

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lowell Joint School District

CDS Code: 30-64766-0000000

School Year: 2021-22

LEA contact information:

Jim Coombs

Superintendent

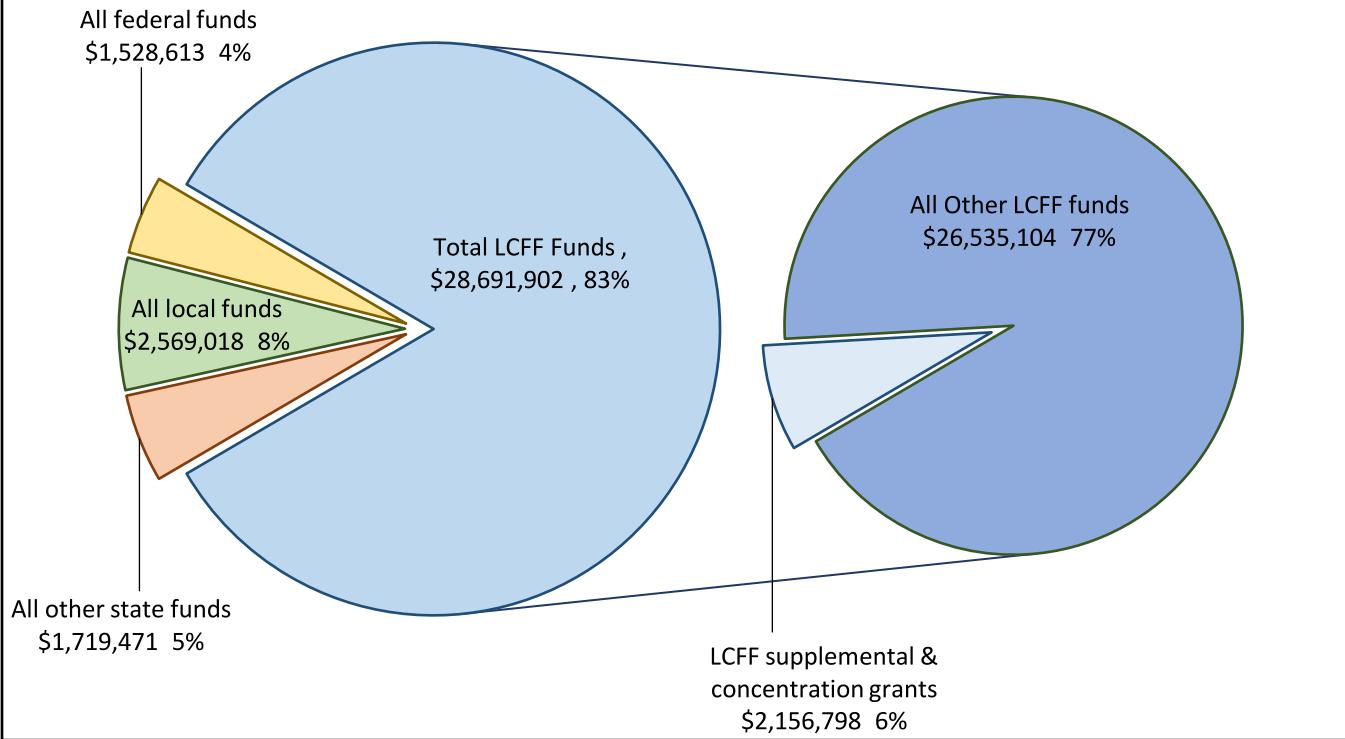
jcoombs@ljsd.org

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).

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source

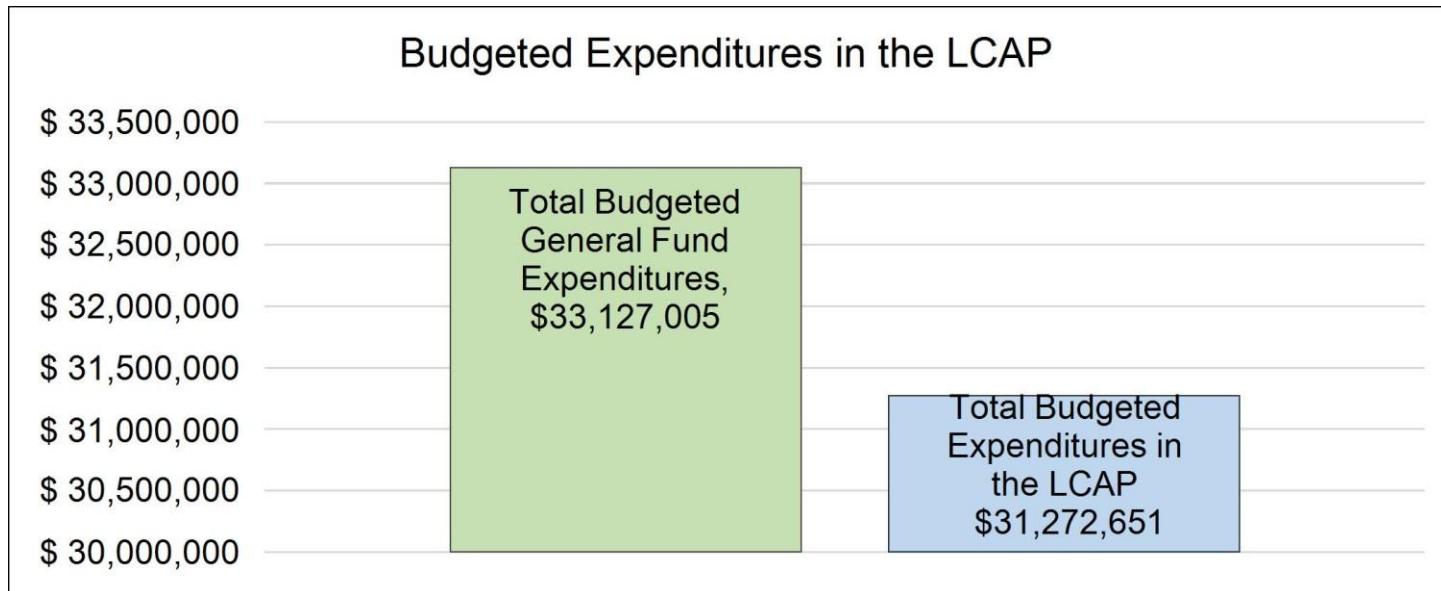


This chart shows the total general purpose revenue Lowell Joint School District expects to receive in the coming year from all sources.

The total revenue projected for Lowell Joint School District is \$34,509,004, of which \$28,691,902 is Local Control Funding Formula (LCFF), \$1,719,471 is other state funds, \$2,569,018 is local funds, and \$1,528,613 is federal funds. Of the \$28,691,902 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 \$33,127,005 for the 2021-22 school year. Of that amount, \$31,272,651 is tied to actions/services in the LCAP and \$1,854,354 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

There is just over two million dollars of General Fund Budget Expenditures that are not accounted for in the LCAP. These include over \$360,000 in Out of District and Itinerant costs for students with special needs, \$75,000 for nonpublic placement of a student, \$175,000 for Legal and Audit expenses, approximately \$250,000 in insurance fees, and just over \$250,000 in custodial supplies, which account for over half of the expenses. There is approximately \$250,000 for supplies in various budgets and almost \$200,000 in repair costs, with the remaining including costs for consultants, professional services, and dues and memberships.

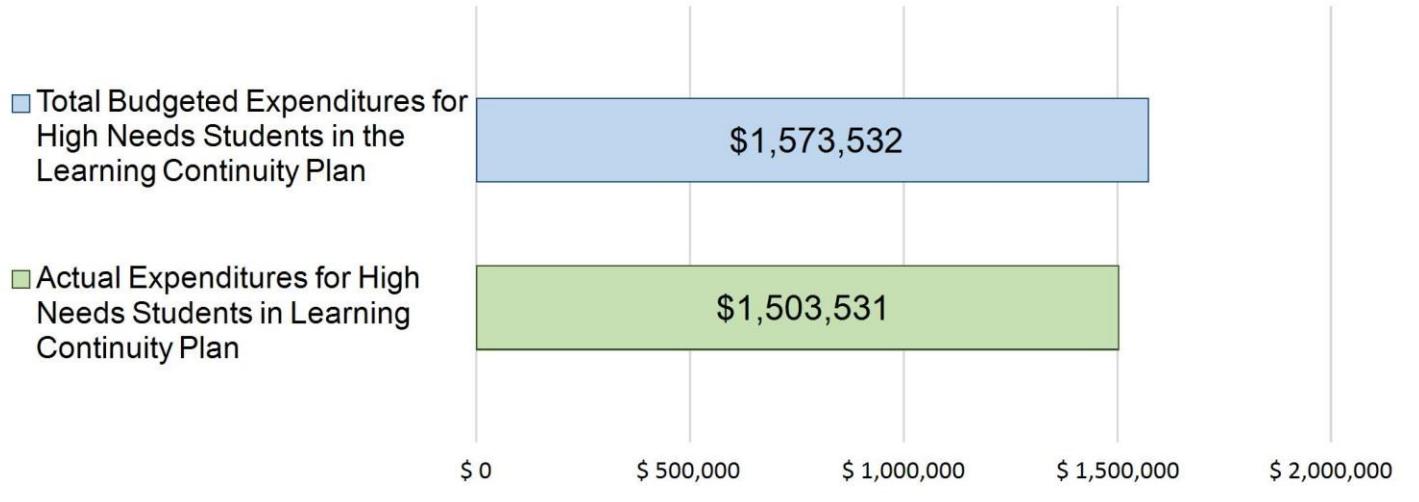
## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

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 \$4,386,004 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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

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



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 \$1,573,532 for planned actions to increase or improve services for high needs students. Lowell Joint School District actually spent \$1,503,531 for actions to increase or improve services for high needs students in 2020-21.

Of the 1.5 million dollars budgeted for high needs students for 2020-2021, there was only about \$70,000 not expended. This did not have a significant impact on the actions and services. There were some expenditures that still happened but were shifted to other funds, and then the rest is predominately related to balancing actual costs to estimated costs with some being higher and/or lower than original estimates. It equates to about 4% of the overall budget for increased and improved services.



**Lowell Joint  
School District**

*A Tradition of Excellence Since 1906*

## **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	Jim Coombs Superintendent	jcoombs@ljsd.org 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

Metric/Indicator	Expected	Actual
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 (October 5, 2020) 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 student's could continue to participate in the instructional program during distance learning.
FIT Reports: Scope and Sequence of work for Measure LL as identified in required reporting		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.
Certificated staff survey on implementation of standards		
Chromebook Initiative records for professional development and purchasing		
Master schedules, resources allocated for STEAM Innovation Labs, and courses of study		

Expected	Actual
<p><b>19-20</b></p> <p>1.1) Teachers will continue to be fully credentialed and appropriately assigned as measured by credentials audits.</p> <p>1.2) Every student will continue to have standards-aligned materials as measured by Williams compliance documentation.</p> <p>1.3) 100% of students have access to standards aligned curriculum and materials.</p> <p>1.4) Continue to prioritize facility needs and address the identified needs as budget allows with the addition of monies from Measure LL.</p> <p>1.5) Maintain 100% of facilities with good or higher rating with minimal deficiencies.</p> <p>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"</p> <p>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.</p> <p>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.</p> <p>1.9) All elementary schools sites will provide STEAM activities to students as measured by lesson plans and access to STEAM labs.</p>	<p>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.</p> <p>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"</p> <p>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.</p> <p>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 in distance learning along with the already available Tynker program for coding.</p> <p>1.9) All elementary schools sites were provided STEAM activities as measured by lesson plans and access to STEAM labs in the 2019-2020 school year prior to school closures in March of 2020.</p>

Expected	Actual
<p><b>Baseline</b></p> <p>1.1) 100% of students are taught by fully credentialed and appropriately assigned teachers.</p> <p>1.2) At the October 3, 2016 Board meeting, the Lowell Joint Board of Trustees certified that all students within the District had sufficient materials.</p> <p>1.3) 100% of students had access to standards aligned curriculum and materials.</p> <p>1.4) A multi-million dollar project to upgrade air conditioning and roofing at Olita is underway with planning and bids for work to begin this summer (2017).</p> <p>1.5) We did not have 100% of facilities with good or higher on the annual Facilities Inspection Tool (FIT). Two schools received a rating of Fair.</p> <p>1.6) In May of 2016, 37% of certificated staff members who teach core content areas rated themselves a 4 or 5 on a five point rating scale, when asked, "Rate your level of comfort in working with and understanding the CCSS". An additional 43% rated themselves a 3, which is "becoming comfortable" with standards.</p> <p>1.7) 29 teachers received Chromebook carts for the 2016-17 school year.</p> <p>1.8) All students will continue to have access to a broad course of study, STEAM activities.</p> <p>1.9) Four of the five elementary schools sites will provide STEAM activities to students as measured by lesson plans and access to STEAM labs.</p>	

