1000-1999: Certificated Personnel Salaries Supplemental \$17,000 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries Supplemental 3000-3999: Employee Benefits
our English Learner population. For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served English Learners	Supplemental \$4,100 \$4,000	Supplemental
Scope of Services Limited to Unduplicated Student Group(s) Locations All Schools		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This Action was combined with Action 7 in 2018-19.		
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served English Learners		
Scope of Services Limited to Unduplicated Student Group(s)		
Locations All Schools		
This Action was combined with Action 7 in 2018-19.		
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served English Learners		
Scope of Services LEA-wide Locations		
Continue to fund staff to provide bilingual educational support to students and serve as parent liaisons including more written translations in Spanish (three bilingual aide positions and a portion of one bilingual clerk). We will be monitoring the need for additional supports in this area with the addition of the Dual Language program at Jordan. As	Repeated Expenditure/Goal 2- Action 6 Salary \$104,17 2000- 2999: Classified Personnel Salaries Supplemental 50,000	2000-2999: Classified Personnel Salaries Supplemental
additional support from last year, we will be hiring additional staff to monitor and support our English learners since this continues to be an area of growth for our district.	Repeated Expenditure/Goal 2- Action 6 Benefits-\$66,565 3000- 3999: Employee Benefits Supplemental 20,000	3000-3999: Employee Benefits Supplemental

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served English Learners Foster Youth Low Income Scope of Services LEA-wide Locations All Schools		
Continue to hire staff to provide for extended day intervention classes to targeted students including UDPs. We are looking at ways to increase the number of staff available and/or to partner with outside agencies to provide targeted support for our students needing tutoring. For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served English Learners Foster Youth Low Income Scope of Services LEA-wide Locations All Schools	Total Expenditure:\$85,000 1000-1999: Certificated Personnel Salaries Supplemental \$70,000 3000-3999: Employee Benefits Supplemental \$15,000	1000-1999: Certificated Personnel Salaries Supplemental 3000-3999: Employee Benefits Supplemental
Continue to fund stipends for each school to hire an intervention coach. Coaches meet throughout the year with district personnel to discuss MTSS and needed adjustments to support our Unduplicated Pupil needs. They have been trained in Illuminate to run reports to facilitate the analysis of data in monitoring our subgroup populations to	Total Expenditure:\$21,000 1000- 1999: Certificated Personnel Salaries Supplemental \$13,000	1000-1999: Certificated Personnel Salaries Supplemental

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
determine groupings for intervention and to identify gaps in supports with a primary focus on our English learners, Foster Youth, Homeless, and Socio-economically Disadvantaged. With the addition of the the	3000-3999: Employee Benefits Supplemental \$3,000	3000-3999: Employee Benefits Supplemental
Low Performing Block grant, Intervention Coordinators are also goal-setting and monitoring this group of students for targeted support. We have increased the stipend to reflect the added scope of work for these Coordinators.	El Portal site Title 1 funds for a second Intervention Coach 1000- 1999: Certificated Personnel Salaries Title I 1500	1000-1999: Certificated Personnel Salaries Title I
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served	El Portal site Title 1 funds for a second Intervention Coach 3000- 3999: Employee Benefits Title I 293	3000-3999: Employee Benefits Title I
English Learners Foster Youth Low Income	Low Performing Block grant 1000- 1999: Certificated Personnel Salaries Other 13000	1000-1999: Certificated Personnel Salaries Other
Scope of Services LEA-wide	Low Performing Block grant 3000- 3999: Employee Benefits Other 1500	3000-3999: Employee Benefits Other
Locations All Schools		
Teachers will collaborate regularly to monitor student progress, dialogue about best practices, and design intervention programs. This includes an additional FTE for a music teacher, which allows for additional collaboration time at the elementary level.	Repeated expenditure (Salary \$12,876,894 and benefits \$5,178,787) 1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Base
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	Base 0 3000-3999: Employee Benefits Base 0	3000-3999: Employee Benefits
Students to be Served All	base u	Base
Location(s) All Schools		
Continue to fund two sections of Science to the Rancho-Starbuck master schedule to lower class sizes and ensure UDPs have more 1:1 assistance.	Accounted for in Goal 1, Action 1 \$22,268 salary and \$10,782 benefits	1000-1999: Certificated Personnel Salaries Supplemental and Concentration

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	1000-1999: Certificated Personnel Salaries Supplemental	
Students to be Served English Learners Foster Youth Low Income Scope of Services Schoolwide Locations Specific Schools: Repole Starbuck Intermediate	0 3000-3999: Employee Benefits Supplemental 0	3000-3999: Employee Benefits Supplemental
Specific Schools: Rancho Starbuck Intermediate Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section) For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	Accounted for in Goal 1, Action 1 \$23,720 salary and \$11,068 benefits 1000-1999: Certificated Personnel Salaries Supplemental 0	1000-1999: Certificated Personnel Salaries Supplemental
Students to be Served English Learners Foster Youth Low Income	3000-3999: Employee Benefits Supplemental 0	3000-3999: Employee Benefits Supplemental
Scope of Services Schoolwide		
Locations Specific Schools: Rancho Starbuck Intermediate		
Continue to fund a technology program/system to assist teachers in monitoring student progress and analyze data to close achievement gaps for UDPs (Illuminate). We are adding a component of the program to help better track student information in an early warning system to monitor attendance and achievement of our UDPs.	Illuminate 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$27,000	5000-5999: Services And Other Operating Expenditures Supplemental

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served English Learners Foster Youth Low Income		
Scope of Services LEA-wide		
Locations All Schools		
Fund a stipend to coordinate additional access to STEAM activities and STEAM Innovation labs for every grade level, multiple times a year with an emphasis in supporting struggling students with math and science support.	Total Expenditure:\$15,498 1000- 1999: Certificated Personnel Salaries Supplemental \$13,000	1000-1999: Certificated Personnel Salaries Supplemental
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	3000-3999: Employee Benefits Supplemental \$2,498	3000-3999: Employee Benefits Supplemental
Students to be Served		
English Learners		
Foster Youth Low Income		
Scope of Services LEA-wide		
Locations All Schools		
Maintain sections to the Rancho Starbuck master schedule for reading intervention (one for grade 7 and one for grade 8).	Accounted for in Goal 1, Action 1 \$32,000 salary and \$12,500 benefits 1000-1999: Certificated	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	Personnel Salaries Supplemental 0	
Students to be Served English Learners Foster Youth Low Income	3000-3999: Employee Benefits Supplemental 0	3000-3999: Employee Benefits Supplemental
Scope of Services Schoolwide Locations Specific Schools: Rancho Starbuck Intermediate		

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. Upon completion of the final budget, analysis will be provided to determine where unspent or unused funds were distributed.

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

Refining our overall Multi-Tiered System of Support continues to be an ongoing means of addressing the needs of students at all levels. We are developing additional layers to address the students who qualify under the Low Performing Block grant (one-time funds from the state) as we refine our services and interventions for our English Learners and Students with Disabilities. While we maintained the supports from the prior year, there is clearly a need to provide additional intervention for students to close the achievement gap as opposed to maintaining growth. We are adding some additional counseling and psychological supports for our UDPs, which will allow for more targeted support and monitoring for these student groups that are below the overall average for the district. This is especially true for our English learners and Socioeconomically Disadvantaged students. We want to continue to monitor both the academic and socio-emotional needs of our Foster Youth as well. We are currently evaluating the data from the LAS Links assessment to determine the focus for our English learners next year. We had hoped to have the data in February for planning purposes, however, delays in the set up and training pushed back our administration window to April. With the close out of the year, we will look at the data as baseline information to plan with over the summer for beginning the 2019-20 school year with any necessary adjustments to our English learner supports. This will also allow us to analyze current SBAC data and ELPAC Summative

data, which is becoming available now, to make decisions for the coming year. Overall we are still making progress on our goals connected to Pupil Outcomes. The majority of our students do well on both Academic Indicators and the Chronic Absentee Indicator. While we still have gaps with some student groups that we will continue to address, the students in those groups are still out performing state averages.

Goal 3

Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities: Safe and Respectful Environment, Family and Community Partnerships

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 3.1) Annual Parent Survey PTA, SSC, ELAC/DELAC participation and input Sign-ins for volunteers, trainings, events	
3.2)Annual Parent Survey PTA, SSC, ELAC/DELAC participation and input Sign-ins for volunteers, trainings, events	
3.3)Attendance Data	
3.4)Attendance Data	
3.5)CA Dashboard - Suspension indicator Discipline Records	
3.6)Annual Parent Survey	
3.7)Dataquest Attendance Data	
3.8)Student Interviews/Surveys	

Expected
19-20 3.1) 85% or more of the parent respondents will "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".
3.2) 85% or more of the parent respondents will "Agree" or "Strongly Agree" with the statement, "I receive information about my student's academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls".
3.3) Maintain the average attendance rate districtwide at 96% or higher as measured by P2 attendance data.
3.4) Maintain or decrease the districtwide chronic absenteeism rate from the previous year as measured by attendance data.
3.5) Suspensions and expulsion rates will remain below the State and county rates as measured by the California Department of Education's database.
3.6) 85% or more of the parent respondents will "Agree" or "Strongly Agree" with the statement, "My student is safe at school" as measured by the annual parent survey.
3.7) The Middle School Dropout Rate will remain at 2% or fewer.
3.8) 85% or more of students will "Agree" or "Strongly Agree" with the statement "I feel safe at school" and "I have opportunities to connect with my school".

Expected	
Baseline 3.1) 91% of the parents responded "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".	
3.2) 99% of the parents responded "Agree" or "Strongly Agree" with the statement, "I receive information about my student's academic performance through report cards, progress reports, email, parent notification letters, and/or parent conferences/phone calls".	
3.3) The average attendance rate districtwide was 96.55% at P2 (Month 9).	
3.4) The districtwide chronic absenteeism rate was 3.4%.	
3.5) Suspensions and expulsion rates remained below the State and county rates. The most current available data has suspensions for Lowell Joint at 1.3% with LA County at 2.2% and the state at 3.8%. We have no expulsions.	
3.6) 94% of parents responded "Agree" or "Strongly Agree" with the statement, "My student is safe at school" on the annual parent survey.	
3.7) The Middle School Dropout Rate was less than 2% based on the most current data provided by CDE.	
3.8) 94% of students responded "Agree" or "Strongly Agree" with the statement "I feel safe at school" and "I have opportunities to connect with my school".	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide annual training and/or refreshers for School Site Council members on their roles and responsibilities. Each Title I school will hold a Title I meeting to inform parents of opportunities for advisory groups and volunteerism. For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served English Learners Foster Youth Low Income Scope of Services LEA-wide	Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0 3000-3999: Employee Benefits Supplemental 0	Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental 0 3000-3999: Employee Benefits Supplemental 0
Locations All Schools		
Since not enough teachers were using the premium features of Pear Deck, we are not renewing the district license at this time. Teachers still have access to and are using the free version of Pear Deck, but there is no cost to this item.	5000-5999: Services And Other Operating Expenditures Supplemental 0	5000-5999: Services And Othe Operating Expenditures Supplemental 0
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served		
English Learners Foster Youth		
Low Income		
Scope of Services		
Schoolwide		
Locations		
All Schools		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Each school will continue to form a Parent Teacher Association (PTA) with district support to reach out to the parents of UDPs. Details of activities are identified in site SPSAs and in PTA minutes.	Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0	1000-1999: Certificated Personnel Salaries Supplemental 0
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	3000-3999: Employee Benefits Supplemental 0	3000-3999: Employee Benefits Supplemental 0
Students to be Served English Learners Foster Youth Low Income Scope of Services LEA-wide Locations All Schools		
The District will support the efforts of the La Habra PTA Council and each school will send a representative to the council meetings. This community partnership is targeted for developing and supporting outreach to parents of our UDPs to increase their involvement in the PTA and on campuses. For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0 3000-3999: Employee Benefits Supplemental 0	1000-1999: Certificated Personnel Salaries Supplemental 0 3000-3999: Employee Benefits Supplemental 0
Students to be Served English Learners Foster Youth Low Income		
Scope of Services LEA-wide		
Locations All Schools		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
While a District English Language Advisory Council (DELAC) will still be formed annually, the numbers of English Learners now mandate this committee, so it is no longer considered an Increased/Improved Service. Schools will continue to implement an English Language	Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries Supplemental 0 3000-3999: Employee Benefits
Advisory Council (ELAC) or transfer the responsibilities to the School Site Council.	Supplemental 0	Supplemental 0
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served English Learners		
Scope of Services		
LEA-wide		
Locations All Schools		
Both a Program Specialist and an ABA Teacher will be funded this year to increase overall services and opportunities for students struggling with behavior. The primary goal remains to re-engage students in meaningful learning opportunities by providing intervention for behavior,	Out of Home Care and Mental Health Funds 1000-1999: Certificated Personnel Salaries Other \$116,288	1000-1999: Certificated Personnel Salaries Other
mental health, and other nonacademic barriers to learning. For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	Out of Home Care and Mental Health Funds 3000-3999: Employee Benefits Other \$44,312	3000-3999: Employee Benefits Other
Students to be Served All Location(s)	Repeated Expenditure: Salary- \$64,544 in Goal 1 Action 1 1000- 1999: Certificated Personnel Salaries Base \$64,544	1000-1999: Certificated Personnel Salaries Base
All Schools	Repeated Expenditure: Benefits- \$22,276 in Goal 1 Action 1 3000- 3999: Employee Benefits Base \$22,276	3000-3999: Employee Benefits Base
Special Education parents will have the opportunity to participate in the Special Education Advisory Council for our SELPA. This is a responsibility of the Director of Special Education.	1000-1999: Certificated Personnel Salaries Base \$140,913	1000-1999: Certificated Personnel Salaries Base

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	3000-3999: Employee Benefits Base \$49,186	3000-3999: Employee Benefits Base
Students to be Served Students with Disabilities		
Location(s) All Schools		
Each school will provide unique opportunities for parents. These are outlined in the Single School Plan for Student Achievement (SPSA). Where it is beneficial, these services and or trainings are offered across the district for all parents with an emphasis on our UDPs for outreach.	5000-5999: Services And Other Operating Expenditures Supplemental \$2,000	5000-5999: Services And Other Operating Expenditures Supplemental
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served		
English Learners		
Foster Youth		
Low Income		
Scope of Services LEA-wide		
Locations All Schools		
The District will continue to offer parent education trainings and/or institutes for parents of Unduplicated Pupils (UDPs). This is an area for growth in our district as we look to increase helpful information for parents in dealing with aspects of the digital age, increased issues with vaping, and other areas of concern and support such as the path to college and career readiness.	5000-5999: Services And Other Operating Expenditures Supplemental \$7,000	5000-5999: Services And Other Operating Expenditures Supplemental

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served English Learners Foster Youth Low Income		
Scope of Services LEA-wide		
Locations All Schools		
Fund tools to support parent outreach: phone outreach system and websites for the district, sites, and teachers. For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	5000-5999: Services And Other Operating Expenditures Base \$42,100	5000-5999: Services And Other Operating Expenditures Base
Students to be Served All Location(s) All Schools		
An annual parent survey will be administered through the Superintendent's office to provide parents with an opportunity for feedback and ideas for enhancing educational programs. This is in addition to Coffee with Coombs held at each site during the year for parents. This is also in addition to the input gathered at PTA meetings for the LCAP in February and March. To ensure the parents of UDPs are represented, we also have phone calls made to our EL parents by the Bilingual Aides, and the survey is distributed in Spanish as needed. The DELAC participates in the LCAP process as well as the Parent Advisory Committee which pulls primarily from the parents of our UDPs.	Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0 3000-3999: Employee Benefits Supplemental 0	1000-1999: Certificated Personnel Salaries Supplemental 3000-3999: Employee Benefits Supplemental

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served		
English Learners		
Foster Youth		
Low Income		
Scope of Services		
LEA-wide		
Locations		
All Schools		
Student absences will be monitored regularly and attendance letters sent out for students with signs of chronic absenteeism. We are also looking at a better Dashboard to identify students in danger of becoming chronically absent to intervene earlier. Since our UDPs are typically the student groups with the highest absentee rates, we are looking at additional incentives and systems for increasing their attendance rates.	Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0 3000-3999: Employee Benefits Supplemental 0	1000-1999: Certificated Personnel Salaries Supplemental 3000-3999: Employee Benefits Supplemental
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served		
English Learners		
Foster Youth		
Low Income		
Scope of Services		
LEA-wide		
Locations		
All Schools		
The district will implement an attendance incentive program. This is done at P1 and P2 each year based on the sites with both the highest and most improved percentages for that time period.	4000-4999: Books And Supplies Base \$2,000	4000-4999: Books And Supplies Base

