



# Vallecitos School District

5211 Fifth Street • Rainbow, CA 92028 • (760) 728-7092 • FAX (760) 728-7712

"A community school where we learn to achieve our dreams"

## 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
Vallecitos Elementary School District	Dr. Maritza Koeppen Superintendent/Principal	mkoepen@vallecitosd.net (760) 728-7092 Ext. 229

## Plan Summary [2021-22]

### General Information

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

Vallecitos Elementary School is located in the rural community of Rainbow in Northern San Diego County. The school has served the community of Rainbow since 1885. Currently, the school population consists of 183 students in grades K-8, and can service up to 24 preschool students.

Vallecitos School serves the following demographic groups:

- 90% Hispanic
- 8.6% White
- 1.4% Other
- Socioeconomic Disadvantaged: 99.5%
- English language learners: 55.6%

Students with disabilities: 11.5%

Vallecitos School has one teacher per grade level, with the exception of a first and second grade combination class. The staff are dedicated to implementing the Multi-Tiered Systems of Support (MTSS) Framework to improve the academic achievement, behavioral, and social-emotional needs of all students.

## Reflections: Successes

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

The chronic absenteeism rate decreased by -0.4%. While it was not enough to move into the higher level, we are pleased to have decreased the chronic absenteeism rate. This can be attributed to increased communication by the district to parents about the importance of coming to school everyday. The suspension rate was decreased significantly by 2.9%. This can be attributed to increased actions with Positive Behaviors Interventions and Supports (PBIS) and the implementation of a social-emotional curriculum. Restorative practices are implemented when appropriate.

Vallecitos is proud of our survey data that shows that students and families believe students are treated with respect at the school. For students being treated with respect was one of the top two positive responses on the 20-21 School Climate Survey (elementary = 3.84 with 4 being the highest; middle school= 3.53). Families also rated respect high, with a score of 3.69.

## 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.

Vallecitos does not have student groups performing two or more levels below the All Student Group. However, English Learners and Hispanic students are one level (orange) below the All Student Group (yellow) in mathematics. Vallecitos staff continue to receive professional development on how to bridge the performance gaps with high quality language support in the classrooms for both designated and integrated ELD. In addition, we are using additional math programs, such as Zearn, Imagine Math, and Imagine Math Facts to supplement our core curriculum called My Math (K-5) and California Math (6th - 8th). (Goal 1, Action 5)

## LCAP Highlights

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

The following highlights the features and key components of this year's LCAP.

- There are two schoolwide goals in reading/language arts and mathematics (See goals 1 and 2).

- All grade level teams develop specific S.M.A.R.T. goals tied to each schoolwide goal (See goal 1 action 1 step a. and goal 2 action 1 step a.)
- Grade level vertical teams will collaborate on a regular basis throughout the school year to implement the PLC and MTSS framework and the specific goals and actions steps outlined in the LCAP (See goal 1 and 2 action 1.f).
- Teachers will focus on planning, teaching, and assessing students on the Essential Standards. (See goals 1 and 2 action 1).
- Communication will be enhanced to involve parents in each student’s learning, and to encourage all parents to participate in PTO sponsored events, schoolwide events, advisory committees or in the classroom (See goal 3, action 1).
- Creating a plan for Multi-Tiered Systems of Support at Vallecitos to address academic, behavioral, and social-emotional supports for students (See goal 3 action 3).

## 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.

Vallecitos does not have any schools that qualify for comprehensive support and improvement.

### Support for Identified Schools

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

NA

### Monitoring and Evaluating Effectiveness

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

NA

# Stakeholder Engagement

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

Vallecitos has continually communicated with various stakeholder groups to elicit feedback and input for the LCAP plan. Along with the more formal meetings listed below, feedback is gathered from parents on an informal level at all times. As a small district families and community members are an integral part of the district, and two-way communication is common in both formal and informal settings.

Meetings with DELAC on January 21, 2021, February 25, 2021, March 18, 2021, April 15, 2021, and May 20, 2021 provided input to the district, especially regarding English Learners and parent involvement.

This year the Parent Re-Opening Meetings served the same function as the PAC, providing advice regarding the plans to re-open the school in the best learning environment possible, which also informed the development of the LCAP.

School Site Council (includes certificated, classified, principal/superintendent, parents) meetings have provided opportunities for input and discussion regarding the plan on a monthly basis. (March 3, 2021, April 7, 2021, May 5, 2021, and June 2, 2021)

The certificated staff meet twice a month and provide input and feedback regarding school programs and climate, including giving input regarding the LCAP (May 13, 2021 and May 27, 2021).

Ongoing meetings with the teacher's union also provide input on how the plan should be implemented. (Vallecitos does not have a classified staff bargaining union.)