Actions / Services	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Fully credentialed teachers will be employed and appropriately assigned.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Total Expenditure \$18,055,681 1000-1999: Certificated Personnel Salaries Base \$12,876,894 3000-3999: Employee Benefits Base \$5,178,787</p> <p>3000-3999: Employee Benefits Base \$5,442,617</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$92,194</p> <p>3000-3999: Employee Benefits Supplemental \$179,156</p>	<p>1000-1999: Certificated Personnel Salaries Base \$11,847,301</p> <p>3000-3999: Employee Benefits Base \$5,442,617</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$92,194</p> <p>3000-3999: Employee Benefits Supplemental \$179,156</p>	
<p>Provide basic custodial, maintenance, and grounds services.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>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</p> <p>2000-2999: Classified Personnel Salaries Base \$837,354 Fund 14 2000-2999: Classified Personnel Salaries Other \$69,141 Fund 14 3000-3999: Employee Benefits Other \$37,210</p> <p>Fund 13 2000-2999: Classified Personnel Salaries Other \$67,582 Fund 13 3000-3999: Employee Benefits Other \$38,233</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$129,584 3000-3999: Employee Benefits Supplemental \$73,493</p>	<p>2000-2999: Classified Personnel Salaries Base \$837,354 Fund 14 2000-2999: Classified Personnel Salaries Other \$69,141 Fund 14 3000-3999: Employee Benefits Other \$37,210</p> <p>Fund 13 2000-2999: Classified Personnel Salaries Other \$67,582 Fund 13 3000-3999: Employee Benefits Other \$38,233</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$129,584 3000-3999: Employee Benefits Supplemental \$73,493</p>	
		<p>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.</p>	

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b> English Learners Foster Youth Low Income		
<b>Scope of Services</b> LEA-wide		
<b>Locations</b> All Schools	<p>Repeated Expenditure from Goal 1 Action 2 2000-2999: Classified Personnel Salaries Base \$107,786 \$170,381</p> <p>Repeated Expenditure: The benefits are accounted for in Goal 1, Action 2 \$72,453 3000-3999: Employee Benefits Base 0</p>	<p>2000-2999: Classified Personnel Salaries Other \$107,786</p> <p>3000-3999: Employee Benefits Base \$42,653</p>
<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b> All		
<b>Location(s)</b> All Schools		<p>Fund 13 2000-2999: Classified Personnel Salaries Other \$73,089</p> <p>Fund 13 3000-3999: Employee Benefits Other \$31,346</p>
		<p>4000-4999: Books And Supplies Other \$5,101</p> <p>5000-5999: Services And Other Operating Expenditures Other \$122,695</p>
		<p>Special Reserve for Capital Outlay-Fund 40 4000-4999: Books And Supplies Other \$28,500</p> <p>Special Reserve for Capital Outlay 5000-5999: Services And Other Operating Expenditures Other \$334,000</p>
		<p>Based on available funding, identify facilities projects to be completed that are 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.</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>  <b>Students to be Served</b> All	Special Reserve for Capital Outlay-Fund 40 6000-6999; Capital Outlay Other \$288,000	6000-6999: Capital Outlay Other \$806
<b>Location(s)</b> All Schools	Provide for basic utility services.	5000-5999: Services And Other Operating Expenditures Base \$652,471
<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>  <b>Students to be Served</b> All	5000-5999: Services And Other Operating Expenditures Base \$649,600	
<b>Location(s)</b> All Schools	Continue to inspect all school sites to ensure that facilities are in "Good Repair." This is a repeated expense for now the Assistant Superintendent of Facilities and Operations as part of his job description.  <b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>  <b>Students to be Served</b> All	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
<b>Location(s)</b> All Schools	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 will also provide support for illuminate and train teachers on reports for data analysis. Includes stipend for work outside contracted days.	1000-1999: Certificated Personnel Salaries Supplemental \$103,086  3000-3999: Employee Benefits Supplemental \$25,764

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>English Learners</li> <li>Foster Youth</li> <li>Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>LEA-wide</li> </ul> <p><b>Locations</b></p> <ul style="list-style-type: none"> <li>All Schools</li> </ul>		<p>1000-1999: Certificated Personnel Salaries Title II \$7,500 3000-3999: Employee Benefits Title II \$1,515</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$10,415</p> <p>3000-3999: Employee Benefits Supplemental \$1,659</p> <p>1000-1999: Certificated Personnel Salaries Title II \$10,500 3000-3999: Employee Benefits Title II \$2,121</p> <p>Learning Ovation/A2I-Licenses 5800: Professional/Consulting Services And Operating Expenditures Title II \$30,000 4000-4999: Books And Supplies Supplemental \$6,012</p> <p>Conference 5000-5999: Services And Other Operating Expenditures Supplemental \$3,375</p> <p>Thinking Maps 5800: Professional/Consulting Services</p>
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>English Learners</li> <li>Foster Youth</li> <li>Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>LEA-wide</li> </ul> <p><b>Locations</b></p> <ul style="list-style-type: none"> <li>All Schools</li> </ul>		
		<p>Annual Update for Developing the 2021-22 Local Control and Accountability Plan Lowell Joint School District</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Teachers will continue 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.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>English Learners</li> <li>Foster Youth</li> <li>Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>LEA-wide</li> </ul> <p><b>Locations</b></p> <p>All Schools</p>	<p>Repeated Expenditure: \$74,225 in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries Base 0</p> <p>Repeated Expenditure: \$35,938 in Goal 1, Action 1 Base 0</p>	<p>Repeated Expenditure in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries Base \$0 And Operating Expenditures Supplemental \$9,000</p> <p>Repeated Expenditure in Goal 1, Action 1 Base \$0</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b>		
English Learners		
Foster Youth		
Low Income		
<b>Scope of Services</b>		
Schoolwide		
<b>Locations</b>		
Specific Grade Spans: Elementary		
Purchase 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 \$21,895
<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b>		
All		
<b>Location(s)</b>		
All Schools		
Continue 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 Personnel Salaries Base 0 Benefits-\$41,101 in Goal 1, Action 1 3000-3999: Employee Benefits Base 0	Repeated Expenditure in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries Base \$0 Repeated Expenditure in Goal 1, Action 1 3000-3999: Employee Benefits Base \$0

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b>		
<b>Location(s)</b> Specific Schools: Rancho Starbuck Intermediate		
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b>		
English Learners		
Foster Youth		
Low Income		
<b>Scope of Services</b>		
Schoolwide		
<b>Locations</b>		
Specific Schools: Rancho Starbuck		
Continue to provide each school with a technology allocation to update and expand equipment inventory. This is first and foremost used to replace aging teacher computers to ensure the smooth running of required software and applications.	6000-6999: Capital Outlay Base 45000	6000-6999: Capital Outlay Base \$0
<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b>		
All		
<b>Location(s)</b>		
All Schools		
Continue to provide each school with a per pupil allocation for the purchase of instructional supplies. This includes an increase based on the Consumer Price Index (CPI).	4000-4999: Books And Supplies Base \$264,880	4000-4999: Books And Supplies Base \$151,037
<b>Annual Update for Developing the 2021-22 Local Control and Accountability Plan</b>		
Lowell Joint School District		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>1000-1999: Certificated Personnel Salaries Base \$23,736 2000-2999: Classified Personnel Salaries Base \$16,145 3000-3999: Employee Benefits Base \$7,196</p> <p>5800: Professional/Consulting Services And Operating Expenditures Base \$11,350</p> <p>5000-5999: Services And Other Operating Expenditures Base \$72,363</p>	<p>4000-4999: Books And Supplies Base \$0.00</p> <p>1000-1999: Certificated Personnel Salaries Base \$7,500 3000-3999: Employee Benefits Base \$1,458</p> <p>5000-5999: Services And Other Operating Expenditures Base \$2,500</p> <p>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</p>
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Specific Grade Spans: Primarily Grades 3-8 with expansion into TK-2 for the 2019-20 year</p>	<p>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. This also includes 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,</p>
		<p>2000-2999: Classified Personnel Salaries Base \$227,802 3000-3999: Employee Benefits Base \$128,561</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>phone, and email systems will also be maintained by the Tech Department as will new safety and security measures. Additional supports for the temporary housing of Olita at the Maybrook Campus during construction will be addressed as well.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p>	<p><b>Location(s)</b> All Schools</p> <p>Provide four non-student workdays for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for UDPs.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p> <p>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.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$316,980</p> <p>3000-3999: Employee Benefits Supplemental 62747</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>3000-3999: Employee Benefits Supplemental \$0</p> <p>3 Days - 4th Day Cancelled due to Closure 5700-5799: Transfers Of Direct Costs Supplemental \$273,342</p> <p>Total Expenditure:\$7,000 1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p> <p>3000-3999: Employee Benefits Supplemental \$2,000</p>
		<p>Accounted for in Goal 1 Action 9 1000-1999: Certificated Personnel Salaries Supplemental 0</p> <p>Accounted for in Goal 1 Action 9 3000-3999: Employee Benefits Supplemental 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b>		
English Learners	4000-4999: Books And Supplies Supplemental \$2000	
Foster Youth		
Low Income		
<b>Scope of Services</b>		
LEA-wide		
<b>Locations</b>		
All Schools	The District's Technology Leadership Team will meet regularly to provide guidance and support regarding the implementation of the District's Technology Plan with a primary focus on access for UDPs.	
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b>		
English Learners	There were no costs for initial meetings. The District Technology Leadership Team did not meet during school closures and distance learning. A larger committee made up of district personnel, teachers, classified staff, and union representatives met regularly through the end of the year to discuss technology issues and supports needed for the shift to online learning at the end of the 2019-2020 school year.	
Foster Youth		
Low Income		
<b>Scope of Services</b>		
LEA-wide	4000-4999: Books And Supplies Supplemental \$0	
<b>Locations</b>		
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 to the fullest extent possible. A few actions, such as some scheduled professional development work, that would have taken place between March and June of 2020 were not able to be completed due to school closures. The costs associated with the adoption of the History/Social Studies materials ended up being charged to the 2018-2019 budget since we took delivery in June of 2019 before the beginning of the 2019-2020 school year. Rather than the \$350,000 budgeted, there were only some expenditures related to the replacement of texts and additional purchases for increased enrollment numbers in specific grades. An additional \$522,000 that was budgeted from district funds for maintenance was not expended with the school closures. With no students on campus, the district was able to complete two schools in what would have been the timeline for only one. This allowed for the issuance of bonds on an expedited schedule as well as early completion of projects, which resulted in cost savings to both the taxpayers and the district. There was an additional savings of \$106,000 for one less non-student day for professional development in April. Many of the immediate needs for professional development, technology, and support shifted to one-time emergency dollars that needed to be expended on specific timelines. Given the unspent monies described above and a few other actions that were slightly more or less expensive than budgeted, there was an additional 1.4 million in CARES Act monies (LLM) which was expended by the district according to the original deadline of December 30th, 2020. All summer professional development, purchasing of needed technology, support personnel, and additional required expenditures for things like PPE and increased sanitization needs did not, therefore, impact the general fund.

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 an 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.

With the school closures in March of 2020, the district shifted into high gear to transition to distance learning within 2 days. Multiple opportunities for professional development were offered from March all the way through August as it became more clear that we would continue in distance learning into the 2020-2021 school year. Additional technology and training was needed to prepare teachers in those first few weeks as well as two days of planning at the outset to reimagine what teaching would look like virtually from March-May of 2020.