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served All		
Location(s) All Schools		
Continue to provide counseling services at the Intermediate school and monitor social/emotional needs for UDPs. This includes a stipend for supervising the counseling interns throughout the year (CREW) along	1000-1999: Certificated Personnel Salaries Supplemental \$88,747	1000-1999: Certificated Personnel Salaries Supplemental
with generating reports on supports for students served. For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	\$2,000 Counselor Intern Supervisory Stipend / \$1,000 Mental Health & \$1,000 Out of Home Care 3000-3999: Employee	3000-3999: Employee Benefits Supplemental
Students to be Served English Learners Foster Youth Low Income Scope of Services Schoolwide	\$27,020 \$2,000 Counselor Intern Supervisory Stipend / \$1,000 Mental Health & \$1,000 Out of Home Care 1000-1999: Certificated Personnel Salaries Special Education \$2,000	1000-1999: Certificated Personnel Salaries Special Education
Locations Specific Schools: Rancho Starbuck	\$198 - Mental Health & \$198 - Out of Home Care 3000-3999: Employee Benefits Special Education 396	3000-3999: Employee Benefits Special Education
Counseling and psych support will be provided at each elementary school with additional support for Rancho. Eight paid interns will be hired (4 counseling and 4 psych) to work directly with current personnel to increase these much needed services. The primary focus for these interns continues to be checking in with our Unduplicated Pupils (UDPs) to address any social-emotional needs potentially acting as barriers for academic success. These services are in addition to the existing partnership with the Gary Center (no cost), a partnership with	\$14,400-Salaries / \$2,090- Benefits 2000-2999: Classified Personnel Salaries Supplemental \$14,490 \$12,480-Salaries / \$1,814- Benefits 2000-2999: Classified Personnel Salaries Special	2000-2999: Classified Personnel Salaries Supplemental 2000-2999: Classified Personnel Salaries Special Education

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
existing counselor (Goal 3, Action 14) and existing Psych services (Goal 3, Action 16).	Out of Home Care - \$48,000- Salaries / \$6,952-Benefits 2000-	2000-2999: Classified Personnel Salaries Special Education
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	2999: Classified Personnel Salaries Special Education \$54,952	
Students to be Served English Learners Foster Youth Low Income	Mental Health Funding - \$21,120- Salaries / \$3,054-Benefits 5800: Professional/Consulting Services And Operating Expenditures Special Education \$24,174	5800: Professional/Consulting Services And Operating Expenditures Special Education
Scope of Services LEA-wide Locations	(Salary \$103,000 plus portion of Coordination stipend \$600) 1000-1999: Certificated Personnel Salaries Supplemental 103600	1000-1999: Certificated Personnel Salaries Supplemental
All Schools	3000-3999: Employee Benefits Supplemental 42000	3000-3999: Employee Benefits Supplemental
	4000-4999: Books And Supplies Supplemental 5000	4000-4999: Books And Supplies Supplemental
Provide psychological support services to students as appropriate. The added costs for services has been added to Action 15; however the stipend to coordinate the new psych interns (proportionally charged to	1000-1999: Certificated Personnel Salaries Base \$102,594	2000-2999: Classified Personnel Salaries Base
each source) has been added here with the supplemental portion accounted for in Action 15.	3000-3999: Employee Benefits Base \$41,602	3000-3999: Employee Benefits Base
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served	1000-1999: Certificated Personnel Salaries Special Education \$96,437	1000-1999: Certificated Personnel Salaries Special Education
All	3000-3999: Employee Benefits Special Education \$40,318	3000-3999: Employee Benefits Special Education
Location(s) All Schools	Supervisory Stipend for Psychologist Interns \$1,000-Mental Health & \$1,000 Out of Home Care 1000-1999: Certificated	1000-1999: Certificated Personnel Salaries Special Education

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Personnel Salaries Special Education \$2,000	
	\$199-Mental Health & \$199-Out of Home Care 3000-3999: Employee Benefits Special Education \$398	3000-3999: Employee Benefits Special Education
Each school will provide activities and programs to promote student engagement (site allocations). These expenditures are detailed in the Single School Plan for Student Achievement (SPSA) and presented to the Board each year in November.	Repeated Expenditure 4000-4999: Books And Supplies Base \$0	4000-4999: Books And Supplies Base
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served All		
Location(s) All Schools		
District personnel will work in collaboration with the Lowell Joint Education Foundation. This allows for additional monies to support our instructional programs to better meet the needs of students.	Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0	1000-1999: Certificated Personnel Salaries Supplemental
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	3000-3999: Employee Benefits Supplemental 0	3000-3999: Employee Benefits Supplemental
Students to be Served		
English Learners		
Foster Youth		
Low Income		
Scope of Services		
LEA-wide		
Locations		
All Schools		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
As was noted in the Annual Update, we lost the part time SRO for the 2018-19 school year, and funds were not available to hire a full time SRO. The district is looking at ways to fund this through grant dollars and/or other funding sources for the coming year since it is no longer an option to have a part time person.	5000-5999: Services And Other Operating Expenditures Supplemental \$33,455	5000-5999: Services And Other Operating Expenditures Supplemental 0
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served		
English Learners		
Foster Youth		
Low Income		
Scope of Services		
Schoolwide		
Locations		
Locations Specific Schools: Rancho Starbuck Intermediate		
health agency, and other entities providing care and services to foster youth and other UDPs (partial funding for the District Nurse). Additional	Total Expenditure: \$10,500 2000- 2999: Classified Personnel Salaries Supplemental \$6,000	2000-2999: Classified Personnel Salaries Supplemental
services will be provided with a Nursing Assistant not funded out of Supplemental dollars.	3000-3999: Employee Benefits Supplemental \$2,446	3000-3999: Employee Benefits Supplemental

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served		
English Learners		
Foster Youth		
Low Income		
Scope of Services		
LEA-wide		
Locations		
All Schools		

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. Upon completion of the final budget, analysis will be provided to determine where unspent or unused funds were distributed.

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

Survey data again suggests that there is still a high level of both student and parent engagement which is an indication that our Actions and Services reflect the needs of our families. There is definitely a need to provide additional supports and communication with our families. We are also exploring the difference in students getting along and treating each other well based on their responses from the student survey. This was an interesting distinction at both the elementary and intermediate level. The SPSAs include detailed information on parent activities and trainings, and we are looking to expand this for the coming year. The challenges that both parents and students face in the digital age along with more mental health issues are having an impact on school culture and climate. The eight interns hired have had an enormous positive impact and their effectiveness is discussed below.

The response to C.R.E.W. (Creative Response to Emotional and Educational Wellness) has been overwhelmingly positive on all school campuses. In the first quarter of implementation, C.R.E.W interns were able to have 581 meetings with students. The interns held 149 meetings with Special Education Students, 33 meetings with ELD students, 55 meetings with 504 students, 5 meetings with Foster Youth and 11 meetings with McKinney-Vento students. In quarter two, the interns held 532 meetings with students. The interns

held 35 504 meetings, 27 McKinney-Vento meetings, 90 special education meetings, 8 Foster Youth meetings and 19 ELD meetings. While these are not all of the meetings held, this data illustrates the types of needs being met through the implementation of the C.R.E.W. program. While the majority of these meetings are one-on-one, there are group meetings being held as well. The counseling and psychologist interns are also meeting student needs in a variety of ways. The vast majority of counseling done through the interns has been personal/social counseling at 79% of the counseling services. The next largest counseling type has been academic counseling. As we know, those two issues go hand-in-hand. If a student is struggling personally, there is a good change there are academic issues as well and if there are academic issues, there are usually personal struggles present. The types of counseling completed in guarter two are very similar with 78% of counseling being personal/social, 21% being academic and .2% being group counseling. While the numbers of students serviced and the type of counseling being done can speak for themselves, the true benefit comes in the relationships built with students and staff. It has been a joy to see and hear students connect with the interns and seek them out when they have problems or questions. Hearing about students who were closed off to talking to adults or had trouble taking turns with their peers blossom into students who look forward to counseling sessions and who have friends is the real benefit. Staff appreciate that there are more hands on deck to help students in all areas from academic to personal/social needs. It has been helpful to provide more personalized supports for students. For example, when an SST is held for a student it is now feasible to offer weekly check-ins with a counseling/psychologist intern as a way to support student progress. The interns have done presentations in classes on topics such as "how to be a good friend" and career interest inventories. They have held group sessions for students struggling with grief or for students who struggle to complete homework. They work with students that have trouble controlling their anger which can play out in aggression in the classroom or with their peers and they work with students suffering from anxiety and overwhelming emotional issues. The interns have helped with supervision, a key role in the job of a school counselor, as well as helped with FLEX classes. The counseling interns have also sat in on SST's and IEPS and will help with the College Planning Night parent night at Rancho. Overall, the implementation of C.R.E.W. has been a success and it will only continue to grow. Teachers and staff have appreciated the support as we continue to meet the needs of students, and students are continuing to benefit from the support and encouragement that the interns provide. Making the SRO position full time to increase services will be the next layer in ensuring essential supports for our most needy students.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) such as masks, face shields, plexiglass shields and dividers as a safety measure for students and staff. Provide enhanced sanitation to classrooms and school offices in addition to pressure washers at each site to support the deep cleaning of playground equipment and outdoor spaces. Hand sanitizers for every classroom and temperature scanners were also purchased for the overall safety of staff and students.	42,000		No
Additional custodians were hired to support the increased sanitation requirements for in-person instruction.	22,200		No

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

Analysis of In-Person Instructional Offerings

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

We were unable to bring students back in-person until March of 2020. Our special needs students where able to return in October with a brief return to complete distance learning at the beginning of the 2020 year when the health directives became more restrictive again. We had all TK-1st grade students return the first week of March. This allowed us the opportunity to check the drop off and pick up procedures, temperature checking, social distancing, sanitization and other safety protocols before the entire school population returned. In-person instruction was then rolled out for 2nd-4th grade students the second week of March, and for 5th and 6th grade students the third week of March. Students are in A/B cohorts for attending two days a week with all students at home on Wednesdays for distance learning. We have a small group of students who have elected to remain in distance learning in a cohort C. Because the

incoming 7th graders had never been on campus, we had them return following the 5th and 6th grade students for a few days on campus before the 8th grade class was added. The slow, rolling opening, allowed the sites to address any issues before having the higher number of students on campus. Two additional long-term, certificated substitutes were hired for the elementary sites to provide additional support in transitioning back to campus. They were able to help with drop off and pick up, float between classrooms to provide small group instruction or take over a class when needed. This is in addition to the Educational Assistants (classified personnel) that were hired for distance learning to support the monitoring of students and some small group support under the direction of a teacher. These Educational Assistants have been maintained even in the return to in-person instruction to support the students who are live streaming on their days not on site. For the most part, both the distance learning and in-person instructional offerings were fairly successful. The greatest challenges in returning have been the social-emotional needs of students and those who have disengaged entirely that we are working to get back into the schools. Both of these challenges are discussed in greater depth in the sections of the update reflecting on the Mental/Social/Emotional Well Being and the Pupil/Family Engagement and Outreach.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The purchase of newer Chromebooks and Hot Spots to provide UDP students with a device in the home and ensure connectivity to be able to access the Distance Learning Program. While the district had already purchased Chromebooks for use in the classroom, there was a need to update some as the sole device in the homes of some of our UDPs without access to devices capable of operating under the greater demands in accessing programs from home. While SB 98 allows for other means of engaging students who are not able to do so virtually through check-ins and phone calls, packets, and so forth, we felt it was in the best interest of our low income families to upgrade the devices provided through the district since many families chose to use a better, family-owned device in the spring. Head phones needed to be purchased for those students lacking access as well. With the varying roles of support staff in providing intervention and support to our Unduplicated students, a few devices/headphones also needed to be provided to aides as direct support to unduplicated students during synchronous instruction. The cost reflects about 30% of devices purchased for the district which is well below the almost 40% of families who are low income within the district traditionally.	309,000		Yes
Professional Development for staff related to best practices in virtual learning, technology platforms needed to support the Distance Learning Program, and in social-emotional considerations for working with students and families in the current climate. Daily support is available for teachers through sign-ups with the three Teachers on Special Assignment described below for the Tech and STEAM TOSA and in the Pupil Learning Loss/Pupil and Family Engagement and Outreach.	30,000		No
A Teacher on Special Assignment (TOSA) to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating	251,000		Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
instruction for distance learning with our unduplicated pupils. In addition to the existing Tech TOSA, an additional TOSA was funded to support STEAM. Because we were in the middle of adopting new science materials, our current program does not have a digital platform to support the virtual instruction of science, a core content area, to high levels of rigor. Our coding platform, Tynker, along with Gizmos for virtual labs and Studies Weekly Science were all purchased to support virtual science instruction until the pilot of materials can be resumed. The STEAM TOSA is working with teachers to differentiate instruction for our unduplicated pupils to ensure access to these programs.			
A number of tools were provided to support teachers with online instruction including licenses for Seesaw, Kami for working with PDFs, Loom, Flipgrid, and Google Applications for Educators along with Zoom.	15,000		No
In addition to the resources needed for students, some teacher devices needed to be upgraded to operate the necessary systems for Distance Learning. This includes an additional monitor and camera to be able to monitor the students in distance learning in the hybrid model with some in the classroom.	100,000		No

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.

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.

Overall, the Distance Learning Program was able to support students and families in staying connected and moving forward despite the challenges of the year. While we had hoped to begin the year in-person, we planned for the reality of a start to the year with students at home in terms of Access to Devices and Connectivity. Because we were able to get Chromebooks distributed to all

students along with necessary hotspots at the end of the 2019-2020 school year, we had systems in place for how to distribute both at the start up of the year. Arrangements were made at each site for students to pick up materials (including the device), and resources were provided to parents to help with managing log-ins especially for younger students. Staff made themselves available to meet with parents to walk through any technical difficulties they were having in addition to the "helpdesk" line and email for any questions or concerns. Families were directed to the district office if in need of support with internet connectivity to receive hotspots. We applied for a small grant through T-Mobile to expand the number of hot spots we had available even from the initial school closures in March of 2020. Throughout the year, devices were repaired and/or replaced as needed to ensure participation in the instructional program.

As part of our normal Data Confirmation process and Healthy Families Updates from the Superintendent's Office, all enrolled families were communicated with on a regular basis throughout the summer as additional information became available. When we realized that we would not be returning as expected, we made the decision to hold off on a Virtual Academy with parents having to commit to remaining in the Academy for the year due to staffing constraints. Instead, we left students assigned to their in-person teacher in anticipation of returning in a hybrid model with live streaming. We were especially grateful that we made this decision for the purposes of Continuity of Instruction since we ended up having to remain in Distance Learning through March of 2021. While this created some challenges for teachers, they were willing to jump in and learn how to manage live streaming since students would only be returning in-person twice a week. In order to maximize instruction, it was felt that the students were better served by conducting the class with the live streaming option as opposed to more asynchronous work on days not attending in-person. With that in mind, we purchased all the necessary equipment for teachers to be able to begin the year in Distance Learning. For some this meant laptops that could be used remotely, cameras for the synchronous blocks each day, and a number of additional software programs to facilitate instruction along with additional staffing to meet the very unique needs of students and staff during this time. During Distance Learning we did not reduce the number of instructional minutes to the bare minimum required by the state in order to better serve our students and families. We made adjustments along the way with feedback from parents and staff with a primary focus on keeping kids connected and learning as much as possible.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Actions Related to the Lupii Learning Loss			
Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
District personnel will coordinate, revise and update the LJSD district-wide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. Additional funds are used to target struggling and/or advanced students. As part of MTSS, our Homeless Liaison supports the overall monitoring of support for and achievement of our Homeless students in coordination with sites and the counselor at Rancho Starbuck. Our Foster Youth are also monitored weekly by either counseling or psych interns as assigned by their supervisor.	213,157		Yes
Support and monitor English learners. Our Bilingual Aides work directly with students under the supervision of certificated staff in addition to supporting teachers with pulling the data from Aeries for monitoring and tracking student progress. Teachers meet with students and parents during conference time to discuss English learner progress. The aides complete the basic data portion (assessment scores, enrollment, etc.) Bilingual Aides are also contacting families for engagement and working with students in small groups.	170,702		Yes
Fully credentialed and appropriately assigned teachers will teach ELD on a daily basis. All 3-8 grade EL students will continue to individually track their own academic and language progress with goal sheets, and teachers will monitor the progress of English learners every trimester and/or quarter with interventions implemented as appropriate.	0		No
Additional section of English Language Development at Rancho to support our Long-Term English learners and those struggling to reclassify before entering high school. This is a section in addition to their English Language Arts course using READ 180 for targeted support in developing language.	15,000		Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continue to monitor English Learner language proficiency through the implementation of a formative language assessment (LAS Links). This measure can also be used for additional information to support reclassification. We will continue to use as guidance for instructional strategies to better serve our English Learner population.	18,000		Yes
Continue to fund stipends for each school to hire an intervention coach. Coaches meet throughout the year with district personnel to discuss MTSS and needed adjustments to support our Unduplicated Pupil needs. They have been trained in Illuminate to run reports to facilitate the analysis of data in monitoring our subgroup populations to determine groupings for intervention and to identify gaps in supports with a primary focus on our English learners, Foster Youth, Homeless, and Socio-economically Disadvantaged.	21,000		Yes
Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section)	34,000		Yes
Resource bags for special needs students and English learners to support learning in the home. The cost reflected here is for only the English learners.	6,000		Yes
Additional instructional minutes to mitigate learning loss from the spring and provide continuity of instruction between distance learning and in-person instruction.	800,000		No
The newly created Early Literacy TOSA will provide academic supports for our primary grades, parent trainings to develop school readiness skills, develop community partners in reaching students ages 0-5, coordinate efforts with the First Five Commission and La Habra Little Learners as part of a 3-year grant, and continue with work to establish a state-funded preschool in the district. In addition to salary costs, the grant provides some funds for program development and trainings. All of these responsibilities are with a primary focus on English learner and low income families to increase engagement and academic success for students.	120,000		Yes

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

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.