The Multi-Tiered Systems of Support (MTSS) Leadership Team (consisting of certificated, classified and the principal/superintendent) has also provided additional feedback to supporting students at our school (September 24, 2020, November 12, 2020, January 11, 2021, January 25, 2021, February 8, 2021, March 8, 2021, March 22, 2021, April 12, 2021, April 26, 2021, May 10, 2021, May 24, 2021, June 7, 2021).

In addition, collaboration with the other stakeholder groups, such as migrant education, before and after school programs (ARC), and community partners has been important to meeting the needs of the students at Vallecitos.

Students provided input via the 2020-21 School Climate survey (January 2021), and informal discussions with staff.

The community had the opportunity to provide comments before the adoption. Based on the comments received, the superintendent responded in writing each Sunday with updates to parents via email and Class Dojo.

The North Coastal Consortium for Special Education (NCCSE), is Vallecitos' Special Education Local Plan Area (SELPA). The Program Specialist for the SELPA works closely with Vallecitos as they designate the position to support small school districts. Through this

collaboration, we have received input for identifying initial special education students, assessing students for initial and triannual IEP meetings, scheduling of services, basic IEP training for all staff (December 2020), and hiring of staff to support special education students.

Public Hearing held June 22, 2021

Board Adoption will be on the agenda June 25, 2021

#### A summary of the feedback provided by specific stakeholder groups.

Parents requested a summer school program and to help bring our students back four days a week during the hybrid model. They also recommended the summer school program to begin at 8:00 a.m. and end at 3:00 p.m.

The MTSS Leadership Team suggested we communicate and improve our parental involvement by moving towards a standards based report card and by adding additional training opportunities for them to support their kids at home. A full day kindergarten option was recommended as it has always been part time. An analysis of K-2 instructional reading instruction should be evaluated to maximize learning coming out of a pandemic. A Math Specialist was recommended to improve areas of growth for students, along with a strong focus on equity issues for staff. Additional instructional aide hours and days were recommended for Tier II and Tier III support and for additional professional development opportunities.

Finally, the district was planning to layoff three classroom teachers for the following school year, but various stakeholders expressed concern for laying off during a time of crisis.

Students - The students felt that the students treated students with respect and wanted them to do well in school. However they felt like students at the school don't always get along and don't always behave well. Those are areas where the district can improve.

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

Some actions that respond to stakeholder input may be funded from sources not included in the LCAP.

Students will be returning to in person instruction, full time, five days per week, with a continued focus on math instruction, particularly for ELs. (Goal 2)

Kindergarten will be full day. (No additional cost)

Standards based report cards will be online for parents to view in the Synergy portal.

Parental involvement training opportunities will be established. (Goal 3, Action 1)

Additional planning time will be available for staff. (Goal 1, Action 1)

Book studies will be done with staff to focus on equity issues within the district.

An evaluation of the K-2 early literacy program will be evaluated to maximize student learning.

Goal 3, Action 3 will address issues of student behavior through Trauma Informed Care PD for staff, and implementation of PBIS and MTSS at the school.

# Goals and Actions

## Goal

Goal #	Description
1	As a collaborative team, we will improve student learning in reading/language arts as measured by district summative and the CAASPP state exam.

An explanation of why the LEA has developed this goal.

Vallecitos was performing at the "orange" level on the CAASPP in English Language Arts (ELA). Overall students were 8.8 points above standard, and maintaining that from the previous year. However English Learners students were performing 2.8 points below standard, and declined from the previous year. Success in the skills of reading and writing is key to success in other areas, and is important throughout a student's educational career and as a life skill. The foundational nature of ELA makes it a priority to continue to improve.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Performance	58.57% met or exceeded standards on the CAASPP for ELA.				65% of students will meet or exceed standards on the CAASPP for ELA.
District MAPS Summative Reading Assessment	48% of students in 2nd - 8th grade met their Conditional Growth Index in Reading on the 2020-21 fall to spring administration.				55% of students in 2nd - 8th grade will meet their Conditional Growth Index in Reading on the fall to spring administration.
District MAPS Summative Language Assessment	33% of students in 2nd - 8th grade met their Conditional Growth Index in Language on the 2020-21 fall to spring administration.				40% of students in 2nd - 8th grade will meet their Conditional Growth Index in Language on the fall to spring administration.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately credentialed and assigned teachers	100% of teachers are appropriately credentialed and assigned as evidenced by Williams compliance reporting and documentation.				Maintain 100% appropriately assigned and fully credentialed teachers
Implementation of academic performance and content standards as evidenced by grade level instructional timelines.	District ensures instructional materials and supplies are standards aligned in 100% of classrooms as evidenced by grade level instructional timelines.				Maintain 100% implementation of academic standards
Quarterly student progress report, and semester report cards	100% of teachers provide quarterly students progress reports and semester report cards.				Maintain 100% of teachers providing progress reports
English Learner instructional access	100% of English learner students have access to the Common Core State Standards and ELD standards to gain academic content knowledge and English language proficiency.				Maintain 100% EL instructional access
English Learner reclassification rate	10.7% of English learner students are reclassified as Fluent English Proficient.				Maintain 10% or higher each year EL reclassification