## 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

Metric/Indicator	Expected	Actual
CA Dashboard		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.
SBAC Data		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.
CELDT/ELPAC Data		2.3) Due to the school closures in March of 2020, we were unable to give the Las Links assessment in the 2019-2020 school year. Without the ability to bring students on site at that time, we did not have enough headphones with microphones to distribute to each student. The microphone is a necessity for the scoring of all oral sections of the test. Given the short time frame to the end of the year in May, there was not enough time to order and receive the headphones. There was also no ELPAC data due to the suspension of state assessments, so there is no comparison point.
Dataquest		English learner progress was measured by teachers with the support of bilingual aides who met regularly with English learner students over Zoom in order to continue progress in language development in distance learning.
CELDT/ELPAC Data		
SBAC Data		
Reclassification Rates		
English Language Learner Assessment (ELLA)		
LAS Links for 2019-20		
Reclassification Rates/Accountability Data		

Expected	Actual
<p><b>19-20</b></p> <p>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.</p> <p>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.</p> <p>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%.</p> <p>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.</p>	<p>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.</p>

	<b>Expected</b>	<b>Actual</b>	
<b>Baseline</b>			
2.1) The number of students meeting or exceeding the standards increased by 7% (56% to 63%) for ELA and by 5% (47% to 52%) for mathematics.			
2.2) For English learners, ELA scores dropped by 3% while Math stayed the same. ELA is 1% below the state average while Math is 3% above the state average. Title III Accountability Data shows that students are making great strides in English proficiency based on CELDT.			
2.3) The percentage of ELs demonstrating progress toward English proficiency is currently at 74.7% (state target of 62%). For the 2016-17 school year, we have 12 Long Term English Learners (LTELs), 23 at risk of becoming a LTEL, 51 not at risk, and 179 only in the program for 0-3 years.			
2.4) The state and county averages for reclassification in the 2016-17 school year were 13.3% and 15% respectively. Lowell Joint redesignated 42.7% of students following the state guidelines for reclassification.			
<b>Actions / Services</b>	<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
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.	Repeated Expense: accounted for in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries Base \$0	Repeated Expense: accounted for in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries Base \$0	Repeated Expense: accounted for in Goal 1 Action 1 3000-3999: Employee Benefits Base \$0
	3000-3999: Employee Benefits Base \$0		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Students to be Served	For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Location(s)		
All		
All Schools	<p>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.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <ul style="list-style-type: none"> <li>Students to be Served <ul style="list-style-type: none"> <li>English Learners</li> <li>Foster Youth</li> <li>Low Income</li> </ul> </li> <li>Scope of Services <ul style="list-style-type: none"> <li>LEA-wide</li> </ul> </li> <li>Locations <ul style="list-style-type: none"> <li>All Schools</li> </ul> </li> </ul>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>3000-3999: Employee Benefits Supplemental \$861</p> <p>Learning Ovations/A2I-Professional Dev. 5800: Professional/Consulting Services And Operating Expenditures Title II \$30,000</p>
All Schools	<p>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.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <ul style="list-style-type: none"> <li>Students to be Served <ul style="list-style-type: none"> <li>English Learners</li> <li>Foster Youth</li> <li>Low Income</li> </ul> </li> <li>Scope of Services <ul style="list-style-type: none"> <li>LEA-wide</li> </ul> </li> <li>Locations <ul style="list-style-type: none"> <li>All Schools</li> </ul> </li> </ul>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$112,013</p> <p>3000-3999: Employee Benefits Supplemental \$39,945</p> <p>4000-4999: Books And Supplies Supplemental \$0</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b>		
English Learners	Homeless Liaison 1000-1999: Certificated Personnel Salaries Title I \$26,928	1000-1999: Certificated Personnel Salaries Title I \$28,003
Foster Youth	Homeless Liaison 3000-3999: Employee Benefits Title I \$9,986	3000-3999: Employee Benefits Title I \$9,986
Low Income	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,110	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,110
<b>Scope of Services</b>		
LEA-wide	5800: Professional/Consulting Services And Operating Expenditures Title I \$17,762	5800: Professional/Consulting Services And Operating Expenditures Title I \$17,762
<b>Locations</b>		
All Schools		
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b>		
English Learners	2000-2999: Classified Personnel Salaries Supplemental \$56,825	2000-2999: Classified Personnel Salaries Supplemental \$56,677
Foster Youth	3000-3999: Employee Benefits Supplemental \$22,278	3000-3999: Employee Benefits Supplemental \$22,227
Low Income	5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0
<b>Scope of Services</b>		
LEA-wide		
<b>Locations</b>		
All Schools		
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b>		
English Learners	Total Expenditure:\$16,000 1000-1999: Certificated Personnel Salaries Supplemental \$0	1000-1999: Certificated Personnel Salaries Supplemental \$0
Foster Youth		
Low Income		
<b>Scope of Services</b>		
LEA-wide		
<b>Locations</b>		
All Schools		
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b>		
English Learners	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 Annual Update for Developing the 2021-22 Local Control and Accountability Plan Lowell Joint School District	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 Annual Update for Developing the 2021-22 Local Control and Accountability Plan Lowell Joint School District
Foster Youth		
Low Income		
<b>Scope of Services</b>		
LEA-wide		
<b>Locations</b>		
All Schools		

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
activities with an emphasis on early literacy skills to build that strong reading foundation before 2nd grade.  <b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>	30000-3999: Employee Benefits Supplemental \$1800  4000-4999: Books And Supplies Supplemental 10,000	30000-3999: Employee Benefits Supplemental \$0  4000-4999: Books And Supplies Supplemental \$0
<b>Students to be Served</b>  English Learners Foster Youth Low Income		
<b>Scope of Services</b> LEA-wide		
<b>Locations</b>  All Schools	Part of Bilingual Aides / Parent Liaison salaries 2000-2999: Classified Personnel Salaries Supplemental \$104,137  30000-3999: Employee Benefits Supplemental \$66,565	2000-2999: Classified Personnel Salaries Supplemental \$82,436  30000-3999: Employee Benefits Supplemental \$54,889  2000-2999: Classified Personnel Salaries Base \$1,770  30000-3999: Employee Benefits Base \$512  5800: Professional/Consulting Services And Operating Expenditures Title III \$6,304
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b>  English Learners		
<b>Scope of Services</b> LEA-wide		
<b>Locations</b>  All Schools	Repeated Expenditure from Goal 1, Action 1 (12,876,894 salary,	Repeated Expenditure from Goal 1, Action 1 1000-1999:
Fully credentialed and appropriately assigned teachers will teach ELD on a daily basis. All 3-8 grade EL students will continue to individually		
Annual Update for Developing the 2021-22 Local Control and Accountability Plan Lowell Joint School District		

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p> <p>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 startup year with the elective for the purchase of Spanish materials.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> Limited to Unduplicated Student Group(s)</p> <p><b>Locations</b> Specific Schools: Rancho Starbuck Intermediate</p>	<p>5,178,787 benefits) 1000-1999: Certificated Personnel Salaries Base 0</p> <p>3000-3999: Employee Benefits Base</p>	<p>Certificated Personnel Salaries Base \$0</p> <p>Repeated Expenditure from Goal 1, Action 1 3000-3999: Employee Benefits Base \$0</p>
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p> <p>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 startup year with the elective for the purchase of Spanish materials.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> Limited to Unduplicated Student Group(s)</p> <p><b>Locations</b> Specific Schools: Rancho Starbuck Intermediate</p>	<p>Total Expenditure: \$47,000 \$23,236 - Accounted for in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Total Expenditure:9202 \$4,601-Accounted for in Goal 1, Action 1 3000-3999: Employee Benefits Supplemental 23764</p> <p>\$4000; Rancho Site Allocation from Goal 1, Action 15 1000-1999: Certificated Personnel Salaries Base 4601</p> <p>\$792; Rancho Site Allocation from Goal 1, Action 15 3000-3999: Employee Benefits Base \$792</p> <p>4000-4999: Books And Supplies Supplemental \$19,000</p>	<p>Accounted for in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Stipend wasn't needed 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Stipend wasn't needed 3000-3999: Employee Benefits Base \$0</p> <p>4000-4999: Books And Supplies Supplemental \$12,674</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,439</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
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 our English Learner population.	1000-1999: Certificated Personnel Salaries Supplemental \$17,000 3000-3999: Employee Benefits Supplemental \$4,100  \$4,000	1000-1999: Certificated Personnel Salaries Supplemental 0 3000-3999: Employee Benefits Supplemental 0  This seems to be an error from the Goal section in 2018-2019 and there was no expense. 0
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b> English Learners		
<b>Scope of Services</b> Limited to Unduplicated Student Group(s)		
<b>Locations</b> All Schools		
This Action was combined with Action 7 in 2018-19.		
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b> English Learners		
<b>Scope of Services</b> Limited to Unduplicated Student Group(s)		
<b>Locations</b> All Schools		
This Action was combined with Action 7 in 2018-19.		

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b> English Learners		
<b>Scope of Services</b> LEA-wide		
<b>Locations</b>		
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 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 Salary \$104,17 2000-2999: Classified Personnel Salaries Supplemental 50,000  Repeated Expenditure/Goal 2- Action 6 Benefits-\$66,565 3000-3999: Employee Benefits Supplemental 20,000	Repeated Expenditure/Goal 2- Action 6 2000-2999: Classified Personnel Salaries Supplemental 0  Repeated Expenditure/Goal 2- Action 6 3000-3999: Employee Benefits Supplemental 0
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b> English Learners Foster Youth Low Income		
<b>Scope of Services</b> LEA-wide		
<b>Locations</b> All Schools	Total Expenditure:\$85,000 1000-1999: Certificated Personnel Salaries Supplemental \$70,000	1000-1999: Certificated Personnel Salaries Supplemental \$54,786

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>the number of staff available and/or to partner with outside agencies to provide targeted support for our students needing tutoring.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>English Learners</li> <li>Foster Youth</li> <li>Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>LEA-wide</li> </ul>	<p>30000-3999: Employee Benefits Supplemental \$15,000</p>	<p>30000-3999: Employee Benefits Supplemental \$10,570</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$1,995</p> <p>30000-3999: Employee Benefits Supplemental \$435</p>
<p><b>Locations</b></p> <p>All Schools</p>	<p>Total Expenditure: \$21,000 1000-1999: Certificated Personnel Salaries Supplemental \$13,000</p> <p>3000-3999: Employee Benefits Supplemental \$3,000</p> <p>EI Portal site Title 1 funds for a second Intervention Coach 1000-1999: Certificated Personnel Salaries Title I 1500</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$11,125</p> <p>3000-3999: Employee Benefits Supplemental \$2,246</p> <p>1000-1999: Certificated Personnel Salaries Title I \$2,400</p>
<p>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. With the addition of the 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.</p>	<p>EI Portal site Title 1 funds for a second Intervention Coach 3000-3999: Employee Benefits Title I 293</p>	<p>Low Performing Block grant 1000-1999: Certificated Personnel Salaries Other 13000</p>
		<p>Low Performing Block Grant-7510 1000-1999: Certificated Personnel Salaries Other \$6,975</p> <p>Low Performing Block Grant-7510 30000-3999: Employee Benefits Other \$1,408</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b>		
English Learners		
Foster Youth		
Low Income		
<b>Scope of Services</b>		
LEA-wide		
<b>Locations</b>		
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 Goal 1 \$12,876,894 and benefits \$5,178,787) 1000-1999: Certificated Personnel Salaries Base 0	Repeated expenditure Goal 1 Action 1 1000-1999: Certificated Personnel Salaries Base \$0
<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>	3000-3999: Employee Benefits Base 0	Repeated expenditure Goal 1 Action 1 3000-3999: Employee Benefits Base \$0
<b>Students to be Served</b>		
All		
<b>Location(s)</b>		
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 0	Accounted for in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries Supplemental \$0
	3000-3999: Employee Benefits Supplemental 0	Accounted for in Goal 1, Action 1 3000-3999: Employee Benefits Supplemental \$0

Planned Actions/Services	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	Budgeted Expenditures	Actual Expenditures
<b>Students to be Served</b> English Learners Foster Youth Low Income	<b>Scope of Services</b> Schoolwide	<b>Locations</b> Specific Schools: Rancho Starbuck Intermediate	Accounted for in Goal 1, Action 1 \$23,720 salary and \$11,068 benefits 1000-1999: Certificated Personnel Salaries Supplemental \$0
		Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section)	Accounted for in Goal 1, Action 1 \$23,720 salary and \$11,068 benefits 1000-1999: Certificated Personnel Salaries Supplemental 0
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>			3000-3999: Employee Benefits Supplemental 0
<b>Students to be Served</b> English Learners Foster Youth Low Income	<b>Scope of Services</b> Schoolwide	<b>Locations</b> Specific Schools: Rancho Starbuck Intermediate	Accounted for in Goal 1, Action 1 \$3000-3999: Employee Benefits Supplemental \$0
			Illuminate 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$37,794
			Illuminate 5000-5999: Services And Other Operating Expenditures Supplemental \$37,794