At the beginning of each year, certificated staff administer various universal screeners as a first step to determining the needs of students. This is normally done with DIBELS at the elementary level and the HM Reading Inventory for Rancho Intermediate. Because DIBELS is timed in part, having the students complete it virtually with having to look at passages and then respond on a computer, we felt it would not provide accurate data. Our Kindergarten through 2nd grade have been using A2i (Assessment to Instruction) as a platform for monitoring student progress as part of a research study/grant for the last two years. Since 3rd grade was being added this year and students are already familiar with the platform, the decision was made to use this platform for determining needs of students to drive instructional practice to address any gaps that students may be experiencing from the school closures in the spring and ongoing distance learning in the fall. Upper elementary and Rancho will use Interim Assessment Blocks (IABs) from the state CAASPP system as an initial screener. Trimester/Quarter benchmarks will continue to be used to monitor ongoing progress and needs for students in addition to assessment data gathered from student programs such as Lexia and ST Math, classroom assessments by the teacher, and additional assessments conducted for specific student groups. For our English learners, in addition to monitoring overall academic progress above, the district uses LAS Links, a language assessment, for identifying needs and monitoring progress along with results from the Initial ELPAC and/or Summative ELPAC where that data is available.

As part of a district-wide strategy to mitigate learning loss, we maintained a higher level of instructional minutes than the state minimum. This allowed teachers time for small group instruction or one-on-one support with struggling students. Teachers had set office hours to support students in their specific learning needs, and this allowed us to maximize the distance learning time to ease the transition into a hybrid model with live-streaming. As part of our overall MTSS system, universal screeners are used to determine student need regardless of classification within a particular student group. Based on that data, interventions and supports are identified for the most struggling students. Students meet in smaller groupings with an intervention teacher or in sections for reading and math support at the intermediate level. An English Language Development class is provided at Rancho in addition to a double-block of English language arts to support English learners in language development before moving on to high school. Our Bilingual Aides provided small group and one-on-one support for English learners to access core curriculum in their instructional program. Our Intervention Coordinators met with English learners in grades 3 and up to complete goal setting sheets and monitor progress in addition to the Progress Monitoring forms completed by teachers to track language development. We are using LAS Links to assess language development specific to the needs of our English learners. The best assessment data actually came from students returning to campus and teachers being able to interact with them. It was clear from some of the assessments that students were getting help on them, so they were not a true picture of learning. While this is understandable, it made it difficult to identify true gaps. With the completion of the Summative ELPAC and SBAC testing in May, we are just now getting a more accurate picture of true gaps. Based

on engagement and attendance data, one of our biggest concerns is for the primary grades. There were a greater number of students from TK-2nd grade that missed schooling during the course of the year in distance learning. As these students returned in March, teachers were better able to assess gaps and begin supporting those who were missing foundational skills. We were able to keep the Educational Assistants in the primary grades to support more flexibility in the classroom for teachers to differentiate instruction. The two additional certificated subs were also able to support small group instruction in addition to the intervention teacher and the bilingual aides. So we have a much clearer picture moving forward for our primary grades. We had already begun work around early literacy, but with the hiring of an Early Literacy TOSA, we will be able to support students and teachers in closing gaps over the next few years.

For our students in grades 4-6 that we were able to compare scores from 2019-2020 to 2020-2021 on the Interim Assessment Blocks, there are actually some areas of growth. Our 4th grade students did better on Number and Operations in Base Ten and Operations and Algebraic Thinking. Our 5th grade students had a dip in the Number and Operations-Fractions, but they were about the same in Operations and Algebraic Thinking. For 6th grade, students were about the same for the Number System with a significant difference for Expressions and Equations. There were approximately 40 more students Below Standard than in the 2019-2020 school year, so this will be a targeted area of support for next year. For Rancho Intermediate, our 7th graders were about 3-4% higher in Below Standard with a 1% gain on the Number System. 8th graders were about the same with a marked difference in Functions showing an additional 60 plus students struggling in this area. This will also be a targeted area for intervention next year. In English Language Arts for our 4-6th grade students, the pattern is fairly similar. Most differences are less than 5%, which means it is an additional ten students either having done somewhat better or slightly worse than in the prior year. The two IABS were Reading Informational Texts and Reading Literary Texts. Both 4th and 5th grades had a 4% increase in the students Below Standard for the Reading Literary Texts, which is approximately 10 students. Scores were almost the same as the prior year for Reading Informational Texts. 6th grade students showed an increase in the number Below Standard for both assessments with an additional 10 or students for each. For Rancho, the IAB data will be available in the next few weeks for comparison.

The Homeless Liaison continues to follow up with both our homeless student population and Foster Youth to make referrals for any necessary supports beyond what they are already afforded under our existing MTSS. We are also monitoring our English learners and our special needs students for the same. The first step in beginning to support all students is gathering additional data to confirm gaps and identify targeted needs. The feed back from teachers upon the return of students to in-person instruction has been that many students are struggling with motivation and engagement. The social-emotional needs are outweighing the drive for academic progress. Our primary goal from March-May to close out the 2020-2021 school year has been on addressing these needs along with reasonable academic growth.

Because teachers are monitoring student engagement on a weekly basis and all support staff have access to the Weekly Engagement Summary, we are monitoring if re-engagement strategies and academic supports are effective. In addition to these weekly checks, trimester and quarter benchmark assessments will continue to provide data on student progress toward mastery of state standards as will SBAC results for 2021. For our primary grades, this is data tracked through Assessment to Instruction (A2i). Because we were already part of a three-year study, we have a lot of quantitative data on the progress of students from last year to this year to support identification of gaps as well as progress in regaining ground as measured against national norms during non-COVID times. Our

students in 1st-3rd grade have been monitored since Kindergarten with A2i assessments, so this will provide concrete data on both learning loss and subsequent gains. As teachers, Intervention Coordinators, and other support personnel are working with students, adjustments will be made and/or additional interventions identified based on need. The Director of Educational Services oversees the Bilingual Aides and services for English learners, MTSS, Attendance and Engagement, and Homeless and Foster Youth. In a small district with approximately 200 English learners, about the same in Homeless, and 15 or so Foster Youth (and many duplicated within those categories and our low-income population), individual contacts by the Director, Intervention Coordinators, or other support staff are the most effective way to determine if student needs are being met.

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.

The District will be using CoVitality as a screener to identify and monitor student's social emotional status twice in the year: once in the Fall and once in the Spring. Videos from the counselor and interns highlighting SEL strategies are shown weekly in homeroom classes at the junior high level and all Rancho students are a part of the counselor's Google Classroom that has resources and ways to connect with the counselor at the junior high level. All students are being taught mindfulness techniques by the school counselor and interns, and the counseling interns are teaching social-emotional lessons in all elementary classes. School counseling and school psychologist interns are working closely with school staff in identifying students who may be in need of social emotional support. They are providing check-ins with students via zoom sessions and phone calls with students and their families and emails. As students are monitored for engagement, referrals to counseling and psych services are a part of the Tier2/Tier3 supports for re-engagement. Bark notifications are also closely monitored by the school counselor and/or site Principals to assess if students are talking about or writing concerning things so that contact can be made in a timely manner to intervene. Beginning in second semester, more in-depth SEL lessons will be taught weekly in homeroom classes at the junior high level. For staff, teachers are currently implementing mindfulness strategies in their classrooms and practicing along with their students. Weekly videos are shown in class with the teachers so that they can learn the positive coping strategies as well. These weekly mindfulness videos were created and posted/emailed to all students and families through school emails, website and social media, and additional resources were added to the website for students and families. Regarding Trauma and other impacts of COVID-19, professional development will be provided to school staff through site staff meetings. School counseling and school psych interns will ensure that staff has an understanding of trauma, signs of student trauma, and ways in which to support and address such trauma. District-wide professional development for the year has already begun teaching staff how to handle critical conversations with students and other staff members, especially in light of COVID-19 and other events of 2020. The District will continue to support students through the use of school counseling interns, the school counselor, school psychology interns, and school psychologists. Students will be provided with counseling support via small group and individual sessions. Parents and school staff can continue to refer students who have experienced trauma given the impacts of COVID-19. Counseling resources including outside agencies, mindful coloring pages and mindfulness videos are available on the District's website to all students and families. Counselors and psychs are receiving specific instruction with webinars and virtual professional development opportunities to help support both students and staff with the overall mental health and social-emotional well-being of both staff and students. Teachers, site administrators, support service providers (Occupational Therapist, Speech and Language Specialists, etc.), and other key personnel will receive the professional development, and additional offerings and supports will be made available as issues arise and/or as training requests are processed.

Analysis of Pupil and Family Engagement and Outreach

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

The Superintendent continued sending out Healthy Family Updates on a regular basis to communicate with both staff and families during the 2020-2021 school year. In addition to these regular updates, families were surveyed regarding the various models and

comfort level in returning to in-person instruction, a hybrid model, or remaining in full distance learning multiple times as information changed and health directives were modified. To honor the feedback from those parents who expressed concern about starting back even months before the school year began, the district developed a Virtual Academy for those families that may opt to remain in distance learning due to health or other related issues. We also received input from families on what worked and what didn't work during the initial school closures in March of 2020 as part of community meetings to take into consideration for developing programs moving forward to support the engagement of students in the learning environment whether in-person or online. A parent meeting for those interested in the Virtual Academy was held in mid-July to explain how distance learning moving forward would be very different than the spring in terms of expectations. Ultimately, with having all students in distance learning for the beginning of the year, the Virtual Academy was put on hold. When we began the transition to hybrid in March of 2021, we did have families opt to remain home in Distance Learning. These students continued to live stream each day along with the cohorts that returned for in-person instruction two days a week. Rather than uproot and reassign the students opting to remain in Distance Learning into a Virtual Academy given the lateness in the year, all stakeholders felt it best to provide the means for these students to live stream into the class with the teacher and students they had been with since August. The Superintendent has continued to meet with representatives from PTA on a regular basis to ensure the parent voice in planning. This is in addition to DELAC meetings, LCAP meetings, and attendance at PTA meetings by staff from the Educational Services department to both elicit feedback and share resources to support families.

As a frame for developing both engagement and outreach strategies in addition to normal practices within the district, district personnel participated in the six-session Student Engagement and Attendance series through the LA County Office of Education, in partnership with CDE, covering topics such as Attendance Changes/Requirement (SB98), Student Engagement and Attendance Strategies for Distance Learning, Student Information System Solution Session, Strategies for Pupil and Family Engagement and Outreach with LEA Sharing, Support for Students with Unique Needs and Addressing Learning Loss, and Leveraging a Multi-Tiered System of Support in Distance Learning. As part of this and other meetings regarding the implementation of requirements in SB98, we developed a Weekly Engagement Summary that includes identified Tier 1 supports at the teacher level for reaching out to support students and families who were struggling to engage in distance learning and now in the hybrid model. This included everything from a quick email or phone call to referral to services or the district office for support. Because the Weekly Engagement Summary was developed in a shared folder with access by the Principal, Attendance Clerk, Office Manager, and District personnel, the Tier 2 and 3 strategies are a part of the same document. This way, teachers can easily see the follow up as can appropriate district personnel, and students can be monitored for intervention and support. For any student who was absent, families were contacted through traditional means (the Attendance Clerk and/or Office Manager for clearing absences). In addition to this, as part of Tier 1 support on the Weekly Engagement Summary, teachers identified any students who may be experiencing signs of mental health issues, motivation or engagement issues, connectivity or device issues, language barriers, and so forth for referral to appropriate personnel. Principals, School Psychologists, and the Counselor have access to these as does the Attendance Supervisor for the district (the Director of Educational Services) and the Assistant Superintendent of Educational Services. Overall, the majority of our students have remained engaged and connected throughout this difficult year. The various PTAs have continued to sponsor events in partnership with the sites to create positive experiences for students and support families in whatever ways they can. Parents have expressed their appreciation regularly for the open communication and timely information, the resources to support learning in the home, the tech support, and the additional resources available through Nutrition Services to offset food insecurity during these difficult times.

The Attendance Supervisor continues to work with Principals on those students who have disengaged from learning. A spread sheet was created in Google Drive to ensure access to the information for all necessary staff. There are 145 students amongst the six sites that have struggled with attendance during the year. Approximately 30 of these moved out of district boundaries and unenrolled, with another handful having gone to Mexico at some point in the year making internet connectivity and services a challenge. We do have staff reaching out daily to connect with the students they can in order to support their learning even while out of the country. Staff continue to work through the SST process, referrals, and other means of outreach (Social workers, home visits, law enforcement, etc.) to reconnect these students as we move away from Distance Learning. It is clear from what data we have that the families with the youngest students were impacted the most in terms of attendance and engagement. While the average for Chronic Absenteeism is 4% across the district, the number for our Kindergarten families (9%) and our 1st and 2nd grade students (6%) is significantly higher. By 3rd grade, the percentage is less than 3% with a slight increase in 5th (3.7%) and 6th (4.2%). On our School Attendance and Review Board (SARB) report for the county, 37 students are Severely Chronic Absentee, which means they have been absent for more than 25% of the days enrolled. A few of these have shown improvement as we transition back to in-person; however, we are still working with stakeholders and community partners to identify the issues, and provide supports to get these students back in school.

Analysis of School Nutrition

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

In response to concerns over the spread of the Novel Coronavirus (COVID-19) in March of 2020, the Nutrition Services Department took action to submit waivers through the California Department of Education (CDE) and the United States Department of Agriculture (USDA) for the Seamless Summer Option waiver, the non-congregate waiver, and the meal pattern waiver. Each waiver was approved which allowed the District to serve meals at all sites and to remove the requirement for the meals to be consumed on campus. The waivers provided significant flexibility for the Nutrition Services program along with the on-site adjustments enabling schools to maintain social-distancing standards.

Meals were distributed across all 6 school sites. Given the volume of meals, (over 350,000 to date), consolidating sites would have created challenges maintaining social distancing as families received meals. In addition, had the non-congregate waiver not been approved, children and parents would have been in close quarters and unable to maintain social-distancing guidelines. Sites distributed meals across tables to ensure social-distancing during the "hand-off" of meals. On the production side, the central kitchen expanded into the multi-purpose room at Rancho Starbuck Intermediate to assemble meals. Nutrition Services staff prepared meals in the kitchen on different work-stations to ensure 6 feet of social-distancing. Long lunch tables were used to place meal components into bags and each table only had 1-2 people at any given time in an assembly-line fashion. This was essential in providing the necessary space between staff members.