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner progress toward English proficiency	33.8% of English learners are making progress towards English proficiency.				48% of English Learner students demonstrate progress toward English proficiency on the ELPAC over the previous year.
Other Pupil Outcomes	52.9% of 5th graders are within the HFZ for Body Composition.  46.4% of the 7th graders are within the HFZ for Body Composition				60% of 5th and 7th grade students are within the Healthy Fit Zone in Body Composition as evidenced by the Physical Fitness Testing (PFT).
Students enrolled in a broad course of study.	100% of students are enrolled in a broad course of study including unduplicated pupils and pupils with exceptional needs.				Maintain 100% of students enrolled in a broad course of study.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Essential Standards and Assessments	<ul style="list-style-type: none"> <li>a. All grade level teams will study fall MAPS assessments results to set S.M.A.R.T. goals tied to the school wide goal in reading/language arts.</li> <li>b. Each grade level will revise Common Core Essential Standards in reading/language arts.</li> <li>c. Each grade level will revise Learning Targets for each Essential Standard.</li> <li>d. Each grade level team will develop a timeline for teaching grade level Essential Standards and Learning Targets.</li> </ul>	\$5,850.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>e. Each grade level will revise and develop Formative Assessments to determine whether or not students have mastered the Essential Standards and Learning Targets.</p> <p>f. Vertical Teams will collaborate a minimum of four hours each month to analyze Formative and Summative assessment data and develop Tier II intervention plans for students needing extra time and support in mastering grade level Essential Standards.</p> <p>g. Purchase instructional software.</p> <p>h. Substitutes for 3 PLC planning days.</p>		
2	After School Intervention	<p>a. Some certificated teachers choose to instruct students after school to provide them with reading and language small group intervention.</p> <p>b. Community Based Organization, ARC, to support after school learning and enrichment.</p> <p>c. After school sports will be offered for students meeting grade level expectations.</p>	\$232,325.00	No
3	Tier I Instruction	<p>a. Tier I core instruction related to the Common Core Standards from all general education teachers, in both in-person and distance learning instruction.</p>	\$801,736.00	No
4	Tier II and Tier III Support	<p>a. Tier II Intervention: 4 days each week, small group instruction (less than 12), 30-45 minutes each session.</p> <p>b. Tier III Intervention: Individual student plans for students needing remediation that are far below grade level.</p> <p>c. Curriculum improving literacy in Tier I, Tier II and Tier III will be purchased.</p> <p>d. A Reading Specialist will be hired to support Tier II and Tier III interventions.</p>	\$144,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	English Language Development Support	<p>a. ELD Coordinator to provide supplemental small group English language instruction, based on assessed areas of need for struggling students.</p> <p>b. Teachers receive professional development on strategies to meet the language acquisition needs of English Learners.</p> <p>c. Ensure all EL students receive Designated and Intergrated ELD in all grades and content areas in order to promote progress in English proficiency and to support mastery of the state standards in all content areas.</p>	\$80,214.00	Yes
6	Itinerant Staff Support	<p>a. Instructional aides and other support staff to provide small group support for Tier II intervention.</p> <p>b. Migrant Education aide to provide small group instruction for Tier II and Tier III intervention.</p>	\$0.00	Yes
7	Tier II, III Instruction	Maintained low class size ratios for purpose of tier II and tier III instruction support to unduplicated students.	\$301,250.00	Yes
8	Tier II and Tier III Instruction	Educational Software, Edgenuity is used for low income, foster youth, and English learners for intervention support in reading and math.	\$15,000.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	As a collaborative team, we will improve student learning in mathematics as measured by district summative and the CAASPP state exam.

An explanation of why the LEA has developed this goal.