Planned Actions/Services	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	Budgeted Expenditures	Actual Expenditures
<b>Students to be Served</b> English Learners Foster Youth Low Income	<b>Scope of Services</b> LEA-wide		
<b>Locations</b> 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 \$15,495  3000-3999: Employee Benefits Supplemental \$2,498	1000-1999: Certificated Personnel Salaries Supplemental \$15,495  3000-3999: Employee Benefits Supplemental \$3,093
<b>Students to be Served</b> English Learners Foster Youth Low Income	<b>Scope of Services</b> LEA-wide	<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>	
<b>Locations</b> 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 Personnel Salaries Supplemental \$0	Accounted for in Goal 1, Action 1 \$32,000 salary and \$12,500 benefits  1000-1999: Certificated Personnel Salaries Supplemental \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>English Learners</li> <li>Foster Youth</li> <li>Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>Schoolwide</li> </ul> <p><b>Locations</b></p> <ul style="list-style-type: none"> <li>Specific Schools: Rancho Starbuck Intermediate</li> </ul>	<p>Personnel Salaries Supplemental 0</p> <p>3000-3999: Employee Benefits Supplemental 0</p>	<p>Accounted for in Goal 1, Action 1 3000-3999: Employee Benefits Supplemental \$0</p>
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>English Learners</li> <li>Foster Youth</li> <li>Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>Schoolwide</li> </ul> <p><b>Locations</b></p> <ul style="list-style-type: none"> <li>Specific Schools: Rancho Starbuck Intermediate</li> </ul>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$71,873</p> <p>3000-3999: Employee Benefits Supplemental \$19,316</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$41,412</p> <p>3000-3999: Employee Benefits Supplemental \$29,562</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$76,614</p> <p>3000-3999: Employee Benefits Supplemental \$21,229</p> <p>Position Not Filled 2000-2999: Classified Personnel Salaries Supplemental \$0</p> <p>Position Not Filled 2000-2999: Classified Personnel Salaries Supplemental \$0</p>
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>English Learners</li> <li>Foster Youth</li> <li>Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>LEA-wide</li> </ul> <p><b>Locations</b></p> <ul style="list-style-type: none"> <li>All Schools</li> </ul>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Monitor the progress of Unduplicated Pupils (UDPs) . This will be combined with Action 21 for future years.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>English Learners</li> <li>Foster Youth</li> <li>Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>LEA-wide</li> </ul> <p><b>Locations</b></p> <ul style="list-style-type: none"> <li>All Schools</li> </ul>	<p>Fund a Data Systems Analyst position to assist in the management of curriculum databases as well as student management systems. This includes the maintaining of Aeries and CalPads reporting.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>All</li> </ul> <p><b>Location(s)</b></p> <ul style="list-style-type: none"> <li>All Schools</li> </ul>	<p>2000-2999: Classified Personnel Salaries Base \$30,000</p> <p>3000-3999: Employee Benefits Base \$13,345</p>
		<p>2000-2999: Classified Personnel Salaries Supplemental \$30,000</p> <p>3000-3999: Employee Benefits Supplemental \$13,344</p> <p>Additional Cost due to LOA 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$12,032</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b>		
English Learners		
Foster Youth		
Low Income		
<b>Scope of Services</b>		
LEA-wide		
<b>Locations</b>		
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 for the most part. In some cases, the funds expended may have been shifted to some of the one-time dollars that needed to meet expenditure deadlines. For example, the \$70,000 that was budgeted for professional development was shifted from a focus directly on state standards and instruction to elements of distance learning and hybrid models to support the greater use of technology and software to meet the needs of teachers and students during the pandemic. So the \$70,000 was not spent here, but other professional development was funded under LLM monies to address these specific needs. The additional training on UDL was postponed in favor of other training as well. There was a classified position for the purposes of managing the additional budgetary and purchasing demands generated from supplemental dollars that was not filled. This accounts for roughly another \$70,000. We incurred an additional cost of approximately \$12,000 for a sub for an employee who was out on leave that is funded through supplemental dollars. As the budget is now complete, the reconciling of items that were shifted to one-time dollars for March-June of 2019-2020 has allowed us to budget additional services in the 2021-2022 LCAP to meet the needs of our unduplicated pupils.

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 outperforming 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

Metric/Indicator	Expected	Actual
3.1) Annual Parent Survey PTA, SSC, ELAC/DELAC participation and input Sign-ins for volunteers, trainings, events		3.1) 95% of the parent respondents marked “Agree” or “Strongly Agree” with the statement, “I feel welcome at my student’s school”.
3.2) Annual Parent Survey PTA, SSC, ELAC/DELAC participation and input Sign-ins for volunteers, trainings, events		3.2) 97% of the parent respondents marked “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) Attendance Data		3.3) With the change in attendance protocols for the 2019-2020 school year, no P2 data was available. However, prior to the school closures in March we were on target in month 7 with about 96% attendance based on a query of within Aeries.
3.4) Attendance Data		3.4) Because of the school closures in March of 2019, there is not a direct comparison point for Chronic Absenteeism on the CA Dashboard. However, SARB documentation for the county shows a rate of 4.34%. This is an average across all grade levels.
3.5) CA Dashboard - Suspension indicator Discipline Records		3.5) Again, because of the school closures in March of 2019, there is not a direct comparison point on the CA Dashboard for suspensions and expulsion rates. However, we had no expulsions
3.6) Annual Parent Survey		
3.7) Dataquest Attendance Data		
3.8) Student Interviews/Surveys		

Expected	Actual
<p><b>19-20</b></p> <p>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”.</p> <p>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”.</p> <p>3.3) Maintain the average attendance rate districtwide at 96% or higher as measured by P2 attendance data.</p> <p>3.4) Maintain or decrease the districtwide chronic absenteeism rate from the previous year as measured by attendance data.</p> <p>3.5) Suspensions and expulsion rates will remain below the State and county rates as measured by the California Department of Education’s database.</p> <p>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.</p> <p>3.7) The Middle School Dropout Rate will remain at 2% or fewer.</p> <p>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”.</p>	<p>and a 1.6% Suspension Rate reported on Dataquest for the 2019-2020 school year.</p> <p>3.6) 93% of the parent respondents marked “Agree” or “Strongly Agree” with the statement, “Our school is safe, orderly, and well disciplined”.</p> <p>3.7) We had no drop outs in the 2019-2020 school year.</p> <p>3.8) 88% 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”.</p>

Expected	Actual
<p><b>Baseline</b></p> <p>3.1) 91% of the parents responded "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".</p> <p>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".</p> <p>3.3) The average attendance rate districtwide was 96.55% at P2 (Month 9).</p> <p>3.4) The districtwide chronic absenteeism rate was 3.4%.</p> <p>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.</p> <p>3.6) 94% of parents responded "Agree" or "Strongly Agree" with the statement, "My student is safe at school" on the annual parent survey.</p> <p>3.7) The Middle School Dropout Rate was less than 2% based on the most current data provided by CDE.</p> <p>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".</p>	

Actions / Services	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>English Learners</li> <li>Foster Youth</li> <li>Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>LEA-wide</li> </ul> <p><b>Locations</b></p> <ul style="list-style-type: none"> <li>All Schools</li> </ul>	<p>Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>3000-3999: Employee Benefits Supplemental \$0</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p>	<p>Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>3000-3999: Employee Benefits Supplemental \$0</p>	<p>Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>3000-3999: Employee Benefits Supplemental \$0</p>
<p>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.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>English Learners</li> <li>Foster Youth</li> <li>Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>Schoolwide</li> </ul> <p><b>Locations</b></p> <ul style="list-style-type: none"> <li>All Schools</li> </ul>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 0</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 0</p>	<p>Annual Update for Developing the 2021-22 Local Control and Accountability Plan Lowell Joint School District</p>

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

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
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 Advisory Council (ELAC) or transfer the responsibilities to the School Site Council.	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
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p> <p>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, mental health, and other nonacademic barriers to learning.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p> <p>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.</p>	Out of Home Care and Mental Health Funds 1000-1999: Certificated Personnel Salaries Other \$116,288  Out of Home Care and Mental Health Funds 3000-3999: Employee Benefits Other \$44,312  Repeated Expenditure: Salary-\$64,544 in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries Base \$64,544  Repeated Expenditure: Benefits-\$22,276 in Goal 1 Action 1 3000-3999: Employee Benefits Base \$22,276	Out of Home Care and Mental Health Funds 1000-1999: Certificated Personnel Salaries Other \$122,816  Out of Home Care and Mental Health Funds 3000-3999: Employee Benefits Other \$46,436  Repeated Expenditure in Goal 1 Action 1 1000-1999: Certificated Personnel Salaries Base \$0

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b> Students with Disabilities	3000-3999: Employee Benefits Base \$49,186	3000-3999: Employee Benefits Base \$51,216
<b>Location(s)</b> 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 \$0
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b>		
English Learners	2000-2999: Classified Personnel Salaries Title I \$64	2000-2999: Classified Personnel Salaries Title I \$64
Foster Youth		
Low Income		
<b>Scope of Services</b>		
LEA-wide	3000-3999: Employee Benefits Title I \$14	3000-3999: Employee Benefits Title I \$14
<b>Locations</b>		
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

Planned Actions/Services	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	Budgeted Expenditures	Actual Expenditures
<b>Students to be Served</b>			
English Learners			
Foster Youth			
Low Income			
<b>Scope of Services</b>			
LEA-wide			
<b>Locations</b>			
All Schools	Fund tools to support parent outreach: phone outreach system and websites for the district, sites, and teachers.	5000-5999: Services And Other Operating Expenditures Base \$42,100	5000-5999: Services And Other Operating Expenditures Base \$52,847
<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>			
<b>Students to be Served</b>			
All			
<b>Location(s)</b>			
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 \$0 3000-3999: Employee Benefits Supplemental \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b> English Learners Foster Youth Low Income		
<b>Scope of Services</b> LEA-wide		
<b>Locations</b> All Schools		
	Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0	1000-1999: Certificated Personnel Salaries Supplemental \$0
	3000-3999: Employee Benefits Supplemental \$0	3000-3999: Employee Benefits Supplemental \$0
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b> English Learners Foster Youth Low Income		
<b>Scope of Services</b> LEA-wide		
<b>Locations</b> All Schools		
	4000-4999: Books And Supplies Base \$2,000	4000-4999: Books And Supplies Base \$2,000
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.		
Annual Update for Developing the 2021-22 Local Control and Accountability Plan Lowell Joint School District		
Due to closure P2 data was not available 4000-4999: Books And Supplies Base \$0		
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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p> <p>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.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> Schoolwide</p> <p><b>Locations</b> Specific Schools: Rancho Starbuck</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$86,406</p> <p>\$2,000 Counselor Intern Supervisory Stipend / \$1,000 Mental Health &amp; \$1,000 Out of Home Care 1000-1999: Certificated Personnel Salaries Special Education \$27,020</p> <p>\$2,000 Counselor Intern Supervisory Stipend / \$1,000 Mental Health &amp; \$1,000 Out of Home Care 3000-3999: Employee Benefits Supplemental \$27,020</p> <p>\$198 - Mental Health &amp; \$198 - Out of Home Care 3000-3999: Employee Benefits Special Education 396</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$86,406</p> <p>3000-3999: Employee Benefits Supplemental \$27,436</p> <p>\$2,000 Counselor Intern Supervisory Stipend / \$1,000 Mental Health-6512 &amp; \$1,000 Out of Home Care-65002 1000-1999: Certificated Personnel Salaries Special Education \$2,000</p> <p>\$2,000 Counselor Intern Supervisory Stipend / \$201.50 Mental Health-6512 &amp; \$201.50 Out of Home Care-65002 3000-3999: Employee Benefits Special Education \$403</p> <p>Interns 2000-2999: Classified Personnel Salaries Supplemental \$0</p> <p>2000-2999: Classified Personnel Salaries Special Education \$0</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Supervisor Hahn's Office for limited counseling support (no cost), and existing counselor (Goal 3, Action 14) and existing Psych services (Goal 3, Action 16).</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>English Learners</li> <li>Foster Youth</li> <li>Low Income</li> </ul> <p><b>Scope of Services</b></p> <ul style="list-style-type: none"> <li>LEA-wide</li> </ul> <p><b>Locations</b></p> <ul style="list-style-type: none"> <li>All Schools</li> </ul>	<p>Personnel Salaries Special Education \$14,294</p> <p>Out of Home Care - \$48,000-Salaries / \$6,952-Benefits 2000-2999: Classified Personnel Salaries Special Education \$54,952</p> <p>Mental Health Funding - \$21,120-Salaries / \$3,054-Benefits 5800: Professional/Consulting Services And Operating Expenditures Special Education \$24,174</p> <p>(Salary \$103,000 plus portion of Coordination stipend \$600) 1000-1999: Certificated Personnel Salaries Supplemental 103600</p> <p>3000-3999: Employee Benefits Supplemental 42000</p> <p>4000-4999: Books And Supplies Supplemental 5000</p>	<p>19-20 YE Adjustment - Interns 100% Out of Home Care / Resource 65002 2000-2999: Classified Personnel Salaries Special Education \$42,600</p> <p>19-20 YE Adjustment - Interns 100% Out of Home Care / Resource 65002 2000-2999: Classified Personnel Salaries Special Education \$0</p> <p>Salary Only - Stipend Charged to Out of Home-65002 &amp; Mental Health-6512 1000-1999: Certificated Personnel Salaries Supplemental \$94,960</p> <p>3000-3999: Employee Benefits Supplemental \$41,121</p> <p>4000-4999: Books And Supplies Supplemental</p> <p>Interns 3000-3999: Employee Benefits Supplemental \$0</p> <p>19-20 YE Adjustment - Interns 100% Out of Home Care / Resource 65002 3000-3999: Employee Benefits Special Education \$6,683</p> <p>1000-1999: Certificated Personnel Salaries Base \$102,594</p> <p>3000-3999: Employee Benefits Base \$41,602</p> <p>1000-1999: Certificated Personnel Salaries Base \$146,806</p> <p>3000-3999: Employee Benefits Base \$60,368</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>1000-1999: Certificated Personnel Salaries Special Education \$96,437 3000-3999: Employee Benefits Special Education \$40,318 Supervisory Stipend for Psychologist Interns \$1,000-Mental Health &amp; \$1,000 Out of Home Care 1000-1999: Certificated Personnel Salaries Special Education \$2,000  \$199-Mental Health &amp; \$199-Out of Home Care 3000-3999: Employee Benefits Special Education \$398</p> <p>Repeated Expenditure 4000-4999: Books And Supplies Base \$0</p>	<p>1000-1999: Certificated Personnel Salaries Special Education \$60,174 3000-3999: Employee Benefits Special Education \$25,318 Supervisory Stipend for Psychologist Interns \$1,000-Mental Health &amp; \$1,000 Out of Home Care 1000-1999: Certificated Personnel Salaries Special Education \$2,000  \$202-Mental Health &amp; \$200-Out of Home Care 3000-3999: Employee Benefits Special Education \$404  4000-4999: Books And Supplies Base \$0</p>
<p>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.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>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.</p>	<p>Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0 3000-3999: Employee Benefits Supplemental \$0</p> <p>Repeated Expense 1000-1999: Certificated Personnel Salaries Supplemental \$0 3000-3999: Employee Benefits Supplemental \$0</p>