Meal distribution has been quite successful throughout the year. As the plan to return in a hybrid model was developed, it was clear that we would be unable to meet the sanitation and social distancing requirements with students on campus. This was a driving force in scheduling the on-campus time to end before lunch was served. Students were then able to take bagged lunches as they left the

campus while those at home continued with the regular pick-up routine established during Distance Learning for those off-site. Tubs were purchased for Nutrition Services staff to deliver pre-packaged snacks to each room for the Nutrition Break on a daily basis. Families were also able to pick-up a larger provision on Fridays to offset time away from the schools over the weekend. Arrangements were also made in partnership with a local church for food distribution roughly once a month. Families who participated where given upwards of 40 pounds of food for the entire family to augment the School Nutrition programs. This has been well-received and of great service to our families in need.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Counseling and Psych support will be provided at each elementary school with additional support for Rancho. Eight paid interns will be hired (4 counseling and 4 psych) to work directly with current personnel to increase these much needed services. The primary focus for these interns continues to be checking in with our Unduplicated Pupils (UDPs) to address any social-emotional needs potentially acting as barriers for academic success. These services are in addition to the existing partnership with the Gary Center (no cost), a partnership with Supervisor Hahn's Office for limited counseling support (no cost), and an existing counselor, and existing Psych services.	218,510		Yes
Mental Health and Social and Emotional Well-Being	Purchased the CoVitality universal screener for all students in grades 4-8. This short, online questionnaire will help us identify students that need more social-emotional support through various data points. This will give us student specific as well as overall school data. This data can show us percentages of students that are in the low, medium and high risk groups as well as overall numbers of students who feel connected and supported on campus or virtually.	6,000		No
Mental Health and Social and Emotional Well-Being	Continue to provide counseling services at the Intermediate school and monitor social/emotional needs for UDPs. This includes a stipend for supervising the counseling interns throughout the year (CREW) along with generating reports on supports for students served.	120,163		Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth and other UDPs. Additional services will be provided with a Nursing Assistant.	65,000		Yes
Pupil Engagement and Outreach	Student absences will be monitored regularly and attendance letters sent out for students with signs of chronic absenteeism. Since our UDPs are typically the student groups with the highest absentee rates, we are looking at additional incentives and systems for increasing their attendance rates. The district will implement an attendance incentive program. This is normally done at P1 and P2 each year based on the sites with both the highest and most improved percentages for that time period. This will be modified for distance learning to encourage online participation and submission of work.	12000		No
School Nutrition	Additional hours were added to staff to be able to meet the increased demands on nutritional services. The district has not provided breakfast/lunch for summer months or over weekends, so this is supplemental to our base program and principally directed toward ensuring our low income students have food outside of school days.	12,000		Yes

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

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

One of the things that became very clear with the school closures at the end of the 2020 school year and the suspension of state testing was that we needed to have a better assessment system on the local level to monitor student progress more consistently across the district. With state assessment data unavailable and no ability to administer the Interim Assessment Blocks (IABs) at that point in time which we use for Benchmark assessments in grades 3-8, it was very difficult to gather aggregated data across the sites. While we were able to rely on formative assessments in planning for the 2020-2021 school year, it became evident during distance learning that the data we were obtaining was often skewed by other factors in terms of varying conditions within the home for support. As students began returning in March of 2021, teachers were able to get a better sense of the needs in terms of gaps. This had a tremendous impact on instruction when students were also struggling with the transition to being back on site. For elementary students in particular, the focus to complete the 2020-2021 school year was often on routines, trying to help students focus and engage for longer periods of time in-person, and address some of the social and emotional needs from begin disconnected from peers and some of the structure that school affords for a year.

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 inperson instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

California Department of Education January 2021

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	25,489,919.00	0.00		
	4,000.00	0.00		
Base	22,033,921.00	0.00		
Other	1,284,999.00	0.00		
Special Education	234,969.00	0.00		
Supplemental	1,892,419.00	0.00		
Title I	39,611.00	0.00		

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

Total Expenditures by Object Type					
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual			
All Expenditure Types	25,489,919.00	0.00			
	4,000.00	0.00			
1000-1999: Certificated Personnel Salaries	14,382,435.00	0.00			
2000-2999: Classified Personnel Salaries	2,141,674.00	0.00			
3000-3999: Employee Benefits	6,780,601.00	0.00			
4000-4999: Books And Supplies	721,380.00	0.00			
5000-5999: Services And Other Operating Expenditures	1,070,655.00	0.00			
5800: Professional/Consulting Services And Operating Expenditures	56,174.00	0.00			
6000-6999: Capital Outlay	333,000.00	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	25,489,919.00	0.00		
		4,000.00	0.00		
	Base	0.00	0.00		
1000-1999: Certificated Personnel Salaries	Base	13,197,046.00	0.00		
1000-1999: Certificated Personnel Salaries	Other	129,288.00	0.00		
1000-1999: Certificated Personnel Salaries	Special Education	100,437.00	0.00		
1000-1999: Certificated Personnel Salaries	Supplemental	927,236.00	0.00		
1000-1999: Certificated Personnel Salaries	Title I	28,428.00	0.00		
2000-2999: Classified Personnel Salaries	Base	1,640,126.00	0.00		
2000-2999: Classified Personnel Salaries	Other	71,266.00	0.00		
2000-2999: Classified Personnel Salaries	Special Education	69,246.00	0.00		
2000-2999: Classified Personnel Salaries	Supplemental	361,036.00	0.00		
3000-3999: Employee Benefits	Base	6,190,669.00	0.00		
3000-3999: Employee Benefits	Other	83,945.00	0.00		
3000-3999: Employee Benefits	Special Education	41,112.00	0.00		
3000-3999: Employee Benefits	Supplemental	453,692.00	0.00		
3000-3999: Employee Benefits	Title I	11,183.00	0.00		
4000-4999: Books And Supplies	Base	266,880.00	0.00		
4000-4999: Books And Supplies	Other	378,500.00	0.00		
4000-4999: Books And Supplies	Supplemental	76,000.00	0.00		
5000-5999: Services And Other Operating Expenditures	Base	694,200.00	0.00		
5000-5999: Services And Other Operating Expenditures	Other	334,000.00	0.00		
5000-5999: Services And Other Operating Expenditures	Supplemental	42,455.00	0.00		
5800: Professional/Consulting Services And Operating Expenditures	Special Education	24,174.00	0.00		
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	32,000.00	0.00		
6000-6999: Capital Outlay	Base	45,000.00	0.00		
6000-6999: Capital Outlay	Other	288,000.00	0.00		

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

Total Expenditures by Goal				
Goal	2019-20 Annual Update Actual			
Goal 1	23,485,658.00	0.00		
Goal 2	811,719.00	0.00		
Goal 3	1,192,542.00	0.00		

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

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

Total Expenditures by Offering/Program						
Offering/Program 2020-21 Budgeted 2020-21 Actual						
In-Person Instructional Offerings	\$64,200.00					
Distance Learning Program	\$705,000.00					
Pupil Learning Loss	\$1,397,859.00					
Additional Actions and Plan Requirements	\$433,673.00					
All Expenditures in Learning Continuity and Attendance Plan	\$2,600,732.00					

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)						
Offering/Program 2020-21 Budgeted 2020-21 Actual						
In-Person Instructional Offerings	\$64,200.00					
Distance Learning Program	\$145,000.00					
Pupil Learning Loss	\$800,000.00					
Additional Actions and Plan Requirements	\$18,000.00					
All Expenditures in Learning Continuity and Attendance Plan	\$1,027,200.00					

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)						
Offering/Program 2020-21 Budgeted 2020-21 Actual						
In-Person Instructional Offerings						
Distance Learning Program	\$560,000.00					
Pupil Learning Loss	\$597,859.00					
Additional Actions and Plan Requirements	\$415,673.00					
All Expenditures in Learning Continuity and Attendance Plan	\$1,573,532.00					



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
Lowell Joint School District	Jim Coombs Superintendent	jcoombs@ljsd.org 562.902.4203

Plan Summary [2021-22]

General Information

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

The Lowell Joint School District was established in 1906 and encompasses 8 square miles in the cities of La Habra, La Habra Heights, Whittier, and portions of unincorporated Los Angeles County. The District serves the educational needs of approximately 3,150 students in Transitional Kindergarten through eighth grade at five TK-6 elementary schools and one intermediate school. There is also a special needs preschool at one elementary site. The race/ethnic break down of the student population includes significant subgroups for Hispanic at 68% and White, non-Hispanic at 22%. There are also 4% Asian, 1% Filipino, and 1% African American with a few students in other ethnicities. Within the overall student population, approximately 12% qualify for Special Ed services, 7% for English Learners, 6% McKinney Vento, with 41% low income. While we do not have a significant number of Foster Youth (less than 1%), we monitor all of these student groups to provide targeted support based on need in our overall Multi-Tiered System of Supports or MTSS. All six schools have received the California Distinguished School Award and the Gold Ribbon Award. Rancho Starbuck Intermediate was also designated as a School To Watch in the 2016-17 school year and was redesignated in the 2020 school year. All Title 1 schools were honored with the Title I Academic Achievement Award in 2015-16 as well as the Business Excellence Award. The District is committed to providing strong academics, basic skills, and a well-rounded program of traditional subject offerings. We emphasize the importance of education, the family, and traditional American values: higher education, personal integrity, social responsibility, Character Education, and an appreciation of our national heritage are all stressed at District schools. All students have access to Chromebooks as part of our 1:1 Chromebook Initiative along with professional development for teachers in instructional practices for technology integration. All students have access to technology in a computer lab

STEAM activities either within the classroom or in the STEAM Lab including 3D printers, Virtual Reality, Green Screen set-ups, and Ozobots. Both Rancho Starbuck and El Portal have been honored with Golden Bell Awards, and El Portal has been selected as a No Excuses University site (2019).

With the support of our community, Lowell Joint was able to pass a bond measure (Measure LL) in 2019 that is allowing the district to tackle some much needed improvements to the aging facilities since most schools were built in the 1950s and 60s. Work has already been completed at Olita and El Portal with Macy currently under renovation. The scope of work includes roofing, HVAC systems, associated electrical, sewer lines, replacement of wood affected by termites and/or wood rot, and various other projects related to bringing our schools into the 21st century. We have been able to add

On October 2, 2017, the Board of Trustees reaffirmed the Guiding Goals and accompanying descriptions which serve as the overarching vision for the Lowell Joint School District. These are affirmed each year by the Board. The Mission and Board Goals are listed below:

Mission: The Lowell Joint School District is committed to providing a strong academic program of 21st Century Skills with a well-rounded program of diverse and innovative subject offerings. All District Schools emphasize the importance of education, the family, and traditional values. We stress the value of personal; integrity, social responsibility, and a respect for our national heritage. The Lowell Joint School District envisions a culture where technology empowers all members of the school community to achieve success and expand learning beyond the walls of the classroom. All stakeholders will utilize technology to become highly competent in a technological world through continuous improvement in academics, career, and life.

Guiding Goals

DISTRICT GOAL 1: ACADEMIC EXCELLENCE - LEARNING FOR ALL STUDENTS

Vision: Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

DISTRICT GOAL 2: SAFE, ORDERLY, POSITIVE, RESPECTFUL LEARNING ENVIRONMENTS

Vision: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

DISTRICT GOAL 3: HIGH QUALITY STAFF PROVIDING HIGH QUALITY SERVICE

Vision: All staff possesses the appropriate knowledge, skills, and attitudes needed to provide high quality services leading to high quality results. We believe that high quality service is achieved when staff is well trained, proactive, responsive, and collaborative. We attract, train, and retain high performing staff that actively engage, collaborate, and support students in effective instruction and the use of current technologies.

DISTRICT GOAL 4: SCHOOL/ FAMILY/ COMMUNITY PARTNERSHIPS & COMMUNICATION

Vision: High quality student learning is supported by partnerships. We believe these partnerships are enhanced through effective communication and collaboration. We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning ad personal growth for students.

DISTRICT GOAL 5: ACQUISITION & ALLOCATION OF RESOURCES TO SUPPORT FISCAL EXCELLENCE

Vision: Resources are focused to achieve district goals. We believe that public schools deserve sufficient resources to achieve high quality student learning. We believe that efficiency, transparency, and cost-effective practices must characterize District and school operations to ensure that resources are aligned and applied to achieve established goals. We are committed to remaining fiscally solvent by effectively managing resources and pursuing new revenue sources.

Reflections: Successes

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

Given that the California School Dashboard only reported enrollment data in terms of race and ethnicity and the percentage of students who are English learners, Foster Youth, Students with Disabilities, Homeless, and low income for the 2020 school year, the majority of data used to develop goals and actions was based on local data and input from stakeholders. Some targeted areas of focus from the 2019-2020 school year will remain in place until we have better data to monitor overall progress using the same metrics. Overall, getting students to participate in distance learning and engage in the school community while managing a pandemic was a huge success. Comparatively speaking, we had relatively high attendance with a district average of approximately 96%. While we know that attendance in distance learning was not always equal to attendance in-person with regard to focus and time-on-task, our students were engaged in learning.

In the midst of the pandemic, we still received some noteworthy recognitions. A Special Education Blue Ribbon Action Team was formed to completely revamp Board policies and procedures to better serve our students with disabilities. This committee included teachers, district personnel, SELPA representation, a lawyer from OCDE, and a professor from Biola in order to ensure that best practices and education code were all forefront in discussions. All policies and procedures were reviewed, revised, and submitted for Board approval. As a result of all this work, the district was honored with the very prestigious Magna award from the National School Boards Association. Members of this committee presented at the ACSA Region 17 Administrator Conference and will be sharing at a staff meeting for each of the six sites during the 2021-2022 school year to develop a better understanding of these policies and procedures for all staff. We were also honored with an award from the College Board for encouraging girls in the area of science as a result of the students who took the AP Computer Science exam this last year. Our Superintendent, as a member of the Orange County Superintendents group, was awarded the Maureen DiMarco Award, "In Recognition of Exemplary Leadership for Youth and the Education Community Amidst a Global Health Pandemic". Our principal at Rancho Starbuck was nominated for Educator of the Year through the California League of Schools and was selected out of nearly 750 school employees across the nation as a LifeChanger winner through the The National Life Group Foundation. These are just a few examples of the recognition received through outside agencies that helps to validate the incredibly dedicated staff in Lowell Joint who strive to make things better in service of our students.

We hired 11 paid interns for the 2020-2021 school year (5 counseling and 6 psych) to work directly with current personnel to increase services through our C.R.E.W. (Creative Response to Emotional and Educational Wellness) program. This was the third year of this program that received a Golden Bell Award. These services are in addition to the existing partnership with the Gary Center (no cost), a partnership with Supervisor Hahn's Office for limited counseling support (no cost), an existing counselor and existing Psych services. The response to C.R.E.W. has been overwhelmingly positive on all school campuses. In the first quarter of implementation, C.R.E.W interns were able to have 581 meetings with students. The interns held 149 meetings with Special Education Students, 33 meetings with ELD students, 55 meetings with 504 students, 5 meetings with Foster Youth and 11 meetings with McKinney-Vento students. In quarter two, the interns held 532 meetings with students. The interns held 35 504 meetings, 27 McKinney-Vento meetings, 90 special education meetings, 8 Foster Youth meetings and 19 ELD meetings. While these are not all of the meetings held, this data illustrates the types of needs being met through the implementation of the C.R.E.W. program. While the majority of these meetings are one-on-one, there are group meetings being held as well. The counseling and psychologist interns are also meeting student needs in a variety of ways. The vast majority of counseling done through the interns has been personal/social counseling at 79% of the counseling services. The next largest counseling type has been academic counseling. As we know, those two issues go hand-in-hand. If a student is struggling personally, there is a good change there are academic issues as well and if there are academic issues, there are usually personal struggles present. The types of counseling completed in quarter two are very similar with 78% of counseling being personal/social, 21% being academic and .2% being group counseling. While the numbers of students serviced and the type of counseling being done can speak for themselves, the true benefit comes in the relationships built with students and staff. It has been a joy to see and hear students connect with the interns and seek them out when they have problems or questions. Hearing about students who were closed off to talking to adults or had trouble taking turns with their peers blossom into students who look forward to counseling sessions and who have friends is the real benefit. Staff appreciate that there are more hands on deck to help students in all areas from academic to personal/social needs. It has been helpful to provide more personalized supports for students. For example, when an SST is held for a student, it is now feasible to offer weekly check-ins with a counseling/psychologist intern as a way to support student progress. The interns have done presentations in classes on topics such as "how to be a good friend" and career interest inventories. They have held group sessions for students struggling with grief or for students who struggle to complete homework. They work with students that have trouble controlling their anger, which can play out in aggression in the classroom or with their peers. They work with students suffering from anxiety and overwhelming emotional issues, which has been especially helpful during the pandemic. The interns have helped with supervision, a key role in the job of a school counselor, as well as helped with FLEX classes when students were on campus. The counseling interns have also sat in on SST's and IEPS and will help with the College Planning Night for parents at Rancho. Teachers and staff have appreciated the support as we continue to meet the needs of students, and students are continuing to benefit from the support and encouragement that the interns provide. Overall, the implementation of C.R.E.W. has been a success and will only continue to grow.