Planned Actions/Services	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	Budgeted Expenditures	Actual Expenditures
<b>Students to be Served</b> English Learners Foster Youth Low Income			
<b>Scope of Services</b> LEA-wide			
<b>Locations</b> All Schools	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
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>			
<b>Students to be Served</b> English Learners Foster Youth Low Income			
<b>Scope of Services</b> Schoolwide			
<b>Locations</b> Specific Schools: Rancho Starbuck Intermediate		Total Expenditure: \$10,500 2000-2999: Classified Personnel Salaries Supplemental \$6,141	1000-1999: Certificated Personnel Salaries Supplemental
			\$6,141

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
services will be provided with a Nursing Assistant not funded out of Supplemental dollars.	30000-3999: Employee Benefits Supplemental \$2,446	30000-3999: Employee Benefits Supplemental \$2,605
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>		
<b>Students to be Served</b>		
English Learners Foster Youth Low Income		
<b>Scope of Services</b>		
LEA-wide		
<b>Locations</b>		
All Schools		

## Goal Analysis

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

The SRO position has still not been filled. This has been removed from the budget for the new LCAP. There was a repeated expense that inadvertently got pulled in a second time under Goal 3 that was accounted for in Goal 1. This was approximately \$87,000 which was partially offset by an increase in the actual expenditure for that action item of about \$9,000. There were salary increases that account for another \$8,000 with additional phone and communication tools increasing by \$10,000 on other action items within this goal. Due to the pandemic, we were not able to provide the parent trainings scheduled for the spring so there was an additional fall out of around \$9,000 for that. Overall, the monies saved were used to partially fund an additional Bilingual Aide to support our English learner population.

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 chance 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 blossoming 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 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 SSTs 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	137,741	No
Additional custodians were hired to support the increased sanitation requirements for in-person instruction.	22,200	61,939	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.

We could not have anticipated the length of time in distance learning when submitting the plan in September of 2020. We did not return until March of 2021; however, the rooms were prepped for return in the fall as anticipated with much higher costs associated with the increased sanitization requirements. Because schools were still open beginning in October for special education students, the additional custodians were needed beginning much earlier than the anticipated return for all students. The costs for some of the technology needs in order to accommodate a hybrid model of partially in-person and partially at home are detailed in the next section of the Annual Update under Distance Learning.

## **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. Headphones 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	106,929	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	82,062	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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 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.	251,000	162,567	Yes
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	22,475	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	170,766	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.

Due to some concerns over the difficulties early on with ordering technology, when we were able to push the majority of the Chromebook order into the 2019-2020 year to be ready for the 2020-2021 school year, we did so. This resulted in a decrease of the actual expenditures on devices here. There was an increased demand for professional development over the summer of 2020 to prepare teachers for both distance learning and hybrid teaching in the 2020-2021 school year. While these trainings were optional, a majority of teachers participated in the trainings resulting in higher associated costs. This included higher costs for additional monitors

and cameras for hybrid teaching along with some upgrades on teacher devices that could not sustain the software required for distance learning.

## Analysis of the Distance Learning Program

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

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

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	196,323	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	164,068	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	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	15,000	41,551	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
their English Language Arts course using READ 180 for targeted support in developing language.			
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	3,302	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	23,240	Yes
Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section)	34,000	36,544	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	5,180	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	145,410	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	120,000	119,540	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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.			

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.

The small portion of the salary costs for the counseling and psych services was left out of this item since they are reflected elsewhere in the plan update (under mental health). There was an increase in the cost for the sections of ELD based on the assigned teacher and there was a significant savings on licenses for Las Links since we were unable to administer the assessment in the 2020-2021 school year as planned. We had anticipated being back to in-person learning in August and did not return until March. This did not allow for two administrations of the assessment as planned in November and February. Upon return in March, students were scheduled to take the ELPAC.. At the beginning of the year, we had planned to offset the state recommended instructional minutes to maximize learning time virtually. It became evident fairly quickly that it was in the best interest of families, students, and staff to reduce the anticipated instructional minutes. While we maintained minutes well above the state minimums, we did reduce the overall minutes each day to better address the social and emotional needs of our community.

## 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 CAAASPP 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 feedback 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 80 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	255,411	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	4,717	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	120,163	133,926	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	year (CREW) along with generating reports on supports for students served.	65,000	182,653	Yes
Pupil Engagement and Outreach	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.	12000	0	No
School Nutrition	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.	12,000	72,297	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.

Given the pacing and timing of the release of emergency funds along with corresponding plans to expend those funds, there was definitely overlap in terms of actions and services designed to address the needs of students, families, and staff during the pandemic. Funding sources were sometimes changed in order to use expiring funds on allowable expenditures. No one anticipated spending the bulk of the 2020-2021 school year in distance learning. So some actions and related costs were off. There were 50,000 additional dollars spent on extended hours for nutritional services for example. We anticipated being back in person, so we had developed an attendance incentive for the sites that did not make sense to pursue during distance learning. We will pick that up in the coming year to maximize instructional minutes. While funded from multiple sources, the nurse and nursing assistant positions are documented here since the bulk of their responsibilities focused on managing COVID 19 and checking in with our unduplicated pupils to ensure health resources and offerings were available to our most needy students and families. We did not anticipate the inability to see students on a daily basis at the time of the plan, so we had not included a percentage of the salaries reflective of almost a full year in distance learning.

## 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.

It has become increasingly clear that having a comprehensive assessment program that feeds students into intervention and supports is critical for the coming years in terms of both identifying and closing gaps. Our youngest students seemed to be hit hardest in terms of engagement and skill development, so we have outlined a goal specifically for Early Literacy to help increase the supports for foundational skills. Since the majority of our English learners are also in grades TK-2, providing access to preschool, Learning Links, trainings for parents and teachers, and other resources is a high priority for the coming years to ensure a strong base for academic success in years to come. In this same vein, focusing on expanding services under our MTSS will allow us the flexibility to move students in and out of support services as needed while developing additional supports where necessary. Flexible grouping at both the elementary and intermediate levels provides opportunities for both intervention and enrichment whether in the classroom or during intervention (FLEX time at Rancho). All students and teachers were thrown into a digital environment for much of the 2020-2021 school year. We want to capitalize on those skill sets and harness them for learning back in the classroom for in-person instruction. Elements of the digital environment in terms of collaborative work spaces, video, flipped instruction, individualized opportunities, targeted supports, and various teacher tools will remain a vital part of instruction in the future. A goal centered around 21st Century Skills and Enrichment will allow us to increase access to STEAM and to integrate technology into learning in meaningful ways. Given the need to shift online and function in a remote setting, these may continue to be necessary skills moving forward as the workplace for many industries has changed in allowing more telecommuting. Learning through technology (not just about technology) is a key part of integrating these skills in meaningful ways.

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

One of our greatest areas of need turned out to be a more cohesive assessment system that allows for the disaggregation of student data by student groups in the aggregate for the district. Because sites were all using slightly different assessment systems and the district-required benchmarks relied heavily on IABs for grades 3-8, we had to scramble to pull data to inform our decision making in the absence of state assessment data. While teachers in the classroom were able to identify the needs of specific students and plan accordingly, it was very difficult to determine patterns and trends across the district quickly. The purchase of iReady will allow us to both consolidate assessments as well as better track and monitor student progress for our most struggling student populations. Teachers will be trained on the first day back with an initial assessment given in the first few weeks of school. Ongoing training is already scheduled throughout the year following benchmarks to support the analysis of data. This will be used to identify areas within the overall Multi-Tiered System of Support that need to be expanded to meet the unique needs of various student groups. We have received our scores for the 2021 ELPAC administration and were able to reclassify about 20 students who met redesignation criteria. As we evaluate the other scores, we will be able to provide additional supports to students based on language development needs. We should be receiving scores for the SBAC administration any day, which will provide additional information as a baseline for planning intervention for next year. We will continue to monitor and adjust interventions, targeted supports, and first, best instruction in the classroom based on both formative and summative assessments through our MTSs.

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

There was some small fall out in the actual expenditures for counseling and psych services, but the two most significant areas for increased and improved services in the additional actions represent an increase in funds expended on nutritional services to support our low income families predominantly with some additional families experiencing food insecurities due to the pandemic. The second area is with the nursing services, which again focused on regular check-ins with our unduplicated pupils to monitor and provide resources. A number of health screenings with a focus on our youngest learners resulted in referrals to help families with accessing appropriate medical care for vision, dental, and hearing.

# 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 addressing some of the social and emotional needs from being 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 [lclf@cde.ca.gov](mailto:lclf@cde.ca.gov).*

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

### **Year**

### **Annual Update**

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

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

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

#### **Goal Analysis**

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

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

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

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

### **Annual Update**

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

#### **Actions Related to In-Person Instructional Offerings**

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

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

#### **Actions Related to the Distance Learning Program**

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

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

- Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness
- To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

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

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

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

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

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



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

	Funding Source	Total Expenditures by Funding Source		2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
		2019-20 Annual Update Budgeted	2019-20 Annual Update Actual		
All Funding Sources		25,720,563.00		23,454,324.79	
Base		4,000.00	0.00	22,059,058.00	20,686,045.00
Other		1,284,999.00		234,969.00	644,733.00
Special Education				139,582.00	
Supplemental		2,097,926.00		1,837,310.79	
Title I		39,611.00			58,714.00
Title II		0.00			81,636.00
Title III		0.00			6,304.00

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

Object Type	Total Expenditures by Object Type		Annual Update Actual	2019-20 Annual Update Actual
	2019-20 Annual Update Budgeted			
All Expenditure Types	25,720,563.00		23,454,324.79	
	4,000.00		0.00	
1000-1999: Certified Personnel Salaries	14,454,308.00		13,012,665.79	
2000-2999: Classified Personnel Salaries	2,243,086.00		1,780,295.00	
3000-3999: Employee Benefits	6,837,960.00		7,027,358.00	
4000-4999: Books And Supplies	721,380.00		224,573.00	
5000-5999: Services And Other Operating Expenditures	1,070,655.00		941,610.00	
5700-5799: Transfers Of Direct Costs	0.00		273,342.00	
5800: Professional/Consulting Services And Operating Expenditures	56,174.00		193,675.00	
6000-6999: Capital Outlay	333,000.00		806.00	

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

Object Type	Funding Source	Total Expenditures by Object Type and Funding Source		Annual Update Actual
		2019-20 Annual Update Budgeted	2019-20 Annual Update Actual	
All Expenditure Types	All Funding Sources	25,720,563.00	23,454,324.79	
	Base	4,000.00	0.00	
1000-1999: Certificated Personnel Salaries	Base	13,197,046.00	12,167,076.00	
1000-1999: Certificated Personnel Salaries	Other	129,288.00	129,791.00	
1000-1999: Certificated Personnel Salaries	Special Education	100,437.00	64,174.00	
1000-1999: Certificated Personnel Salaries	Supplemental	999,109.00	603,221.79	
1000-1999: Certificated Personnel Salaries	Title I	28,428.00	30,403.00	
1000-1999: Certificated Personnel Salaries	Title II	0.00	18,000.00	
2000-2999: Classified Personnel Salaries	Base	1,670,126.00	1,221,917.00	
2000-2999: Classified Personnel Salaries	Other	71,266.00	209,812.00	
2000-2999: Classified Personnel Salaries	Special Education	69,246.00	42,600.00	
2000-2999: Classified Personnel Salaries	Supplemental	432,448.00	305,902.00	
2000-2999: Classified Personnel Salaries	Title I	0.00	64.00	
3000-3999: Employee Benefits	Base	6,185,806.00	6,297,168.00	
3000-3999: Employee Benefits	Other	83,945.00	154,633.00	
3000-3999: Employee Benefits	Special Education	41,112.00	32,808.00	
3000-3999: Employee Benefits	Supplemental	515,914.00	528,628.00	
3000-3999: Employee Benefits	Title I	11,183.00	10,485.00	
3000-3999: Employee Benefits	Title II	0.00	3,636.00	
4000-4999: Books And Supplies	Base	266,880.00	176,636.00	
4000-4999: Books And Supplies	Other	378,500.00	26,996.00	
4000-4999: Books And Supplies	Supplemental	76,000.00	20,941.00	
5000-5999: Services And Other Operating Expenditures	Base	694,200.00	777,746.00	
5000-5999: Services And Other Operating Expenditures	Other	334,000.00	122,695.00	
5000-5999: Services And Other Operating Expenditures	Supplemental	42,455.00	41,169.00	
5700-5799: Transfers Of Direct Costs	Supplemental	0.00	273,342.00	
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	45,502.00	

Object Type	Funding Source	Total Expenditures by Object Type and Funding Source		Annual Update Actual
		2019-20 Annual Update Budgeted	2019-20 Annual Update Actual	
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	64,107.00	
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	17,762.00	
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	60,000.00	
5800: Professional/Consulting Services And Operating Expenditures	Title III	0.00	6,304.00	
6000-6999: Capital Outlay	Base	45,000.00	0.00	
6000-6999: Capital Outlay	Other	288,000.00	806.00	

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

Goal	Total Expenditures by Goal		
	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual	2019-20 Annual Update Actual
<b>Goal 1</b>	23,485,658.00		21,623,798.00
<b>Goal 2</b>	1,042,363.00		805,176.79
<b>Goal 3</b>	1,192,542.00		1,025,350.00

\* 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	2020-21 Budgeted	2020-21 Actual
Offering/Program			
In-Person Instructional Offerings		\$64,200.00	\$199,680.00
Distance Learning Program		\$705,000.00	\$544,799.00
Pupil Learning Loss		\$1,397,859.00	\$735,158.00
Additional Actions and Plan Requirements		\$433,673.00	\$649,004.00
All Expenditures in Learning Continuity and Attendance Plan		\$2,600,732.00	\$2,128,641.00

	Total Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)	2020-21 Budgeted	2020-21 Actual
Offering/Program			
In-Person Instructional Offerings		\$64,200.00	\$199,680.00
Distance Learning Program		\$145,000.00	\$275,303.00
Pupil Learning Loss		\$800,000.00	\$145,410.00
Additional Actions and Plan Requirements		\$18,000.00	\$4,717.00
All Expenditures in Learning Continuity and Attendance Plan		\$1,027,200.00	\$625,110.00

	Total Expenditures by Offering/Program (Contributing to Increased/Improved requirement)	2020-21 Budgeted	2020-21 Actual
Offering/Program			
In-Person Instructional Offerings		\$560,000.00	\$269,496.00
Distance Learning Program		\$597,859.00	\$589,748.00
Pupil Learning Loss		\$415,673.00	\$644,287.00
Additional Actions and Plan Requirements		\$1,573,532.00	\$1,503,531.00
All Expenditures in Learning Continuity and Attendance Plan			



# Lowell Joint School District

*A Tradition of Excellence Since 1906*

## 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 breakdown 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 set up and through

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 and 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.

We have been actively monitoring our chronic absentee rates for the last five years internally. In the 2018-19 school year Lowell Joint had a chronic absentee rate of 4.8% in comparison to the State at 9%. While attendance data is skewed with the closures in March of 2020,

We will continue to provide small incentives for schools to encourage attendance in addition to providing Principals with monthly lists of students where attendance needs to be addressed. Our Chronic Absentee rate for both our Homeless and African American student groups went down significantly with our overall and four additional student groups maintaining their rates. While Lowell Joint has always been a high performing district, there has definitely been a need to address the students who have not been successful in the traditional program. The district has worked closely with each of the sites to determine the areas of greatest need and how to address those needs. Rancho Starbuck has an award-winning intervention program that provides additional support for students struggling with reading, mathematics, or language development. Two sections each of reading intervention, math intervention, and ELD support provide enrichment and engagement for students needing a little extra help to be successful academically. Additional STEAM offerings provide targeted assistance to students including a pathway that leads to AP Computer Science. Of the 20+ students who took the AP Computer Science exam in May of 2018 we had 7 students pass who will be receiving college credit for their achievement when entering college. We had an additional 19 students take the exam this year, so we look forward to getting their results. Rancho Starbuck was honored as a School to Watch in 2016 for their ongoing efforts in creating an engaging environment for learning that supports all students in high levels of achievement. Academically, Rancho Starbuck is in the "Green" performance category for both English Language Arts and Mathematics for the 2018-19 year on the California School Dashboard. Ongoing professional development with both the English and mathematics departments around increasing rigor and engagement for students was provided throughout the 2018-19 school year. For all sites, providing intervention opportunities within the school day has been an ongoing focus. Refining our Multi-tiered System of Support (MTSS) to meet the needs of all students and close performance gaps is an ongoing process based on changes in data each year. In the 2018-19 year, the sites continued adding mathematics intervention, and we again partnered with Khan Academy in grades 5-8 to provide an additional tool for students in individualizing support based on student need. Two sites increased overall performance, one maintained and three decreased, so this will continue to be an area for improvement. For English Language Arts, our Asian, Homeless, and African American student groups all showed increases with the overall average and our SED, EL, White, and Hispanic student groups also maintaining their status. Another highlight across the District is the high number of students being redesignated from their English learner classification (Redesignated Fluent English Proficient or RFEP). Students are making appropriate growth on English language proficiency to be on par with their peers. We have been monitoring our RFEP students in terms of their academic progress as well, and this group had an overall increase of over 8 points in English Language Arts this year and over 6 points for mathematics. There is still about a 20 point gap in comparison to English only students in both areas, but it was noteworthy progress in reducing the gap. We have added the LAS links assessment this year, which provides additional data that is directly linked to state standards in both ELA and mathematics. We are evaluating that data now to determine any needed program changes for the coming year that may increase their progress. The English Learner Progress Indicator was in the "Yellow" performance band for 2017-18, which was an improvement from the prior year. There was no assigned color for the 2018-19 school year with the transition to ELPAC.

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 McKinney-Vento students. In quarter two, the interns held 532 meetings with students. The interns held 35 504 meetings, 27 McKinney-Vento 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 blossoming 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 timelier 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 taxpayers 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. During the 2020-2021 school year, all English learners, Foster Youth, Students with Disabilities, and Homeless were contacted each week by support personnel to monitor and provide supports. While this also included some low-income families, it was not feasible to do the same weekly check-ins with almost 1,300 students. These students were monitored by classroom teachers through the Weekly Engagement reports that included referral to services for those in need. We are anticipating that these gaps will still exist once we have SBAC data for the 2021 school year. The current evaluation of local data shows slight dips in some areas with other indicators being consistent with prior years. 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. The partial year data reported on the School Accountability Report Card for the 2019-2020 school year had a suspension rate of 1.8%. 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 timelier 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 EI 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 "envision 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 its 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 (EI 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 (EI 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, which is 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				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
Board minutes for William's sufficiency	and appropriately assigned in the 2020-2021 school year.	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	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
	continuing to provide devices within each classroom for student use. Qualifying families will also be able to check out a hot spot and/or be connected with low-cost internet providers.	SSC and DELAC training was conducted in the year prior to COVID. Training will be scheduled for the fall of 2021 for each site as part of parental input into the decision-making process for the development of SPSAs and the LCAP.	Virtual meetings were calendared in the 2020-2021 school year with limited participation. Digital sign in sheets were maintained to document participation.	Meetings will be calendared each school year including the potential for reaching a wider audience by continuing with virtual options. Sign in sheets will be maintained to document participation.	Sign in sheets will document the participation of district

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
efforts to involve the parents of UDPs.	Sign in sheets document the participation of district staff at regularly scheduled PTA meetings along with the PTA Council meetings for La Habra.	95% of the parent respondents marked “Agree” or “Strongly Agree” with the statement, “I feel welcome at my student’s school”.	95% of the parent respondents marking “Agree” or “Strongly Agree” with the statement, “I feel welcome at my student’s school”.	97% or more of parent respondents marking “Agree” or “Strongly Agree” with the statement, “I feel welcome at my student’s school”.	staff at regularly scheduled PTA meetings along with the PTA Council meetings for La Habra

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	93% of the parent respondents marked “Agree” or “Strongly Agree” with the statement, “Our school is safe, orderly, and well disciplined”.	88% 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”.	92% 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”.	93% or more of parent respondents marking “Agree” or “Strongly Agree” with the statement, “Our school is safe, orderly, and well disciplined”.	
Survey Results Sign Ins				94% of parents responded Agree or Strongly Agree to the statement “I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple opportunities	95% or more of parent respondents marking Agree or Strongly Agree with the statement “I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple opportunities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	to be involved in my child's education".	Monitor sign ins and participation for SELPA involvement, meeting attendance, and the percentage of families of UPPs engaged in activities and decision-making committees.			Once a baseline is established (since the data is not currently aggregated across multiple meetings), there will be a 5% increase in the number of families actively involved in activities and committees across the district.

## 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.	\$15,608,363.00	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).	\$2,695,938.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3</b>	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 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.	\$407,997.00	No
<b>4</b>	Classified Staffing-Custodial, Maintenance, and Grounds	Provide basic custodial, maintenance, and grounds services.	\$1,773,857.00	No
<b>5</b>	Basic Utilities	Basic utilities including electrical and water.	\$830,328.00	No
<b>6</b>	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	\$313,567.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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 needs and goals in their School Plan for Student Achievement (SPSA).	\$45,000.00	No
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).	\$271,180.00	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.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$51,916.00	No
11	School 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). As part of managing and tracking the action items and expenditures in the SPSA, we are looking to purchase Title 1 Crate from 806 Technologies to support the monitoring of services for our Unduplicated Pupils who drive the development of goals in the SPSA.	\$5,000.00	No
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. This is a vital part of involving parents in the decision-making process.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$0.00	No
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. The Director of Special Education will continue to support families in accessing resources and training through the SELPA to ensure our students with special needs are being supported.	\$34,647.00	No
15	Classified Staff-Administration and other Support	The costs associated with Office Managers, Fiscal Services, Attendance Clerks, and other classified support staff necessary for the basic operations at the district office and sites are included here.	\$2,696,003.00	No

## **Goal Analysis [2021-22]**

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	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 Development 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				The three-year plan will have been

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and quarterly updates on progress.	met to develop the 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.				developed and 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			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
Data from Constant Contact for Newsletters and Brochures with Early Literacy Information; Participation with Ready4K	district personnel, parents, and community members to support outreach to families with children ages 0-5 that are not enrolled within our school system.	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	A google site was started to provide resources across grade levels that is specific to the implementation of OCDE Project GLAD within Lowell Joint				artifacts within the 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.	\$135,906.00	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.	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3</b>	Early Literacy-Community Engagement	<p>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:</p> <ul style="list-style-type: none"> <li>• Establish relationships with neighboring community providers, parent groups and individuals in the LJSD district boundaries.</li> <li>• Develop ongoing communication with existing providers, parent groups and individuals to work collaboratively in supporting early learning.</li> <li>• Utilize YES (Young Essential Scholars) Newsletter to showcase community providers, parent groups and individuals that support early learners.</li> <li>• Provide a Learning Link for families to engage in meaningful activities linked to early learning.</li> <li>• Provide access to Ready4K to target resources to existing families and those with children ages 0-5 within our community.</li> <li>• Utilize quarterly informational brochure documenting early childhood milestones for families supporting children ages 0-5.</li> </ul>	\$30,002.00	No
<b>4</b>	Early Literacy-Preschool Program and Learning Link	<p>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</p>	\$56,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		activities designed to develop and support school readiness skills. The goal would be to have the space open for 10 hours a week.		
5	Transitional Kindergarten	Transitional Kindergarten is not currently compulsory, however, those students who would not otherwise be enrolled in preschool or other 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.	\$632,359.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
3	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 taxpayers 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	The Facilities Master Plan will be Board approved and implementation will begin with regular				Identified timelines for priorities within the Facilities Master Plan will be met including

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Bond Oversight Committee agendas and minutes	updates to the Board of Trustees on progress.				projects completed under the bond.
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	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	Facilities Master Plan	<p>Given the scope of work necessary to support the aging facilities within the district, a Facilities Master Plan needs to be approved to prioritize the major maintenance projects in conjunction with the work 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.</p> <p>Once approved, there will be regular updates to the Board. There are \$2,056,000 dollars budgeted for non-personnel expenses out of Fund 14, 25, and 40. These are not included in the general fund budget.</p>	\$0.00	No
2	FIT Reports	Continue to inspect all school sites to ensure that facilities are in "Good Repair."	\$0.00	No
3	Measure LL-Bond	In November of 2018 the community passed a bond to support the much needed facilities work at each of the six sites. The scope of work is outlined in the Master Plan and the expenditures are documented here to support the ongoing work in meeting this goal beyond the use of general fund monies. There is \$13,267,359 budgeted in non-personnel for major maintenance and modernization for the 2021-2022 school year with an additional \$115,392 in personnel. These costs are not included in the general fund budget since they are a reflection of the bond monies.	\$0.00	No