The community passed Measure LL in November of 2018 with overwhelming support for our Lowell Joint schools. The bond will allow for the upgrade and modernization of facilities that were constructed in the 1950s and 60s. In the 2019-2020 school year, architects for each site were hired and the scope of work was outlined in relation to roofing, HVAC, and the associated electrical and plumbing as identified in the bond measure. Since the Olita major maintenance project had already been approved with all plans submitted to the appropriate agencies, it was the first to begin modernization during the summer of 2020. With the school closures during the pandemic, the work was started earlier than expected with no students on campus as did the summer work scheduled for El Portal. This allowed for completion of construction in a more timely manner, which moved up the timeline for the work at Macy. Because the students were not actually on site at Maybrook (the

location for temporary housing during construction), there was no need to postpone the return to the Olita campus or delay moving Macy to the Maybrook site. The original plan was to have the sites there for a full year so as not to disrupt instruction. With the students in distance learning, this became unnecessary. This saved on construction costs and ultimately allowed for the issuance of the bonds saving the tax payers five million in interest by shortening the repayment schedule by eleven years.

Reflections: Identified Need

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

Dashboard data typically shows our students performing above state and county averages in all areas with some performance gaps based on our student group data. While the relatively small numbers of students in these isolated student groups are very sensitive to fluctuations based on very few students moving up or down, we take all performance gaps very seriously and are striving to support the individual needs of all students. In the 2020-2021 school year, we had 17 Foster Youth (.5%), 80 Homeless (2.5%), 210 English Learners (6.7%), 370 Students with Disabilities (11.8%), and 1,274 low income students (40.5%). It became very clear during the pandemic that much of our aggregated assessment data for the district relied heavily on the state assessment system (ELPAC, SBAC and IABs) that was suspended in 2020 and other systems that were difficult to administer remotely during the 2020-2021 school year. We administered the ELPAC and SBAC in the spring of 2021 as opposed to a local assessment option, but we have not received any data from the state as of yet. While benchmarks were administered, there were clear examples of inaccurate data where the testing environment could not be controlled. As students returned to campus in March of 2021, teachers began to develop a better sense of the true needs of students. A group of teachers were asked to evaluate a more comprehensive assessment system to ensure that we are better able to monitor and track progress at both the individual teacher level and the district level. iReady was reviewed by this group of teachers as well as the principals and district staff. The purchase of iReady will allow us to have a more comprehensive system since outside of SBAC and IABs we are not able to pull much of the data from the individual sites to aggregate at the district level currently. One of our areas for growth prior to the pandemic included the Academic Indicator for both Language Arts and Mathematics. Using the iReady system will allow us to evaluate student needs at the beginning of the 2021 school year and provide appropriate supports both in the classroom and through intervention and enrichment. As a district, "All Students", were in the "Green" performance band on both Academic Indicators (ELA and Mathematics) in 2019. For Mathematics, there were three performance gaps: English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) were in the "Orange" performance band with Homeless and Hispanic in "Yellow". All other reported student groups were in the "Green" or "Blue" performance bands. For ELA, we had four student groups that dropped into the "Orange" performance band creating a performance gap: English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Homeless. It is important to note that these student groups are still performing above state averages for both ELA and Mathematics. We are anticipating that these gaps will still exist once we have SBAC data for the 2021 school year. We will continue to identify needs and support students through our overall Multi-Tiered System of Support (MTSS). For all sites, providing intervention opportunities within the school day has been an ongoing focus and will remain so for the 2021-2022 school year. In anticipation of greater student need around academics, we have already budgeted for additional intervention support at each of the elementary sites.

Refining our Multi-tiered System of Support (MTSS) to meet the behavior and social-emotional needs of all students has also been a priority. Echoed in feedback from all stakeholder groups, there is a serious concern for the social-emotional well-being of students, staff, and families

in returning to campus after a year of disruption, loss, and trauma on varying levels for everyone. We had already begun to develop some supports in this area, with the introduction of C.R.E.W. prior to the pandemic as described above. Having these interns, along with district support personnel, check-in with students on a regular basis helped to maintain student engagement throughout distance learning and in transitioning back to in-person learning. The need exists, however, to increase the focus on social emotional learning in the classroom on a daily basis given the past year. In April, we had a guest speaker talk to staff about the importance of self-care and then provided some examples of strategies that can be used in the classroom. Each teacher was given a copy of The Calm Classroom to begin implementing easy, three-minute or less, self-care activities with students. More training will come for this in the fall of 2021-2022. Covitality, a universal social-emotional screener for grades 4-8 that was purchased as part of the Learning Continuity Plan, was used to identify students at risk that could be supported by interns and other school personnel. The limited scope of Covitality is being augmented by adding Care Solace as a partner. Care Solace will develop a website for our district to connect students, families, and staff to mental health supports in the area, help them navigate issues such as insurance and referrals, and check in to determine if the services are meeting the need. Individuals can use the site themselves or district personnel can refer individuals to the site for support. We are looking at additional guest speakers and supports for teachers to continue in the coming year. The counselor and interns provided lessons on social emotional issues throughout the 2020-2021 school year, but in an effort to increase the focus for the coming year, we have also purchased the Social Emotional Learning (SEL) curriculum from Studies Weekly for students in grades TK-6. This is a platform already used by students and teachers with our History/Social Studies curriculum and as a supplement to our current Science textbook during distance learning that had no digital resources.

Two of our greatest areas of need from the 2019-2020 school year were Suspensions and Chronic Absenteeism both of which are a bit skewed for the 2020-2021 school year. While we have no Dashboard data to determine improvements in the color bands, we do anticipate a need to address these areas as students return full-time. Based on our SARB reports submitted to both LA and Orange County, our Chronic Absentee rate for the year was just over 4%. The majority of the grades were under 3% with a significant increase for our primary grades (9% in Kindergarten and over 6% for both 1st and 2nd grade). While understandable, we know that this will create additional needs for these students in preparing for the next grade level. We have established a more concrete goal around Early Literacy to support building a strong foundation in students as they move forward in schooling to close any potential gaps that may exist. In terms of Suspensions, there were only six for the entire 2020-2021 school year. We will continue with the work that we were doing around this area prior to the pandemic. The increased focus on social emotional learning is designed to support both the behavioral and mental health needs of students to increase engagement and decrease behaviors resulting in suspensions.

LCAP Highlights

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

The LCAP has five identified goals to address both the eight State priorities and the five local, Board goals. The first goal focuses on the basic conditions of learning necessary to ensure student success. The second goal highlights Early Literacy, which is a new area of growth for us. Over the last two years, we have been working toward adding a state-funded preschool and additional services to support school readiness for children ages 0-5 within our district boundaries. While the pandemic froze state funding for the preschool, we continued to plan for a Learning Link that creates a space where parents can come with their child to engage in activities designed to support school readiness. With some of our youngest learners in TK-2nd grade having the greatest issues with attendance and engagement during distance learning,

there is a significant need to address gaps in skill development. The third goal centers around the need to modernize facilities for the safety and well being of staff and students. The community passed Measure LL in November of 2018 with overwhelming support for our Lowell Joint schools. This bond is supporting the upgrade and modernization of facilities that were constructed in the 1950s and 60s. With the closing of the private school at the district's Maybrook site, that space is being used for housing students temporarily as we rotate sites through over the next few years. This has allowed for completion of construction in a more timely manner without having to work around students on campus, which is less disruptive for their educational experience. With the additional bond monies for identified upgrades to roofing, HVAC, and associated plumbing and electrical, district funds for maintenance will be available to expedite much needed repairs and/or upgrades to the sites outside of the scope of the bond. Olita and El Portal have already been completed with Macy finishing up in the next few months. Completing the work at three schools in the timing that was originally projected for 2 years has saved the district and the taxpayers added costs from inflation and expenses related to the extended timeline. The projects at Jordan, Meadow Green, and Rancho will be managed through this new three-year LCAP cycle. Goal four includes the expansion of our Multi-Tiered System of Support (MTSS), which truly drives the overall vision of the district in meeting the Academic Excellence goal where "every student experiences educational success at the highest levels of achievement...[and] each student has a unique ability to learn in an environment that is enriched with challenging curriculum, where learning is modeled and expectations are both known and high". MTSS encompasses the academic, behavioral, and social emotional well being of each and every student as we strive to create an environment with supports and enrichment for all students to reach their full potential. The fifth goal is designed to focus on another area of growth for us in building enrichment opportunities and developing 21st century skills in our students. This again is a reflection of the mission of the district that "envisions a culture where technology empowers all members of the school community to achieve success and expand learning beyond the walls of the classroom". It is a difficult year to plan for the needs of students over the next three years given the current reality of students returning to school after a year in distance learning. Students were only on campus twice a week for a total of 22 face-to-face opportunities or less depending on the grade level. Engaging in the ongoing cycle of inquiry (Center for Educational Leadership) beginning with the analysis of evidence has been challenging without our traditional measures for academic progress. We can be confident, however, in knowing that our systems of support are designed to flex and change with the unique needs of any group of students, so transitioning back from COVID will be no different. We know that there will be academic, behavioral, and social emotional needs that we will continue to evaluate, determine a focus, implement and support, and then analyze the impact or Plan, Do, Study, Act to borrow from the Deming Cycle (The Deming Institute).

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.

We do not have any schools identified for CSI at this time.

Support for Identified Schools

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

We do not have any schools identified for CSI at this time; however, we require all schools complete a School Plan for Student Achievement (SPSA) whether they receive Title I funding or not. As part of the development of that plan, schools conduct a needs assessment and work with the School Site Council to develop goals based on the analysis of that data. As part of the overall Multi-Tiered System of Support, schools identify specific, evidence-based interventions to support the targeted needs of students. A universal screener is used at each site with additional assessments as needed to determine flexible groupings which shift on a regular basis based on student need. In addition to clear expectations for first, best instruction in Tier I, the district continues to refine supports in Tier 2 and 3 each year based on analysis of the data to determine gaps and the greatest areas of need.

Monitoring and Evaluating Effectiveness

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

Again, while we have no schools in CSI, we do require a plan from each site that is monitored throughout the year by the School Site Council including a mid-year and end-of-year review to determine if student needs are being met and if adjustments need to be made to the plan.

Stakeholder Engagement

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

Each year, the Assistant Superintendent of Educational Services meets with stakeholders to gather input for the Local Control Accountability Plan (LCAP). After analyzing assessment data from the prior year and information released on the California Dashboard in November, an LCAP Advisory Committee is formed that includes parents, staff, union representation, and SELPA representation. Meetings are scheduled from January-April to gather input from the LCAP Advisory Committee, the Parent Advisory Committee, DELAC, Cabinet, Instructional Leadership, staff, parents, students, and the unions for both certificated and classified staff. Regular updates are provided to the Board of Trustees and annual surveys are sent out in February to parents, staff, and students to gather additional information to develop the LCAP. Goals and Actions within the LCAP are regularly discussed at Administration meetings and as Principals develop their Single School Plan for Achievement (SPSA) to support the district in meeting it's goals. Ultimately, the LCAP is posted on the district website for public input as well as presented for Public Hearing in June prior to LCAP approval by the Board of Trustees. In addition to the meetings and surveys this year. an online document (a Padlet) was created for stakeholders to post input on from February through May. Stakeholders were encouraged to email the Assistant Superintendent directly as well, and then the suggestions from these emails were added to the online document. While the unique challenges created by the pandemic in terms of face-to-face meetings meant meeting online through Zoom, there were actually more parents in attendance at meetings and a much greater response in the parent surveys as compared to prior years. With approximately 2242 families in the district representing about 3150 students, we had 1291 parent surveys returned. This is 58% of our families in comparison to a return rate typically in the 20-25% range. We increased many of our avenues of communication and accuracy of our contact information within our Student Information System through the pandemic, so we are hopeful that this will be a trend moving forward for increased input. Input from all the various stakeholder groups was shared with the LCAP Advisory Committee and as a public document, the Padlet was available for all to see, comment on, and add to.

The following represents the formal meetings to gather input from various stakeholders:

LCAP Advisory Committee: January 13th and February 24th of 2021 with the Letter from the Superintendent to be mailed in June Parent Advisory Committee: January 13th and February 24th of 2021 with the Letter from the Superintendent to be mailed in June DELAC: September 22, 2020 and April 24, 2021

PTA: January 19th, 2021 (Jordan), January 19th, 2021 (El Portal), January 21, 2021 (Rancho Starbuck), January 21, 2021 (Olita), February 4th, 2021 (Meadow Green), February 11th, 2021 (Macy)

Staff Meetings: March 3rd, 2021 (Meadow Green), April 1st, 2021 (Olita), April 7th, 2021 (Rancho Starbuck), April 7th (El Portal), April 8th, 2021 (Jordan), April 15th, 2021 (Macy)

CSEA: February 17th, 2021

LJEA: April 12th, 2021

These are in addition to the survey, regular updates at Board meetings, and discussion at regularly scheduled Instructional Leadership meetings which include Cabinet and all Principals.

A summary of the feedback provided by specific stakeholder groups.

A common theme for all stakeholder groups centered around the need to address the social emotional learning of students in the coming year as we transition out of the pandemic and back to full, in-person learning for the 2021-2022 school year. Being disconnected from peers and the routines of school life in addition to experiencing the potential traumas associated with the pandemic (loss, food insecurity, change in living situation, unemployment, lack of supervision, etc.) has taken a toll on our students and families. Understandably, there is great concern around reconnecting kids and being sure their mental health and social emotional needs are being met. Another common theme across groups was the need to support intervention for students who will need extra support in developing skills they may not have fully learned in distance learning. The flip side to this is supporting the students who may also need enrichment opportunities both to challenge and engage them in extending what they have learned or already know even through the disrupted learning for their peers. Having a structured Physical Education program that can support social emotional learning was also a theme from staff, parents, and at the LJEA meeting (certificated union). For teachers, an additional area of focus included class size with a hope that they would remain low or be lower and that there would not be combination classes in order to support the anticipated needs of students in the coming year.

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

With the above in mind, the district has created a specific goal around enrichment, early literacy, and social emotional well-being to focus on these areas over the next few years. This is in addition to the goals that describe maintenance of basic operations, facilities upgrades which has been and continues to be in the forefront of the community, and the overall Multi-Tiered System of Support (MTSS) that continues to expand in order to meet the needs of every student within the Lowell Joint Community. As most districts in Orange County face declining enrollment, Lowell Joint has had fairly consistent enrollment. This has allowed us to maintain our negotiated staffing ratios while using some one-time dollars to add extra support. We have budgeted for an extra intervention person at each elementary site which will allow for more flexible grouping to support smaller ratios for intervention.

Goals and Actions

Goal

Goal #	Description
1	All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes.

An explanation of why the LEA has developed this goal.