## **Goal Analysis [2021-22]**

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
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 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
California School Dashboard English Learner Progress Indicator (ELPI) ELPAC Data Las Links	Roughly 48% of English learner students were making progress towards English Language proficiency in 2019 on the English Learner Progress Indicator. In the 2018-2019 year, we had 19% scoring well-developed (4) on the ELPAC and another 44% at moderately developed (3). We have current data for our 3rd-8th grade students with 19% still at the well-developed (4) on the ELPAC and another 36% at moderately developed (3) for 2021. We do not have the TK-2nd grade				60% of English Learners will be making progress towards English language proficiency with 25% scoring well-developed and 50% at moderately developed. For the summative ELPAC, we would like to increase the number of students scoring at the well-developed range by 5% while also increasing those in the moderate range by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Data	scores for 2021 from the state as of yet.	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.	Reclassification rates will remain above both county and state rates.	80% of students will meet their goals with 30% completing stretch goals. These numbers will be re-evaluated upon training within the system and monitoring growth over the first year of implementation.
Dataquest-Reclassification Rates	19% of students were reclassified in the 2020-2021 school year, which is well above LA county at 8.1% and the state at 8.6%.	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	IReady data will allow us to track Spanish	2021-22 Local Control Accountability Plan for Lowell Joint School District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	proficiency for our Dual Language students, which we have not done in the first 2 years of the program with a formal assessment tool.				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 Write from the Beginning.				All teachers will be trained in both Thinking Maps and Write from the Beginning.  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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All teachers hired before the school closures were trained in Explicit, Direct Instruction (EDI).				All teachers will be trained in Explicit, Direct Instruction (EDI).
Absentee letters SARB packets Monthly Chronic Absentee lists Attendance rates Chronic absenteeism Middle school drop out rate	Letters are automatically generated in Aeries on the 3rd, 5th, 7th, 9th, and 13th absence to notify parents for both truancy and chronic absenteeism.			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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	measure student engagement.	With the change in attendance protocols for the 2019-2020 school year, no P2 data was available. However, prior to the school closures in March we were on target in month 7 with about 96% attendance based on a query of within Aeries.	The Chronic Absentee rate will be less than 3% overall with significant student groups being no more than 5%.	Maintain the drop out rate at less than 1% for middle school students.	Attendance rates will continue to be at 96% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CREW logs Nurse Documentation of supports EL Goal Sheets (Intervention Coordinators)	To focus on the specific needs of our Foster Youth, low income (specifically Homeless), and our English learners, support personnel check-in regularly with these students and document contacts and any necessary supports to ensure both student engagement and success. Quarterly reports are generated to summarize the meetings held and review any identified needs.				Support staff will continue to meet regularly with Foster Youth, low income (specifically Homeless), and English learners to monitor progress academically, behaviorally, and socially to make any necessary adjustments to supports.
Suspension and Expulsion Rates					The overall suspension rate for the district will be less than 3% with no significant student group being higher than 6%. The district will continue to maintain less than 1% in expulsions.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development (District-wide)	<p>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 for Unduplicated Pupils 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.</p>	\$420,000.00	Yes
2	Professional Development-English Learners	<p>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 Design). Training will also include support for teachers in understanding the ELD Standards along with strategies for both Designated and Integrated ELD.</p>	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3</b>	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.	\$233,969.00	Yes
<b>4</b>	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.	\$455,589.00	Yes
<b>5</b>	ELD, Reading Intervention, and	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	\$53,584.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Spanish Elective at Rancho	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.		
<b>6</b>	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
<b>7</b>	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.	\$21,821.00	Yes
<b>8</b>	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	\$160,000.00	No

Action #	Title	Description	Total Funds	Contributing
		supports and small group instruction, the district will fund a support person for each site.		
<b>9</b>	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.	\$98,437.00	No
<b>10</b>	Classified Staff- Instructional Assistants & Special Ed Support Aides	These assistants and aides provide direct support to our students with special needs. This can include one-on-one instruction or guided practice, small group support, support for a specific student while mainstreamed, and work within a self-contained classroom.	\$1,139,144.00	No
<b>11</b>	Math Intervention-Rancho Starbuck	Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section).	\$37,535.00	Yes
<b>12</b>	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

Action #	Title	Description	Total Funds	Contributing
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
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.	\$243,769.00	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.	\$275,349.00	No
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	\$237,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
17	MTSS Coordination and Monitoring of UDPs	<p>intervention to be housed in the school library so that students are able to receive the targeted support they need in flexible groupings.</p> <p>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 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.</p>	\$226,525.00	Yes
18	Assessment System	<p>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. The Dashboard will allow for filtering based on high need student groups so that English learners, Foster Youth and low income students can be readily identified in terms of both need and targeted supports. This is funding for a two-year implementation along with some one-time professional development costs.</p>	\$160,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>19</b>	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.	\$232,018.00	Yes
<b>20</b>	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. Attendance rates are monitored as well as the middle school drop out rate as indicators of overall student engagement.	\$12,000.00	No
<b>21</b>	Creative Response to Emotional and Educational Wellness	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. Contacts with Foster Youth, ELs, and low income students (primarily Homeless) are documented weekly to ensure timely supports.	\$771,169.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
<b>22</b>	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 who checks in with Foster Youth specifically each week. There is a focus on monitoring the specific needs of our low income families who may need assistance with no or low cost healthcare, screeners, immunizations, or other healthcare supports.	\$178,054.00	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
GATE Assessments and Local Norms	We are in the process of purchasing assessments and developing local norms.				Appropriate staff will be trained on administering assessments and evaluating criteria for GATE identification using local norms.
TOSA Calendar					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.
					All sites will have a STEAM lab built out with resources on hand for STEAM activities. Teachers will have toured the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	equal access from all students.				labs and received professional development on how to integrate the lab into their core curriculum.
STEAM Participation- Students have multiple opportunities to participate in STEAM activities: Within their classrooms, Computer Science club, AP Computer Science and/or Robotics	Activity logs for the elementary STEAM labs reflect some teacher participation in bringing students to the lab for activities (about 20%).  Sign in sheets/Attendance show 300 students participated in the Computer Science club, AP Computer Science, and/or Robotics during the 20/21 year.		Activity logs will reflect all students having multiple opportunities to access the lab and participate in enrichment activities during the school day in addition to after school enrichment opportunities.	Participation in Computer Science club, AP Computer Science and/or Robotics will increase by 5%.	

## 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	\$108,000.00	No

Action #	Title	Description	Total Funds	Contributing
		access to a highly qualified teacher who understands the unique 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.		
<b>2</b>	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
<b>3</b>	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	\$169,919.00	No

Action #	Title	Description	Total Funds	Contributing
4	Technology Integration-21st Century Skills	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.	\$255,306.00	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.

#### English Learners

Goal 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 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: 100% Progress Monitoring and Support of English learners (Bilingual Aides) including communication with and outreach to parents.

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

Goal 4, Action 5: 75% 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, low income, 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 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 and psych services along with EMHRS support have been identified as actions to develop safe, school climates conducive to learning. RtI, 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.

Goal 2, Action 1: 100% Early Literacy TOSA-The majority of our English learners are in TK-2nd grade. This position was created in the 2020-2021 year to begin addressing issues of school readiness as two local preschools closed. As we began working with First Five, Orange County and the Early Developmental Index data on school readiness, it became clear that we needed a person to coordinate efforts in building those strong early literacy skills to set the stage for academic success.

Goal 2, Action 4: 100% Preschool-Again, with the closure of two local preschools and an increased awareness of the deficits some of our incoming students were facing, the district has begun the process to open a preschool in service of those students most impacted by the lack of access to school readiness opportunities.

Goal 2, Action 5: 80% Transitional Kindergarten-There was only a single TK classroom prior to LCFF funding, and the program has continued to grow as the importance of building foundational skills for Kindergarten preparedness has become a priority.

Goal 4, Action 5:100% ELD, Reading Intervention, and Spanish-This section allows for targeted support to the students needing ELD and/or Reading intervention to be successful in their English course. There is also one section of Spanish offered as an elective that allows for a cognitive break in the day for our English learners while building additional literacy in their primary language. This is directed at UDPs with the potential for other students to participate in the course should space allow.

Goal 4, Action 6: 100% Before and After School Intervention-This is principally directed at meeting the academic needs of our UDPs. Students are monitored for participation and using the library allows access to devices and the internet for those who may not have access in the home.

Goal 4, Action 7: 100% Intervention Coordinators-This represents the stipends paid to one teacher per site for the purposes of organizing intervention, tracking student data, and monitoring English learners and our most struggling students. These stipends would not be available without the use of supplemental dollars.

Goal 4, Action 8: 100% Intervention Support During the Day- This allows for the targeted support of our UDPs in small group intervention throughout the day with qualified personnel. Students are flexibly grouped and moved regularly based on need as part of the overall MTSS.

Goal 4, Action 11: 100% Math Intervention-Rancho Starbuck-This section allows for targeted support to the students needing math intervention to be successful in their math course. This is directed at UDPs with the potential for other students to participate in the course should space allow.

Goal 4, Action 12: 100% Illuminate-While the district uses Aeries as it's student information system, Illuminate was purchased to allow teachers to access data in more meaningful ways to monitor the progress of both student groups and individual students. ELPAC and other language proficiency data is housed in Illuminate as are results from benchmarks and IABs to provide a comprehensive view of student progress. This is especially needed to monitor our UDPs in targeted supports for intervention.

Goal 4, Action 13:100% As referenced in the explanation for Goal 4, Action 5, the Reading Intervention section at Rancho is targeted support for students needing extra assistance for success in their English Language Arts course. This is directed at UDPs with the potential for other students to participate in the course should space allow.

Goal 4, Action 14: 50% Coordination of Services-This reflects a portion of the salaries of one certificated and one classified staff for coordinating services directly related to the reporting, monitoring, and development of services for our UDPs. There is one additional fiscal person who was added to manage the increase in POs, payroll, substitute costs for trainings, extra hours for summer trainings, and so forth.

Goal 4, Action 16:100% Learning Hubs-Libraries- This reflects the cost for an additional 10 hours per site of the Library Media Tech to keep the library open and provide a space for our UDPs to receive homework help, tutoring, and access to internet.

Goal 4, Action 17: 80% MTSS Coordination and Monitoring of UDPs-A portion of the salary of the Director of Educational Services who monitors and supports all Foster Youth, Homeless, and English Learners within the district. This position did not exist prior to the 2015-16 school year and was developed to support the Educational Services department in meeting all requirements connected with servicing our UDPs.

Goal 4, Action 18: 50% Assessment System-This is a new system explored in the 2020-2021 school year and purchased for the whole district in 2021-2022. Without access to state assessment data, it became clear that the varied systems at the sites did not easily allow for

the aggregation of data at the district level. This made it very difficult to monitor progress on standards for our various student groups since our benchmarks in grades 3-8 were from the state system (IABs). Other data was not consistent across the district although used to monitor at the site level. So the use of iReady will allow for better measurement of progress for our UDPs across the district while also providing intervention and supports based on individual student need.

Goal 4, Action 19: 100% Classified Staff-Custodial Support- This reflects only the portion of salary identified to address the demands on custodial staff related to those items increasing or improving services for our UDPs. For example, keeping the library open an additional 10 hours shifts the cleaning and sanitizing of the space onto the next custodial shift. Parent trainings and other night time events targeting our UDPs also increase the need for additional custodial support.

Goal 4, Action 21: 100% Creative Response to Emotional and Educational Wellness-With only one counselor and 3 school psychologists to support the district, the ongoing need for additional services was a common thread from all stakeholders. The CREW program was designed to meet this need by partnering with local universities to hire interns. Anywhere from 8-12 interns are hired each year to focus on our UDPs through weekly check-ins and small group sessions as needed. The prioritized list of contacts for the interns each week is Foster Youth and Homeless with additional students seen as space allows.

Goal 4, Action 23: 20% Nurse and Nursing Assistant- Only a small percentage of the Nurse's salary is included in supplemental funds to ensure that coordination with community partners to support families with low or no cost healthcare, screeners, and referrals can be done in a timely manner. The Nursing Assistant is not included in supplemental dollars; however, this position is responsible for checking in with Foster Youth each week for support with any potential needs for these students. This allows us to improve our services to Foster Youth without additional cost to the supplemental budget.

#### Parents and Community Engagement

Hattie's research shows an effect size 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.

Goal 1, Action 12: 100% School Site Council and DELAC- There is no additional cost for these committees since they are facilitated by existing staff; however, the training of our parents is vitally important to ensuring that we have the parent voice reflected in our Goals and Actions designed to meet the needs of our UDPs. Low income and English learner families often struggle with connecting to the school and availing themselves of available resources. The SSC is a requirement under Title I (monies provided to meet the needs of low income families); however, we have all schools complete a School Plan for Student Achievement.

Goal 1, Action 13: 20% Parent Teacher Associations (PTA)-There is no cost to this item other than the time of an existing employee. It is important in building relationships between the PTA and staff that we support the focus of increasing the number of parents of our UDPs with involvement in the PTA. This allows for representation in the decision-making process as well as a stronger community of stakeholders.

Goal 2, Action 1: 100% Early Literacy TOSA- The Early Literacy TOSA is directly responsible for supporting the language development of our English learners through training teachers and modeling in the classroom, connecting with community and parent organizations to facilitate the distribution of resources for our UDPs, and managing the deliverables identified in the First Five grant to support school readiness and foundational skills for those students without access to other preschool programs.

**Goal 2, Action 3:** 100% Early Literacy-Community Engagement-The development of a newsletter in addition to other resources to connect with parents on a regular basis to offer support and resources in developing foundational skills in kids ages 0-5. This is specifically designed to connect with our community to ensure that resources are available to support those families without the means to develop these skills in their children unassisted.

**Goal 2, Action 4:** 100% Learning Link Program-As part of the Early Literacy TOSA's responsibilities, we are opening a new Learning Link to connect with families of kids ages 0-5. Parents are trained to work with their child through activities that help develop school readiness skills for student success upon entering Transitional Kindergarten or Kindergarten. This is specifically targeting our low income families that do not have access to preschool options.

#### 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.

**Goal 5, Action 2:** 40% GATE Identification-We have spent over a year developing an identification system that will target traditionally underrepresented student groups, which are our UDPs (Foster Youth, low income, and English Learners). The district has not had a formal identification system in well over 10 years. Identifying an appropriate non-linguistic assessment for English learners, a measure of creativity and leadership along with traditional assessments using local norms has been a key first step. Another is moving toward the training of all teachers within the district so that the qualities of gifted and talented students are readily recognized regardless of formal identification. This has the added benefit of increasing the level of rigor and critical thinking for all students regardless of gate identification.

**Goal 5, Action 3:** 40% STEAM Enrichment-Many of our low income families do not have access to experiences outside the school day related to STEAM. Providing access to coding, engineering activities, robotics, music and the arts, gaming, and things like AP Computer Science, Audio Engineering, and Construction Math at the intermediate level are critically important in developing pathways for students to college and career. Exposing younger students to a wide variety of offerings to encourage exploration with an eye toward deeper levels of understanding with connections to possible careers by intermediate school is hugely important in breaking the cycle of poverty for our low income families.

**Goal 5, Action 4:** 40% Technology Integration-21st Century Skills-Similar to the STEAM enrichment, students today would be hard pressed to compete at high levels in the workplace without the ability to integrate the use of technology in meaningful ways. This includes exposure to technology tools for productivity (email, presentation programs, documents, spreadsheets, and so forth) as well as tools for learning (3-D printers, green screens, video production, coding, virtual reality, Viewsonic boards, IPevo cameras, etc.) While some families are able to provide access to these types of tools, they are frequently non-existent in our low income households. The tools and activities designed to use the tools support all students, but they are principally directed at our low income students who would not otherwise have access to these types of experiences.

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

The Lowell Joint School District's (LJSD) Unduplicated Pupil Percentage projected for 2021-22 is 8.2%. The actions and services developed in the LJSD LCAP will be principally directed toward unduplicated student groups through Supplemental funding for the 2021-22 LCAP including the following continuing actions and new actions described in more detail above:

#### Targeted Supports for English Learners Only

##### Goal 1, Action 12: DELAC

Goal 4, Action 1: 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 4, Action 2: 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)

##### Goal 4, Action 4: Dual Immersion

##### Goal 4, Action 5: ELD and Spanish electives at Rancho.

#### Targeted Supports for Low Income Only

##### Goal 1, Action 12: School Site Council

#### Targeted Supports for English learners, Foster Youth, and Low-income students

##### Goal 2, Action 1: Early Literacy TOSA

##### Goal 2, Action 4: Preschool

##### Goal 2, Action 5: Transitional Kindergarten

##### Goal 4, Action 5: ELD, Reading Intervention, and Spanish

##### Goal 4, Action 6: Before and After School Intervention

##### Goal 4, Action 7: Intervention Coordinators

##### Goal 4, Action 8: Intervention Support During the Day

##### Goal 4, Action 11: Math Intervention-Rancho Starbuck

##### Goal 4, Action 12: Illuminate

**Goal 4, Action 13: Reading Intervention at Rancho**

**Goal 4, Action 14: Coordination of Services**

**Goal 4, Action 16: Learning Hubs-Libraries**

**Goal 4, Action 17: MTSS Coordination and Monitoring of UDPs**

**Goal 4, Action 18: Assessment System**

**Goal 4, Action 19: Classified Staff-Custodial Support**

**Goal 4, Action 21: Creative Response to Emotional and Educational Wellness**

**Goal 4, Action 23: Nurse and Nursing Assistant**

**Goal 5, Action 3: STEAM Enrichment**

Our Foster Youth, Homeless (a portion of our low-income families) and English learners are all monitored on a weekly basis by various support personnel, which allows us to increase and improve services based on the individual needs of these students under the umbrella of our MTSS. These support positions would not be available without the supplemental dollars designated for our unduplicated pupils. Goals for Early Literacy and 21st Century Skills and Enrichment were designed with an eye toward predominantly supporting the 40% of students who qualify as low income and our English learners who would not otherwise have access to these types of programs to support career paths and language development outside of the general classroom. These added layers to our overall MTSS represent additions to supplemental expenditures for the 2021-2022 school year along with ongoing programs developed with supplemental funding in the prior LCAP.

## Total Expenditures Table

			LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			\$27,945,723.00	\$1,722,296.00	\$196,207.00	\$1,409,425.00	\$31,273,651.00
			Totals:	Total Personnel		Total Non-personnel	
			Totals:	\$29,296,927.00		\$1,976,724.00	

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Certificated Staffing-Teachers	\$15,524,501.00			\$83,862.00	\$15,608,363.00
1	2	All	Certificated Staffing-Administration and other Support Staff	\$2,582,333.00			\$113,605.00	\$2,695,938.00
1	3	All	Classified Staffing-Technology Department	\$407,997.00				\$407,997.00
1	4	All	Classified Staffing-Custodial, Maintenance, and Grounds	\$1,773,857.00				\$1,773,857.00
1	5	All	Basic Utilities	\$830,328.00				\$830,328.00
1	6	All	Instructional Materials-Textbooks and Software	\$313,567.00				\$313,567.00
1	7	All	Site Technology Allocation	\$45,000.00				\$45,000.00
1	8	All	Instructional Supplies-Per Pupil Site Allocation	\$271,180.00				\$271,180.00
1	9	All	Maintenance of Chromebooks					\$0.00
1	10	All	Classified Staffing-Data Systems Analyst	\$51,916.00				\$51,916.00
1	11	All	School Plan for Student Achievement (SPSA)	\$5,000.00				\$5,000.00
1	12	All	School Site Council and DELAC					\$0.00
1	13	All	Parent Teacher Associations (PTA)					\$0.00
1	14	All	Family Engagement	\$34,647.00				\$34,647.00
1	15	All	Classified Staff-Administration and other Support	\$2,552,183.00	\$26,609.00	\$81,807.00	\$35,404.00	\$2,696,003.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	Early Literacy Teacher on Special Assignment (TOSA)	\$10,000.00		\$53,398.00	\$72,508.00	\$135,906.00
2	2	All	Early Literacy Committee			\$1,000.00		\$1,000.00
2	3	All	Early Literacy-Community Engagement			\$30,002.00		\$30,002.00
2	4	English Learners Low Income	Early Literacy-Preschool Program and Learning Link	\$1,000.00	\$25,000.00	\$30,000.00		\$56,000.00
2	5	English Learners Foster Youth Low Income	Transitional Kindergarten	\$632,359.00				\$632,359.00
3	1	All	Facilities Master Plan				\$0.00	\$0.00
3	2	All	FIT Reports				\$0.00	\$0.00
3	3	All	Measure LL-Bond					
4	1	English Learners Foster Youth 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	\$136,491.00	\$54,356.00		\$43,122.00	\$233,969.00
4	4	English Learners	Dual Immersion Program	\$300,216.00	\$75,566.00		\$79,807.00	\$455,589.00
4	5	English Learners Low Income	ELD, Reading Intervention, and Spanish Elective at Rancho	\$53,584.00				\$53,584.00
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	\$9,092.00	\$9,092.00		\$3,637.00	\$21,821.00
4	8	All	Intervention Support During the Day					\$160,000.00
4	9	All	Teacher Planning/Choir Teacher	\$98,437.00				\$98,437.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	10	Students with Disabilities	Classified Staff-Instructional Assistants & Special Ed Support Aides	\$130,494.00	\$307,698.00		\$700,952.00	\$1,139,144.00
4	11	English Learners Foster Youth Low Income	Math Intervention-Rancho Starbuck	\$37,535.00				\$37,535.00
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	\$243,769.00				\$243,769.00
4	15	All	ABA Class and Program Specialist Position		\$275,349.00			\$275,349.00
4	16	English Learners Foster Youth Low Income	Learning Hubs-Libraries	\$86,731.00	\$150,669.00			\$237,400.00
4	17	English Learners Foster Youth Low Income	MTSS Coordination and Monitoring of UDPs	\$185,220.00			\$41,305.00	\$226,525.00
4	18	All	Assessment System		\$160,000.00			\$160,000.00
4	19	English Learners Foster Youth Low Income	Classified Staff-Custodial Support	\$232,018.00				\$232,018.00
4	20	All	Attendance Monitoring	\$12,000.00				\$12,000.00
4	21	English Learners Foster Youth Low Income	Creative Response to Emotional and Educational Wellness	\$545,129.00	\$226,040.00			\$771,169.00
4	22	Foster Youth Low Income	Nurse and Nursing Assistant	\$18,833.00	\$63,917.00		\$95,304.00	\$178,054.00
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	All	STEAM Enrichment		\$45,000.00		\$124,919.00	\$169,919.00
5	4	English Learners Foster Youth Low Income	Technology Integration-21st Century Skills	\$155,306.00	\$100,000.00			\$255,306.00

## Contributing Expenditures Tables

		Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>		\$3,247,283.00		\$4,386,004.00
<b>LEA-wide Total:</b>		\$2,815,948.00		\$3,799,296.00
<b>Limited Total:</b>		\$0.00		\$0.00
<b>Schoolwide Total:</b>		\$431,335.00		\$586,708.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	Early Literacy Teacher on Special Assignment (TOSA)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$135,906.00
2	4	Early Literacy- Preschool Program and Learning Link	LEA-wide	English Learners Low Income	Specific Schools: Jordan Ages 0-5	\$1,000.00	\$56,000.00
2	5	Transitional Kindergarten	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary sites Transitional Kindergarten	\$632,359.00	\$632,359.00
4	1	Professional Development (District-wide)	LEA-wide	English Learners Foster Youth 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
4	3	Progress Monitoring and Support of English Learners	LEA-wide	English Learners	All Schools	\$136,491.00	\$233,969.00
4	4	Dual Immersion Program	Schoolwide	English Learners	Specific Schools: Jordan Elementary TK-3rd grade	\$300,216.00	\$455,589.00
4	5	ELD, Reading Intervention, and	Schoolwide	English Learners Low Income	Specific Schools: Rancho 7th and 8th grade	\$53,584.00	\$53,584.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	6	Spanish Elective at Rancho					
4	7	Before and After School Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	\$80,000.00
4	11	Intervention Coordinators	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,092.00	\$21,821.00
4	12	Math Intervention-Rancho Starbuck	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rancho Starbuck 7th and 8th	\$37,535.00	\$37,535.00
4	13	Illuminate	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00
4	14	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	16	Coordination of Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$243,769.00	\$243,769.00
4	17	Learning Hubs-Libraries	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$86,731.00	\$237,400.00
4	19	MTSS Coordination and Monitoring of UDPs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$185,220.00	\$226,525.00
4	21	Classified Staff-Custodial Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$232,018.00	\$232,018.00
4	22	Creative Response to Emotional and Educational Wellness	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$545,129.00	\$771,169.00
4		Nurse and Nursing Assistant	LEA-wide	Foster Youth Low Income	All Schools	\$18,833.00	\$178,054.00

<b>Goal</b>	<b>Action #</b>	<b>Action Title</b>	<b>Scope</b>	<b>Unduplicated Student Group(s)</b>	<b>Location</b>	<b>LCFF Funds</b>	<b>Total Funds</b>
<b>5</b>	<b>2</b>	GATE Identification	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
<b>5</b>	<b>4</b>	Technology Integration-21st Century Skills	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$155,306.00	\$255,306.00

### **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	

# 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 [lclf@cde.ca.gov](mailto:lclf@cde.ca.gov).*

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## 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 prioritize 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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

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

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

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

### Goal Analysis:

Enter the LCAP Year

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

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

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

### Purpose

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

### Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

### For School Districts Only:

#### Actions Provided on an LEA-Wide Basis:

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

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

#### Actions Provided on a Schoolwide Basis:

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

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

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.