This goal addresses the basic conditions necessary to open the doors of our schools and support the successful learning of our students. Staffing and basic operations are accounted for here to address the Local Control Funding Formula (LCFF) State Priority #1, which is Basic (Conditions for Learning). In addition, evidence for the sufficiency of materials to address the LCFF State Priority #2 Implementation of State Standards (Conditions for Learning) is also included. Beyond just having materials, staff are surveyed each year to determine their level of comfort with implementing state standards. Additionally, given the need for proficiency in technology, digital resources as part of core programs, and the changes in instructional practice due to the recent school closures, access to devices and the internet have become a part of ensuring that students have access to the resources they need to be successful with state standards. Partnering with parents is a critical component to ensuring success for our students, whichis LCFF Priority #3 Family Engagement. Parents are actively involved in the school community through School Site Council, PTAs, volunteer opportunities, and parent training. This also addresses all five Board Goals: Fiscal Excellence, Academic Excellence, High quality staff providing high quality service, and Safe, orderly, positive, respectful learning environments, and School/Family/Community Partnerships and Communication.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credential Audit and data from CBEDS	One teacher has an Internship Credential working on a full credential with another on a short-term Staffing Permit working toward an Internship Credential and then a full credential. All remaining teachers were fully credentialed and appropriately				All teachers will be fully credentialed and appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	assigned in the 2020- 2021 school year.				
Board minutes for William's sufficiency	Every student has standards-aligned materials as measured by Williams compliance documentation.				All students will continue to have standards-aligned materials.
Certificated staff survey on implementation of standards	94% of certificated staff members who teach core content areas said they Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards" as measured by the annual teacher survey.				95% of certificated staff members who teach core content areas will Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards".
Distribution of devices and hot spots (as needed) to ensure access to instructional resources to support the development of proficiency in state standards.	All students were provided a device in the 2020-2021 school year due to distance learning. When students are back on campus, a system has been created to assign devices for those in need while continuing to provide devices within each classroom for student				All students will have access to devices and internet to support progress on state standards and proficiency in 21st century skills.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	use. Qualifying families will also be able to check out a hot spot and/or be connected with low-cost internet providers.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Staffing- Teachers	Fully credentialed teachers will be employed and appropriately assigned. This includes some teachers that support unduplicated pupils; however, those services are documented elsewhere within the Local Control Accountability Plan (LCAP). Where the documentation of services is provided, the expense is identified as a repeated expenditure.	\$20,000,000.00	No
2	Certificated Staffing- Administration and other Support Staff	This includes certificated personnel working at the district office, Principals, the Assistant Principal at Rancho Starbuck, School Psychologists, and SLPs (Speech and Language Pathologists).		No
3	Classified Staffing- Technology Department	The Technology Department, consisting of three full-time and one part-time employee, will oversee the District's technology needs. This includes monitoring the networks and infrastructure for access to the internet and online testing for the state. With the Chromebook Initiative, maintenance and support of devices is an ongoing need. Go Guardian was implemented as well across the district to allow teachers the ability to monitor students on their Chromebooks for added safety. Communication tools such as websites, phone, and email systems will also be maintained by the Tech Department as will safety and security measures such as Raptor which was purchased for implementation in the 2018-19 school year. Raptor is an electronic	\$340,000.00	No

Action #	Title	Description	Total Funds	Contributing
		check in system for all people visiting a campus that alerts staff to potential issues with a visitor. Catapult is an emergency management system for communication during emergency situations such as a lock down, which is also managed by the Tech Department. It allows for better coordination with outside emergency personnel such as police and fire as well as internally for teachers to account for students. Tech staff also work with students in specialized opportunities to learn about technology such as drones, programming, and robotics.		
4	Classified Staffing- Custodial, Maintenance, and Grounds	Provide basic custodial, maintenance, and grounds services.	\$2,200,000.00	No
5	Basic Utilities	Basic utilities including electrical and water.	\$620,000.00	No
6	Instructional Materials-Textbooks and Software	In order to ensure that all students have standards-aligned instructional materials, the district has a Textbook Adoption timeline to plan for the expenditure of funds to stay in alignment with the release of new frameworks under the state adoption cycle. This also includes the purchase of any necessary supplemental materials and software programs that are part of the overall instructional program designed to support progress on mastery of state standards. For the 2021-2022 school year, we anticipate the purchase of new science materials since the pilot was interrupted in the 2020 school year. Software items included here are those purchased by the district that directly impact student progress on standards and/or tools teachers use for instructional purposes within the classroom including Lexia, ST Math, SeeSaw, Kami, and Google Enterprise.	\$803,000.00	No
7	Site Technology Allocation	Each school is provided with a technology allocation to update and expand equipment inventory with a priority placed on any teacher computer that is five or more years old. After those replacements have been made, the sites work with their site leadership teams to determine how best to use the funds in alignment with their identified	\$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
		needs and goals in their School Plan for Student Achievement (SPSA).		
8	Instructional Supplies-Per Pupil Site Allocation	Each school was provided with a per pupil allocation for the purchase of instructional supplies. This allocation is based on overall enrollment at the site as calculated from CBEDS data in October. It is adjusted each year in alignment with the Consumer Price Index (CPI).	\$270,000.00	No
9	Maintenance of Chromebooks	Maintain and refresh devices from the first cycle of purchasing in 2015-16. As new Chromebooks are purchased, we have been able to expand the 1-1 Chromebook initiative for grades 3-8 to include the TK-2nd grade classrooms. With sending home devices during the pandemic, there is a greater need for replacement of devices in the coming year in addition to the anticipated need to refresh the older devices.		No
10	Classified Staffing- Data Systems Analyst	With the increase in state-required reporting through CalPads in addition to the need for the management of the Student Information System (Aeries), it is necessary to maintain a classified position for the data input and monitoring. As a small district, this position also supports the monitoring of our unduplicated pupils in running queries and reports for English learners, Foster Youth, McKinney-Vento Youth, and low income families. That portion of the salary is accounted for under Goal 4, Action 14.	\$45,000.00	No
11	Single Plan for Student Achievement (SPSA)	SPSA goals will be shared at a regularly scheduled Board meeting including conclusions drawn from data analysis to highlight the unique needs of each individual school site. Each school will provide opportunities for parents to engage with the school community, attend trainings or parent nights designed to support the Home School Connection. These are outlined in the site's Single School Plan for Student Achievement (SPSA).		No

Action #	Title	Description	Total Funds	Contributing
12	School Site Council and DELAC	Continue to provide annual training and/or refreshers for School Site Council members on their roles and responsibilities. Each Title I school will hold a Title I meeting to inform parents of opportunities for advisory groups and volunteerism. Schools will continue to implement an English Language Advisory Council (ELAC) or transfer the responsibilities to the School Site Council. The ELAC representative from the site along with other parents of English learners attend District English Language Advisory Committee (DELAC) meetings to provide input on services for English learners at the district level.		Yes
13	Parent Teacher Associations (PTA)	Each school will continue to form a Parent Teacher Association (PTA) with district support to reach out to the parents of UDPs. Meetings are scheduled both in the morning and in the evening to allow for greater attendance. PTAs strive to include parents in meaningful ways from event planning to roles within the PTA. At least once a year, district personnel attend meetings to discuss the LCAP in addition to parent meetings held by the Superintendent known as "Coffee with Coombs". Site Principals regularly attend meetings to provide information and receive feedback for planning purposes. The District will support the efforts of the La Habra PTA Council and each school will send a representative to the council meetings.		
14	Family Engagement	Fund tools to support parent outreach: phone outreach system and websites for the district, sites, and teachers. The District will continue to offer trainings and/or institutes designed to partner with parents in supporting student success. An annual parent survey will be administered to provide parents with an opportunity for feedback and ideas for enhancing educational programs.		No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Early Literacy

An explanation of why the LEA has developed this goal.

As the community needs have shifted over the last few years, it has become evident that Lowell Joint needs to provide more opportunities to develop school readiness skills for incoming students. Over the last few years, Transitional Kindergarten classes have been opened at each elementary site. The district also runs a preschool to service students with special needs. Prior to the school closures in March of 2020, the district had applied for and received a fundable score for a state-funded preschool program. With two preschools in the area closing even before the pandemic, this was identified as a need from our families. With the freezing of funding to new programs in March of 2020, we were unable to move forward with a preschool at that time. We became involved with the First Five Orange County: Children and Families Commission when asked to administer the Early Developmental Index (EDI) to Kindergarten students in order to provide comprehensive data for the city of La Habra. This led to discussions about using the information for our district with the need to include our Los Angeles county schools as well. First Five LA and First Five OC were able to work together to fund this for our district prior to the pandemic. First Five OC provided consultants to support the writing of our application for a state-funded preschool, and ultimately, First Five OC included us in their last round of funding so that we received an Early Childhood grant to develop programs and services to better support early literacy. So while the district is still on hold with state-funding for a preschool, we have continued to move forward with planning to better meet the early literacy needs of our community. A Teacher on Special Assignment (TOSA) was hired to support the deliverables for the grant and provide professional development around early literacy needs within the district. During the school closures, our primary grades were the most impacted in terms of attendance and engagement. Our Kindergarten student had a chronic absentee rate of over 9% with both 1st and 2nd grades above 6%. This is significantly higher than the other grade levels that ran between 2-4% for a district average of 4.34%. Given that we may have additional students that postponed entry into schooling due to the pandemic along with the disrupted schooling for many of our local preschools, we are anticipating this will be an area of greater focus through the cycle of this LCAP at minimum. This goal helps to address the LCFF State Priority #2 Implementation of State Standards (Conditions for Learning) as well as State Priority #4 Pupil Achievement (Pupil Outcomes). This also addresses the Board Goals of Academic Excellence and School/Family/Community Partnerships and Communication.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Early Childhood Accountability Plan	The Early Childhood Leadership Team has met to develop the				The three-year plan will have been developed and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and quarterly updates on progress.	beginnings of the Early Childhood Accountability Plan. Quarterly updates were provided during the 2020-2021 school year; however, progress on some goals was delayed due to school closures including the opening of a state-funded preschool. The hope is to complete the plan in the coming year with programs and services beginning in the 2021-2022 school year.				implemented including quarterly updates to the plan.
Agendas and Minutes from the Early Childhood Leadership Team.	The agendas and minutes from the 2020-2021 school year reflect the initial planning of this group for reaching out to engage stakeholders to help develop the vision and plan for early literacy within Lowell Joint. The committee includes primary teachers, a principal, the district nurse, various other district personnel, parents, and				The Early Childhood Leadership Team will continue to assess data around the needs of our early learners and their families to develop programs and connect families with resources to support school readiness.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	community members to support outreach to families with children ages 0-5 that are not enrolled within our school system.				
Data from Constant Contact for Newsletters and Brochures with Early Literacy Information; Participation with Ready4K	The Early Literacy Teacher on Special Assignment (TOSA) has begun sending out newsletters through Constant Contact and is developing a brochure to support parents with understanding developmental milestones for early learners. There are 58 participants signed up to receive monthly newsletters after initial emails to staff and parents. Ready4K licenses have been purchased with 47 people currently signed up to receive weekly texts with activities and information for parents targeting the specific ages of their children.				Data from Constant Contact and Ready4K will show an increase in the number of families subscribed to these resources.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sign-ins to document parent involvement in the Learning Link.	The Learning Link has not opened yet, so we have no data.				Parents will regularly make use of the Learning Link to build school readiness skills in children ages 0-5.
Enrollment in the preschool program.	The preschool program has not opened yet. A for-fee option is being developed for the beginning of the 2022 year with the potential for a state-funded preschool should funding become available.				All slots within a for- fee and/or state- funded preschool will be filled to provide support for our earliest learners.
Attendance at and implementation of professional development around language acquisition as measured by signin sheets, classroom observation and ongoing coaching.	While many of the teachers attended training in OCDE Project GLAD in 2013-14 and 2014-15, there has not been any follow up. Additionally with many new staff in the district over the last 6 years, a number of people need to attend the initial 2-day training and the 4-day demo. Eight teachers attended the 2-day in June of 2021. A google site was started to provide				All teachers will have attended both the initial 2-day training and the 4-day demonstration for OCDE Project GLAD. In addition, regularly scheduled follow up sessions will be provided along with inclass modeling and coaching by the Early Literacy TOSA who is also a trainer for OCDE Project GLAD. Implementation by teachers is clearly evident through artifacts within the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	resources across grade levels that is specific to the implementation of OCDE Project GLAD within Lowell Joint				room and shared resources developed by teachers in on the google site.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Early Literacy Teacher on Special Assignment (TOSA)	The Early Literacy Teacher on Special Assignment (TOSA) is responsible for coordinating the development of the Early Childhood Accountability Plan and its deliverables while also supporting teachers with strategies for the development of literacy. This includes the actions specifically identified within the LCAP as well as those in the Early Childhood Accountability Plan that is required by the grant funding from First Five Orange County. The Early Literacy TOSA will work with teachers on identifying areas of need through the data gathered in the Early Developmental Index and district-wide benchmarks. This is especially important in returning from disrupted schooling to ensure that the foundational skills developed in the primary grades are addressed in supporting students with proficiency in reading and writing.	\$110,000.00	Yes
2	Early Literacy Committee	Convene an Early Childhood Leadership Team that will develop an Early Childhood Accountability Plan (ECAP) with evidence of implementation and support.		No
3	Early Literacy- Community Engagement	The following include strategies identified for engaging with community providers, parent groups and individuals to support early learners with a primary focus on our families needing support with community resources and navigating school readiness:	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		 Establish relationships with neighboring community providers, parent groups and individuals in the LJSD district boundaries. Develop ongoing communication with existing providers, parent groups and individuals to work collaboratively in supporting early learning. Utilize YES (Young Essential Scholars) Newsletter to showcase community providers, parent groups and individuals that support early learners. Provide a Learning Link for families to engage in meaningful activities linked to early learning. Provide access to Ready4K to target resources to existing families and those with children ages 0-5 within our community. Utilize quarterly informational brochure documenting early childhood milestones for familes supporting children ages 0-5. 		
4	Early Literacy- Preschool Program and Learning Link	With approximately 40% of our families within Lowell Joint meeting the requirements for free and reduced lunch, there is a tremendous need to support our community with access to quality preschool at no charge. As the discussion began around opening a state-funded preschool, many additional families expressed an interest in having a fee-based program as well since we would be able to offer a program at less expensive rates than some of the local alternatives. We are in the process of applying for a preschool license so that we are able to move forward with a state-funded preschool as funds become available and explore the fee-based options. Until we are able to open a preschool program, we are preparing to open a Learning Link: a space where parents come with their children ages 0-5 to engage in activities designed to develop and support school readiness skills. The goal would be to have the space open for 10 hours a week.	\$55,000.00	Yes
5	Transitional Kindergarten	Transitional Kindergarten is not currently compulsory, however, those students who would not otherwise be enrolled in preschool or other		Yes

Action #	Title	Description	Total Funds	Contributing
		school readiness programs prior to entry into Kindergarten are at a serious disadvantage without the opportunity to participate in activities designed to nurture and develop foundational skills.		

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	Modernization and Maintenance of Facilities

An explanation of why the LEA has developed this goal.

The schools in Lowell Joint were built in the 1950s and 60s and are in desperate need of major maintenance and modernization. The District continues to prioritize facility needs, and with the passing of a bond in 2018 (Measure LL), there will be additional monies available to begin the modernization and upgrading of all sites over the next few years. The primary focus of the bond is related to roofing and HVAC with the associated electrical and plumbing. These additional dollars will allow District funds for maintenance to be used on other needs in the prioritized list. Facilities projects were identified beginning with the Olita Major Maintenance project that began in 2020. There was an unexpected vacancy at the Maybrook site within the district that had been leased to a private school. This allowed for the consideration of using that site as temporary housing for the six schools as the repairs to roofing and HVAC systems are completed. No students present on site allows for a faster construction timeline, which decreases the overall cost of the project. It also means students will not be disrupted during the day by construction. Olita was technically moved to the Maybrook campus at the beginning of the 2020 school year while we were still in distance learning. Because we were not able to return to in-person instruction until March of 2021, there was little disruption for students who were meeting virtually. Construction was completed on the Olita site and Macy was moved to Maybrook mid-year. With the work at El Portal being done over the summer, three of the six schools were able to complete major construction and modernization within about a year. This allowed the district to complete the issuance of the bonds, which ultimately saved the tax payers approximately five million dollars in addition to some construction savings. Jordan is being moved to the Maybrook site for the 2021-2022 school year. Meadow Green and Rancho Starbuck will follow after construction is completed at Jordan. Given that the primary purpose of the bond was to upgrade basic necessities (roofing, HVAC, electrical and plumbing), there is still much work to be done. The district will continue to address major areas for improvement in conjunction with the projects identified in the scope of work for the bond. This goal helps to address the Local Control Funding Formula (LCFF) State Priority #1, which is Basic (Conditions for Learning).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Board agendas and minutes Bond Oversight Committee agendas and minutes	The Facilities Master Plan will be Board approved and implementation will begin with regular updates to the Board				Identified timelines for priorities within the Facilities Master Plan will be met including projects completed under the bond.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	of Trustees on progress.				
SARCs and FIT Reports	All school sites were inspected using the Facilities Inspection Tool (FIT) to ensure that facilities are in "Good Repair" or higher.				All school sites will continue to receive a "Good Repair" or higher marking on the annual FIT reports that are then reported in the School Accountability Report Cards (SARCs)
Board agendas and minutes Bond Oversight Committee agendas and minutes	Three of the sites have completed the scope of work identified in the bond with some additional district-funded work being completed in the summer of 2021 (marques, painting).				All schools will have completed the work identified in Measure LL including new roofing, HVAC systems, and the associated electrical and plumbing. Some sites also required updated piping for sewer lines. Additional district-funded projects will be completed including marques, painting, and water bottle filling stations.

Actions

Action #	Title	Description	Total Funds	Contributing
1		Given the scope of work necessary to support the aging facilities		No
		within the district, a Facilities Master Plan needs to be approved to		
		prioritize the major maintenance projects in conjunction with the work		

Action #	Title	Description	Total Funds	Contributing
		being done through Measure LL. The primary focus of the bond is related to roofing and HVAC with the associated electrical and plumbing. These additional bond dollars will allow District funds for maintenance to be used on other needs on the prioritized list within the Facilities Master Plan. The plan will set the vision for the next 20 plus years as "Caretakers of a Legacy". The plan was developed over the last few years and is ready to be submitted for Board approval. Once approved, there will be regular updates to the Board.		
2	FIT Reports	Continue to inspect all school sites to ensure that facilities are in "Good Repair."		No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	In order to meet the unique academic, behavioral, and social emotional needs of all students, a Multi-Tiered System of Support (MTSS) will continue to be expanded and refined.

An explanation of why the LEA has developed this goal.

In order to meet the unique needs of all students within the Lowell Joint School District, there has been a focus on developing clear levels of support for students in academics, behavior, and social emotional learning over the last few years under the larger umbrella of a Multi-Tiered System of Support (MTSS). The work began with identifying district-wide initiatives to support first, best instruction in the classroom that would meet the needs of the majority of students. This is also known as Tier 1. Then additional supports (Tier 2 and Tier 3) were developed and layered in to address smaller, more targeted groups of students based on need. As those systems were put in place, we began to tackle the supports for Behavior and now Social Emotional/Mental Health needs. The overall system is constantly being refined based on data and the ever-changing needs of our student population. All stakeholders have expressed concern for student's growth and well-being as we return to campuses full time in the 2021-2022 school year. Specific, more targeted goals have been identified for the Social Emotional and Mental Health needs of students and for Early Literacy. While these fall within the Multi-Tiered System of Support, it was important to spotlight these areas given the current context for our students and the increased need in these areas. Just as important is the attention to potential changes in that first, best instruction that may need to take place to provide opportunities for learning around skill sets that may not have been fully developed due to interrupted schooling, changes in instructional practice in distance learning, and other barriers making learning difficult. So represented in this goal are some of the ongoing practices that have been successfully supporting students prior to the pandemic as well as additional actions designed to address both the greater number of students needing intervention and the varied challenges facing students in the coming years.

Refining our overall Multi-Tiered System of Support continues to be an ongoing means of addressing the needs of students at all levels. We are developing additional services and interventions for our English Learners and Students with Disabilities. While we maintained the supports from the prior year, there is clearly a need to provide additional intervention for students to close the achievement gap as opposed to maintaining growth. We are adding some additional counseling and psychological supports for our UDPs, which will allow for more targeted support and monitoring for these student groups that are below the overall average for the district. This is especially true for our English learners and Socioeconomically Disadvantaged students. We want to continue to monitor both the academic and socio-emotional needs of our Foster Youth as well. We are currently evaluating the data from the LAS Links assessment to determine the focus for our English learners next year. We had hoped to have the data in February for planning purposes, however, delays due to COVID and school closures did not allow for the this. With the close out of the year, we will look at the data as baseline information to plan with over the summer for beginning the 2021-2022 school year with any necessary adjustments to our English learner supports. This will also allow us to analyze current SBAC data and ELPAC Summative data, which is becoming available now, to make decisions for the coming year.

This addresses the LCFF State Priorities 2: State Standards (Conditions of Learning), Priority 5: Student Engagement (Engagement), Priority 6: School Climate (Engagement), Priority 7: Course Access (Conditions of Learning), and Priority 8: Other Pupil Outcomes (Pupil Outcomes). On a local level, this goal is designed to meet Board expectations around Academic Excellence, School/Family/Community Partnerships and Communication, High quality staff providing high quality service, and Safe, orderly, positive, respectful learning environments

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator (ELPI) ELPAC Data Las Links	Roughly 48% of English learner students were making progress towards English Language proficiency in 2019 with 19% scoring well- developed (4) on the ELPAC and another 44% at moderately developed (3).				60% of English Learners will be making progress towards English language proficiency with 25% scoring well- developed and 50% at moderately developed.
SBAC Data	For ELA, 23% of English learners met or exceeded the standard with only 16% in mathematics. This is in comparison to English only students with 64% meeting or exceeding the standard for ELA and 56% for mathematics.				To close the achievement gap while still raising achievement levels for all students, English learners will need to gain 5% each year with English only students gaining at least 2% in both ELA and mathematics.
Dataquest- Reclassification Rates	19% of students were reclassified in the 2020-2021 school year, which is well above LA county at				Reclassification rates will remain above both county and state rates.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8.1% and the state at 8.6%.				
iReady Data	An initial diagnostic will be administered by September of 2021 since this is a new assessment system. From this both goals and stretch goals will be determined for each student. IReady data will allow us to track Spanish proficiency for our Dual Language students, which we have not done in the first 2 years of the program with a formal assessment tool.				80% of students will meet their goals with 30% completing stretch goals. These numbers will be reevaluated upon training within the system and monitoring growth over the first year of implementation. 60% of Spanish learners will be making progress towards Spanish Language proficiency in alignment with our goal for developing English proficiency with our English learners. This may be adjusted after baseline data is gathered in the fall of 2021.
Professional Development records Classroom Observations	All teachers hired before the pandemic have been trained in Thinking Maps with 2 additional days in				All teachers will be trained in both Thinking Maps and Write from the Beginning.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Write from the Beginning. 8 teachers hired after 2015 were trained in the 2-day Research portion of Project GLAD with the 4-day Demonstration scheduled for the fall since elementary teachers were trained in 2013-3015. All teachers hired before the school closures were trained in Explicit, Direct Instruction (EDI).				All teachers will have been through both the 2-day and 4-day portions of Project GLAD training and a system of ongoing follow-up and coaching will be in place to support implementation. All teachers will be trained in Explicit, Direct Instruction (EDI).
Absentee letters SARB packets Monthly Chronic Absentee lists	Letters are automatically generated in Aeries on the 3rd, 5th, 7th, 9th, and 13th absence to notify parents for both truancy and chronic absenteeism. One student was taken through the SARB process prior to school closures. Principals are given monthly Chronic				Continue to generate letters and monitor student attendance. All students who are severely chronically absent (more than 25% of days enrolled) will begin the SARB process. Principals will continue to receive monthly lists of chronically absent students as well as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Absentee lists to follow up with students.				those in danger of becoming chronically absent to engage in preventative measures.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development (District-wide)	Provide non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for unduplicated pupils. The focus prior to the pandemic was on Thinking Maps as a foundation to the Write from the Beginning program since writing is an identified need across the district. Having the ability to use nonlinguistic representations of complex thinking to remove language barriers is a critical component in supporting our English learners. Another training component will be the new iReady assessment system to support the identification of student needs for both intervention support and enrichment opportunities. Woven within these days will also be training for the social emotional side of our most vulnerable students in reconnecting after the pandemic. This includes our students from low income households along with our English learners who were especially impacted by the school closures. Early-release Mondays will also be used for training in social emotional learning, iReady, and Thinking Maps, along with collaborative planning time.	\$420,000.00	Yes
2	Professional Development- English Learners	Continue to provide ELD training so that EL students will be provided appropriate access to the California Content Standards based on data analysis of ongoing needs for our students in alignment with best practices. This includes support for the district-wide initiative in implementing OCDE Project GLAD (Guided Language Acquisition	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Design). Training will also include support for teachers in understanding the ELD Standards along with strategies for both Designated and Integrated ELD.		
3	Progress Monitoring and Support of English Learners	In addition to teachers who provide Designated English Language Development (ELD) and Integrated ELD on a daily basis as part of Tier 1 instruction, four Bilingual Aides provide additional support to both students and parents. All 3-8 grade English learners track their own academic and language progress with goal sheets, and teachers will monitor the progress of English learners every trimester and/or quarter with interventions implemented as appropriate. Our Bilingual Aides work directly with students under the supervision of certificated staff in addition to supporting teachers with pulling the data from Aeries for monitoring and tracking student progress. Teachers meet with students and parents during conference time to discuss English learner progress. The aides complete the basic data portion (assessment scores, enrollment, etc.) Intervention Coordinators at each site meet one-on-one with English learners to support the development of their goals after discussing progress data on local measures and/or state assessment data. All English learners (including those reclassified that are still being monitored for progress), are given a language assessment to track language proficiency and provide additional supports as needed. This has been done through Las Links as an additional assessment specific to our English learners.	\$270,000.00	Yes
4	Dual Immersion Program	The district developed a Dual Immersion Program two years ago both to support our English learners and provide the opportunity for English only students to develop a second language. There are currently 4 grades available (TK-3rd grade). iReady also includes assessments in Spanish that will allow us to better track students on their Spanish language proficiency.		Yes

Action #	Title	Description	Total Funds	Contributing
5	ELD and Spanish Elective at Rancho	In addition to a double block of English for all students, English learners at Rancho Starbuck are included in an English Language Development elective to increase language proficiency before entering high school. We typically have less than 15 long-term English learners across the entire district, but the added support helps to prepare students for the increased language demands at both the intermediate and high school levels. A Spanish elective allows for a cognitive break in the day for English learners who are also in need of developing Spanish language proficiency. Some English only students are also in the class to develop beginning Spanish, which also allows native Spanish speakers the opportunity to support their English only peers.	\$30,000.00	Yes
6	Before and After School Intervention	Continue to hire staff to provide for extended day intervention classes principally directed towards the needs of our UDPs. We are looking at ways to increase the number of staff available and/or to partner with outside agencies to provide targeted support for our students needing tutoring.	\$80,000.00	Yes
7	Intervention Coordinators	Continue to fund stipends for each school to hire an intervention coach. Coaches meet throughout the year with district personnel to discuss MTSS and needed adjustments to support our Unduplicated Pupil needs. They have been trained in Illuminate to run reports to facilitate the analysis of data in monitoring our subgroup populations to determine groupings for intervention and to identify gaps in supports with a primary focus on our English learners, Foster Youth, Homeless, and low income students.	\$20,000.00	Yes
8	Intervention Support During the Day	The district is using Expanded Learning Opportunities funds to support the addition of personnel to provide intervention during the day. Some sites have used Title I funds to target their most struggling students with an Intervention Aide, but given the greater need for targeted supports and small group instruction, the district will fund a support person for each site.	\$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Teacher Planning/Choir Teacher	Teachers will collaborate regularly to monitor student progress, dialogue about best practices, and design intervention programs. This includes an additional FTE for a music teacher, which allows for additional collaboration time at the elementary level while also increasing student access to the Arts.	\$85,000.00	No
10	Science sections- Rancho-Starbuck	Continue to fund two sections of Science in the Rancho-Starbuck master schedule to ensure unduplicated students have more one-on-one assistance. With the added ELD, Reading, and Mathematics Intervention sections, there is often a disproportionate number of unduplicated students within certain sections of Science as a result of master scheduling. With a focus on developing 21st century skills and the shift to NGSS standards, which incorporate more hands-on learning through labs, there was a need to support two additional sections to increase the success of our most struggling students.	\$30,000.00	Yes
11	Math Intervention- Rancho Starbuck	Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section).	\$40,000.00	Yes
12	Illuminate	Continue to fund a technology program/system to assist teachers in monitoring student progress and analyzing data to close achievement gaps for UDPs (Illuminate). We are in the process of evaluating the need for this with the addition of iReady. Aeries is our student information system, so Illuminate is an additional resource.	\$25,000.00	Yes
13	Reading Intervention- Rancho Starbuck	Maintain sections to the Rancho Starbuck master schedule for reading intervention (one for grade 7 and one for grade 8).	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
14	Coordination of Services	Coordination and administration of all programs funded through Supplemental Grant dollars. This includes monitoring the progress of Unduplicated Pupils (UDPs) by certificated personnel at the District Office. With the growing supports and services from the inception of LCFF for our Unduplicated Pupils (from just over \$230,000 to over \$2 million), there is a need to add an additional classified person in fiscal services related to the administration of program actions and expenditures. This also includes half of the classified salary for our Data Systems Analyst position to provide aggregated and disaggregated data for the LCAP, reports to principals each month on attendance, chronic absenteeism, and suspensions, and support for monitoring each of the unduplicated pupil groups so that students are receiving appropriate services. The remainder of that salary is in Goal 1, Action 10.	\$215,000.00	Yes
15	ABA Class and Program Specialist Position	Both a Program Specialist and an ABA Teacher are funded to increase overall services and opportunities for students struggling with behavior. The primary goal is to re-engage students in meaningful learning opportunities by providing intervention for behavior, mental health, and other nonacademic barriers to learning.	\$240,000.00	
16	Learning Hubs- Libraries	School libraries will continue to be open additional hours to provide homework and tutoring help. This is in addition to their regular duties as Library Media Techs to support our students needing a place to do homework, get help with tutoring, and/or access to technology they may not have at home. This also allows for before and after school intervention to be housed in the school library so that students are able to receive the targeted support they need in flexible groupings.	\$100,000.00	
17	MTSS Coordination and Monitoring of UDPs	District personnel will coordinate, revise and update the LJSD district-wide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. Additional funds are used to target struggling and/or advanced students. As part of MTSS, our Homeless/Foster Youth Liaison supports the overall monitoring of	\$155,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support for and achievement of our Homeless students in coordination with sites and the counselor at Rancho Starbuck. The Director of Educational Services is the Homeless and Foster Youth Liaison as well as the Attendance Supervisor for the district.		
18	Assessment System	In order to assess unduplicated pupils and provide appropriate supports, the district needs to invest in a more comprehensive system that will allow for benchmarks, language proficiency assessments and intervention content targeted to student need. A group of teachers were brought together to evaluate the iReady program along with district personnel and Principals. We will be introducing the new system in the 2021-2022 school year, which will necessitate new baseline data for benchmarks as well as training for staff. The data provided from the system will better allow us to assess and monitor our unduplicated students although it will benefit all	\$280,000.00	Yes
19	Classified Staff- Custodial Support	Continue to fund additional night custodians beyond base needs to provide daily cleaning of classrooms. This allows for a safe and positive school environment when increasing the demands on existing custodial staff due to before and after school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events funded by supplemental monies.	\$200,000.00	Yes
20	Attendance Monitoring	Student absences will be monitored regularly and attendance letters sent out for students with signs of chronic absenteeism. The district will continue with the attendance incentive program to encourage sites to explore unique ways to promote attendance. The Director of Educational Services is also the Attendance Supervisor for the district and will continue to work through the SARB process with principals as needed.		

ction #	Title	Description	Total Funds	Contributing
21	Emotional and	The Creative Response to Emotional and Educational Wellness or C.R.E.W. has been an overwhelming success. During the pandemic, counseling and psych interns were able to check in and connect with students, provide social emotional lessons during class sessions, and support the overall mental health of students during the pandemic. The counselor and interns monitor the social emotional needs of our UDPs along with a Program Specialist funded through the SELPA and four school psychologists to ensure that both counseling and psychological needs are being met. These services are especially critical in the coming year to meet the social emotional needs of those students experiencing the effects of trauma from the pandemic. This year, we have added services through Care Solace, a third-party vendor who operates as a resource for connecting students, families, and staff with mental health resources. This includes finding the right support, navigating insurance, and checking in to determine if the issues are being addressed. We continue to hire counseling interns to expand support services to our students with only one counselor for the district. Having interns allows every site to provide much needed services. These services are in addition to the existing partnership with the Gary Center (no cost) and a partnership with Supervisor Hahn's Office for limited counseling support.	\$528,000.00	Yes
23	Nurse and Nursing Assistant	Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth and other UDPs (partial funding for the District Nurse). Offsetting the cost for support to these students along with other local funds has allowed us to hire a nursing assistant as well.	\$15,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	Enrichment and 21st Century Skill Development

An explanation of why the LEA has developed this goal.

With more than 40% of our students coming from low income homes, it became very evident during the pandemic that not all students have equal access to opportunities outside of school to experience and develop 21st century skills which often require access to pathways that some families are able to provide and some are not. As a district, Lowell Joint has continued to add programs to support enrichment and talent development without a formalized GATE program. Both staff and parents have provided feedback that we need to develop more opportunities and a more cohesive program while not limiting access to just formally identified GATE students. With this in mind, the district is developing a comprehensive identification system that includes multiple measures and local norms for GATE identification, training all teachers in best practices for working with GATE students to impact instruction within the day, and creating enrichment opportunities that do not require GATE identification for participation. We continue to believe that all students should have access to music and the arts, coding and STEAM, leadership opportunities and outlets to showcase their unique talents and abilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Completion of GATE Certification	Three staff members have currently completed GATE certification (meeting the requirements outlined by the OCC GATE consortium). There are an additional 30 plus teachers scheduled to be trained in the 2021-2022 school year.				All teachers within the district will be GATE certified.
GATE Assessments and Local Norms	We are in the process of purchasing				Appropriate staff will be trained on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	assessments and developing local norms.				administering assessments and evaluating criteria for GATE identification using local norms.
TOSA Calendar	Supports in the 2020-2021 school year focused on the elements necessary for distance learning with a heavy emphasis on technology support, software resources, and blended learning models. With the first GATE training this summer, the TOSA will be able to schedule time to support teachers with implementation of strategies within the classroom in the 2021-2022 school year.				The TOSA's calendar will reflect in-class support of teachers in implementing strategies, facilitation of the identification process with the GATE Advisory Committee, and equal time developing and supporting the STEAM program.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development-GATE Certification	Training teachers in depth and complexity to support critical thinking and high levels of rigor in the classroom benefits all students. As a small district with typically two teachers at a grade level per site, it is important to train all teachers. This ensures that all students will have access to a highly qualified teacher who understands the unique	\$108,000.00	No

Action #	Title	Description	Total Funds	Contributing
		needs of gifted and talented learners and can differentiate instruction accordingly. A portion of the Teacher on Special Assignment who will coordinate trainings and provide coaching support to teachers around implementation of strategies is included here along with the costs for training and resources.		
2	GATE Identification	The primary goal of developing comprehensive identification criteria is to ensure that typically under-represented student groups (including English learners, low income, and Foster Youth) are afforded access to GATE services. Measures of leadership and creativity along with a non-verbal assessment will be included along with more traditional measures. A primary goal in training all teachers in the characteristics of gifted and talented students is to ensure teachers are not just identifying students who are doing well in school.	\$15,000.00	Yes
3	STEAM Enrichment	Continue to expand access to STEAM programs at the elementary level above offerings within the classroom as part of traditional science. This becomes increasingly important as we develop College and Career Pathways for our elementary sites to feed into Rancho Starbuck programs such as the AP Computer Science course or the Conservatory of the Fine Arts (CoFA). This is especially true for our unduplicated pupils who lack access to technology and STEAM experiences outside of the school system. In evaluating STEAM labs at each of the sites, there are some costs for resources such as equipment and tables at a few sites with some additional costs for materials at all sites. This also includes an ongoing partnership with Fullerton Joint Union High School District to develop pathways that feed into high school programs. Included here is a portion of the cost for the Teacher on Special Assignment who is developing the STEAM program along with overseeing GATE. During the pandemic, the STEAM and Tech TOSAs started a Computer Science club to help engage students in some enrichment activities outside of classroom instruction. Almost 300 students attended the initial meeting with more than 200 continuing to meet throughout the end of the year.	\$105,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Technology Integration-21st Century Skills	Continue to fund a Teacher on Special Assignment (TOSA) to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating instruction for UDPs. The TOSA also provides support for Illuminate and training teachers on reports for data analysis to monitor progress for English learners, students from low income families, and Foster Youth. This often means supporting parents of these students as well who need training in navigating digital resources for use in the home. With the completion of the Chromebook initiative, we are developing training for interactive displays that will allow for more student interaction to support the use of visuals as well as anchoring academic vocabulary within the room through the use of sentence stems, concept maps, and Thinking Maps for example in support of our English learners. Includes stipend for work outside contracted days.	\$220,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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
8.22%	2,156,798

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 best support our UDPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,274 students counted as low income and as few as 17 Foster Youth, 80 Homeless and 210 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil group.

English Learners

A unique need for our English learner population includes the communication with and opportunities for parents in their primary language, which we have built into the LCAP. In the California Department of Education's Improving Education for English Learners: Research-Based Approaches (2010), there are 8 guidelines in Chapter 4 for "Effective English Literacy Instruction for English Learners". Guideline 8 relates to honoring the home language. Increased communication and opportunities for both parents and students in their primary language support this research. Guidelines 1 and 5 are related to essential components of literacy and oral language development, which are addressed through both first, best instruction in the classroom and intervention with Lingual Learning materials through small group instruction during intervention as part of the overall MTSS program. Guideline 2, "effective instruction for English learners is similar to effective instruction for native speakers" and Guideline 7, "well prepared teachers" are addressed in the research chart for all students. This is also true for Guidelines 3 (instruction adjusted to meet their needs) and 6 (instruction is differentiated) as part of both the overall MTSS program with the specific focus on Universal Design for Learning to meet the needs of all students-including English learners and first, best instruction practices. The comprehensive and multidimensional approach recommended in Guideline 4 will be enhanced this year through an expansion of MTSS services with a focus on Universal Design for Learning. This focus will allow teachers to improve classroom instruction in literacy for English learners. With the addition of an Early Literacy TOSA, we are also able to provide much needed professional development around language acquisition through Project GLAD training and follow up. This is principally directed at meeting the needs of our English learners, however, all students in need of language development support will benefit.

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

The Actions and Services best support our UDPs because they are integrated services as part of a Multi-Tiered System of Support. With 1,274 students counted as low income and as few as 17 Foster Youth, 80 Homeless and 210 English learners across six schools, it is not in the best interest of these students to isolate supports outside of MTSS. We realize this allows access for other students while maximizing resources although the services are principally directed toward one or more unduplicated pupil group. All of the positions listed with 100% are complimentary to the Base program. Any action/service less than 100% is an expansion or improvement of existing services.

English Learners

Goal Action 4, Action 1: 75% Professional Development on Thinking Maps and Write from the Beginning which focuses on nonlinguistic representations of thinking with scaffolded supports for writing to support English learners.

Goal Action 4, Action 2: 100% Professional Development on CCSS and ELD standards including specific strategies for working with ELs in both Integrated and Designated ELD (Project GLAD).

Goal 4, Action 3: Progress Monitoring and Support of English learners (Bilingual Aides) including communication with and outreach to parents.

Goal Action 4, Action 4: 100% Dual Immersion program which supports the development of truly biliterate students.

Goal 4, Action 5: ELD and Spanish electives at Rancho. This is in addition to an ELA class with Designated ELD and Integrated ELD within other subject area courses. We have also added a Spanish elective to support primary language fluency.

Monitor language progress with iReady

Multi-Tiered System of Support

English learners, Foster Youth, and Low-income students

Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences. Working within this framework allows teachers to plan for and use the most effective strategies for students with different learning needs, which is especially important for our English learners in literacy. In the context of our Multi-Tiered System of Support, in addition to the unique academic needs of our students, we are addressing the social-emotional and behavioral needs, which include supports for our Foster Youth, Socioeconomically Disadvantaged, Homeless, and English learners as appropriate. Prior to the 2015- 16 school year, there were no interventions offered within the school day. Much of the work from 2015 to 2019 has been in creating the structures and supports to provide intervention within the school day. Additional training and resources for teachers to be able to analyze data for placement into intervention and then provide instruction for intervention has also been a priority. This is in line with the research to provide comprehensive intervention to students, especially with increased access during the day, while the existing before and after school offerings to provide extended learning opportunities have been expanded. Hattie's research also supports the need for decreasing disruptive behaviors (ES=.53), the climate of the classroom (ES=.52), and staff and student relationships (ES=.72). Counseling services, the SRO, and EMHRS support have been identified as actions to develop safe, school climates conducive to learning. Rtl, the intervention component embedded within our MTSS program, has

an effect size of 1.07 in Hattie's research. For that reason, it has been and continues to be a priority of the district to develop the necessary supports and systems of a comprehensive, MTSS model to ensure the needs of all our students are being met with a primary focus of supports for our UDPs through the use of Supplemental funds.

Parents

Hattie's research shows an effect size of of .51 for parent involvement in learning. This is echoed in the research from Proven Interventions to Increase Student Achievement of Poor and Minority Students where engaging families, parents, and the community is vital to the success of students. Supporting parents is also identified by the National Education Association (NEA) as researched- based, best practices in Strategies for Closing the Achievement Gap.

Access to Technology, Student Engagement, Rigorous Curriculum, College and Career Readiness (21st century skills) English learners, Foster Youth, and Low-income students

Again pulled from Hattie's research, Problem Based Learning (ES=.65), Goals (ES=.56), and High Expectations (ES=.43) are all effective strategies in engaging students at high levels and providing access to career paths that might otherwise be out of reach for our UDPs. This same finding is echoed in Proven Interventions to Increase Student Achievement of Poor and Minority Students, which talks about having high expectations and providing a rigorous curriculum and also in Strategies for Closing the Achievement Gap. The actions and services outlined below are designed to provide both access and opportunities principally directed at our UDPs to meet this need.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$26,063,000.00	\$1,691,000.00	\$130,000.00	\$60,000.00	\$27,944,000.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$25,453,000.00	\$2,491,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Certificated Staffing-Teachers	\$20,000,000.00				\$20,000,000.00
1	2	All	Certificated Staffing-Administration and other Support Staff					
1	3	All	Classified Staffing-Technology Department	\$340,000.00				\$340,000.00
1	4	All	Classified Staffing-Custodial, Maintenance, and Grounds	\$2,200,000.00				\$2,200,000.00
1	5	All	Basic Utilities	\$620,000.00				\$620,000.00
1	6	All	Instructional Materials-Textbooks and Software	\$163,000.00	\$640,000.00			\$803,000.00
1	7	All	Site Technology Allocation	\$45,000.00				\$45,000.00
1	8	All	Instructional Supplies-Per Pupil Site Allocation	\$270,000.00				\$270,000.00
1	9	All	Maintenance of Chromebooks					
1	10	All	Classified Staffing-Data Systems Analyst	\$45,000.00				\$45,000.00
1	11	All	Single Plan for Student Achievement (SPSA)					
1	12	Low Income	School Site Council and DELAC					
1	13		Parent Teacher Associations (PTA)					
1	14	All	Family Engagement					
2	1	English Learners Foster Youth Low Income	Early Literacy Teacher on Special Assignment (TOSA)	\$40,000.00		\$70,000.00		\$110,000.00
2	2	All	Early Literacy Committee					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	Early Literacy-Community Engagement			\$30,000.00	\$10,000.00	\$40,000.00
2	4	English Learners Foster Youth Low Income	Early Literacy-Preschool Program and Learning Link		\$25,000.00	\$30,000.00		\$55,000.00
2	5	English Learners Foster Youth Low Income	Transitional Kindergarten					
3	1	All	Facilities Master Plan					
3	2	All	FIT Reports					
4	1	English Learners Low Income	Professional Development (District-wide)	\$420,000.00				\$420,000.00
4	2	English Learners	Professional Development- English Learners	\$20,000.00			\$15,000.00	\$35,000.00
4	3	English Learners	Progress Monitoring and Support of English Learners	\$250,000.00			\$20,000.00	\$270,000.00
4	4	English Learners	Dual Immersion Program					
4	5	English Learners	ELD and Spanish Elective at Rancho	\$30,000.00				\$30,000.00
4	6	English Learners Foster Youth Low Income	Before and After School Intervention	\$80,000.00				\$80,000.00
4	7	English Learners Foster Youth Low Income	Intervention Coordinators	\$20,000.00				\$20,000.00
4	8	English Learners Foster Youth Low Income	Intervention Support During the Day		\$160,000.00			\$160,000.00
4	9	All	Teacher Planning/Choir Teacher	\$85,000.00				\$85,000.00
4	10	English Learners Foster Youth Low Income	Science sections-Rancho-Starbuck	\$30,000.00				\$30,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	11	English Learners Foster Youth Low Income	Math Intervention-Rancho Starbuck	\$40,000.00				\$40,000.00
4	12	English Learners Foster Youth Low Income	Illuminate	\$25,000.00				\$25,000.00
4	13	English Learners Foster Youth Low Income	Reading Intervention-Rancho Starbuck	\$40,000.00				\$40,000.00
4	14	English Learners Foster Youth Low Income	Coordination of Services	\$215,000.00				\$215,000.00
4	15		ABA Class and Program Specialist Position	\$100,000.00	\$140,000.00			\$240,000.00
4	16		Learning Hubs-Libraries	\$100,000.00				\$100,000.00
4	17	English Learners Foster Youth Low Income	MTSS Coordination and Monitoring of UDPs	\$140,000.00			\$15,000.00	\$155,000.00
4	18	English Learners Foster Youth Low Income	Assessment System		\$280,000.00			\$280,000.00
4	19	English Learners Foster Youth Low Income	Classified Staff-Custodial Support	\$200,000.00				\$200,000.00
4	20		Attendance Monitoring					
4	21	English Learners Foster Youth Low Income	Creative Response to Emotional and Educational Wellness	\$270,000.00	\$258,000.00			\$528,000.00
4	23	English Learners Foster Youth Low Income	Nurse and Nursing Assistant	\$15,000.00				\$15,000.00
5	1	All	Professional Development-GATE Certification	\$65,000.00	\$43,000.00			\$108,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	2	English Learners Foster Youth Low Income	GATE Identification	\$15,000.00				\$15,000.00
5	3	English Learners Foster Youth Low Income	STEAM Enrichment	\$60,000.00	\$45,000.00			\$105,000.00
5	4	English Learners Foster Youth Low Income	Technology Integration-21st Century Skills	\$120,000.00	\$100,000.00			\$220,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds	
Total:	\$2,030,000.00	\$3,088,000.00	
LEA-wide Total:	\$1,890,000.00	\$2,948,000.00	
Limited Total:	\$30,000.00	\$30,000.00	
Schoolwide Total:	\$110,000.00	\$110,000.00	

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	12	School Site Council and DELAC	Schoolwide Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Title 1 Schools		
2	1	Early Literacy Teacher on Special Assignment (TOSA)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	\$110,000.00
2	3	Early Literacy- Community Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-2nd grades		\$40,000.00
2	4	Early Literacy- Preschool Program and Learning Link	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Jordan (at the Maybrook site for 2021-2022) Ages 0-5		\$55,000.00
2	5	Transitional Kindergarten	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary sites Transitional Kindergarten		
4	1	Professional Development (District-wide)	LEA-wide	English Learners Low Income	All Schools	\$420,000.00	\$420,000.00
4	2	Professional Development- English Learners	LEA-wide	English Learners	All Schools	\$20,000.00	\$35,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	3	Progress Monitoring and Support of English Learners	LEA-wide	English Learners	All Schools	\$250,000.00	\$270,000.00
4	4	Dual Immersion Program	Schoolwide	English Learners	Specific Schools: Jordan Elementary TK-3rd grade		
4	5	ELD and Spanish Elective at Rancho	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Rancho 7th and 8th grade	\$30,000.00	\$30,000.00
4	6	Before and After School Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	\$80,000.00
4	7	Intervention Coordinators	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
4	8	Intervention Support During the Day	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All elementary sites		\$160,000.00
4	10	Science sections- Rancho-Starbuck	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rancho Starbuck 7th and 8th	\$30,000.00	\$30,000.00
4	11	Math Intervention- Rancho Starbuck	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rancho Starbuck 7th and 8th	\$40,000.00	\$40,000.00
4	12	Illuminate	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00
4	13	Reading Intervention- Rancho Starbuck	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rancho Starbuck 7th and 8th	\$40,000.00	\$40,000.00
4	14	Coordination of Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$215,000.00	\$215,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	17	MTSS Coordination and Monitoring of UDPs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$140,000.00	\$155,000.00
4	18	Assessment System	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$280,000.00
4	19	Classified Staff- Custodial Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	\$200,000.00
4	21	Creative Response to Emotional and Educational Wellness	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$270,000.00	\$528,000.00
4	23	Nurse and Nursing Assistant	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
5	2	GATE Identification	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
5	3	STEAM Enrichment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	\$105,000.00
5	4	Technology Integration-21st Century Skills	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$120,000.00	\$220,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

- Scope: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- Unduplicated Student Group(s): Regardless of scope, contributing actions serve one or more unduplicated student groups.
 Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- Location: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
 - 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.