Math scores at Vallecitos on state testing are lower (18.7 points below standard) than the ELA scores, with ELs scoring even lower (27 points below standard). Therefore the district will increase the focus on finding successful strategies for improving math understanding among their students, including EL and Students with Disabilities (62 points below standard). This focus will include teacher collaboration on best practices and developing short term monitoring assessments that allow for quicker interventions when students do not understand the material.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math Performance	38.03% Met or Exceeded Standards				45% of students achieving at the level of standards met or exceed on the Math CAASPP assessment.
District MAPS Summative Mathematics Assessment	42% of students in 2nd - 8th grade met their Conditional Growth Index in Math on the 2020-21 fall to spring administration.				49% of students in 2nd - 8th grade will meet their Conditional Growth Index in Math on the fall to spring administration.
Appropriately Credentialed and Assigned Teachers	100% of teachers are appropriately credentialed and assigned as evidenced by Williams				Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	reporting and documentation.				
Implementation of Academic Performance and Content Standards as Evidenced by Grade Level Instructional Timelines	District ensures standards aligned instructional materials and supplies in 100% of classrooms as evidenced by grade level instructional timelines.				Maintain 100%
Sufficient Instructional Materials and Supplies as Measured by Board Resolution of Material Sufficiency	District ensures standards aligned instructional materials and supplies in 100% of classrooms as measured by board resolution of material sufficiency.				Maintain 100%
Quarterly Student Progress Report and Semester Report Cards	100% of teachers provide quarterly student progress reports and semester report cards.				Maintain 100%
Online Math Software Usage	70% of students utilize the recommended usage minutes for mathematics programs.				Maintain 70%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Essential Standards and Assessments	a. All grade level teams will study fall MAPS assessments results to set S.M.A.R.T. goals tied to the school wide goal in mathematics.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>b. Each grade level will revise Common Core Essential Standards in mathematics.</p> <p>c. Each grade level will revise Learning Targets for each Essential Standard.</p> <p>d. Each grade level team will develop an instructional timeline for teaching grade level Essential Standards and Learning Targets.</p> <p>e. Each grade level will develop Formative Assessments for all Essential Standards and Learning Targets.</p> <p>f. Vertical Teams will collaborate a minimum of four hours each month to analyze Formative and Summative assessment data and develop Tier II intervention plans for students needing extra time and support in mastering grade level Essential Standards and Learning Targets.</p> <p>g. Purchase math instructional software.</p>		
2	Tier I Core Instruction	<p>a. All students will have access to quality Tier I core instruction related to the Common Core Essential Standards and Learning Targets in mathematics from all general education teachers, for both in-person and distance learning.</p> <p>b. Students will receive small group differentiation instruction in order to provide students with support in mastering the Tier I core instruction Essential Standards.</p>	\$0.00	No
3	Itinerant Staff Support	a. Instructional aides and support staff will provide small group Tier II intervention. The cost has been calculated in Goal 1.	\$0.00	Yes
4	After School Intervention	a. Some certificated teachers choose to instruct students after school to provide them with mathematics small group intervention.	\$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
3	Improve school climate and parental involvement related to the mission, core values, and goals of the district.

An explanation of why the LEA has developed this goal.

The importance of a welcoming school climate and engagement with parents and the community became even more apparent during the pandemic. Although the suspension and expulsion rate are low (0.9% / 0), the district wants to continue to reach out to parents, students and community to ensure that Vallecitos is doing the best possible job in creating an atmosphere where students want to be and feel able to learn.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Schoolwide Parent Involvement	65% attend Back to School Night 57.3% attend Open House				70% participation in Back to School Night and Open House
Communications Promoting School Events and Activities, in order to promote participation among parents of unduplicated students and individuals with exceptional needs,	45 Blackboard Messages sent Home				50 Blackboard Message sent Home this year.
Increase the percentage of parents providing input through surveys on	10% response rate.				20% response rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school climate and culture					
Facilities Inspection Tool	95.98% = "Good" Rating				Maintain "Good" rating
Chronic Absenteeism Rate	7.3%				Decrease by 0.5% from the prior year.
Suspension Rate	0.9%				Less than 1% suspension rate
Expulsion Rate	0%				Less than 1% expulsion rate
Average Daily Attendance Rate	96%				Maintain Attendance rate of 96% or above
Middle School Dropout Rate	Below 1%				Maintain below 1% MS drop out rate
Improve local measure of school climate based on survey results	20-21 School Climate survey: Families - 3.66 (4 is highest) felt safe Students - elem - 3.5 Students - MS - 3.2  Students feeling connected- elem - 3.68 ms - 3.22				Families - 3.9 Students - elem - 3.9 Students - MS - 3.6  Students feeling connected- elem - 3.9 ms - 3.6

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Parental Engagement	a. We will regularly communicate with all families to inform them of PTO and school wide events and activities by using the following	\$74,755.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>methods of communication: All call system, Vallecitos website, teacher websites, newsletters, social media, and the marquee.</p> <p>b. Utilize parent volunteers in the classroom and at all PTO sponsored events.</p> <p>c. Provide parents additional workshops in literacy, language, mathematics, social/emotional topics, school rules, and parenting classes.</p> <p>d. Utilize School Site Council and District English Language Advisory Committee to assist in providing feedback on the LCAP goals and development of the Parent Involvement Policy.</p> <p>e. Provide Title I information at Back To School Night to provide parents with an overview of school and district goals.</p> <p>f. Continue to provide former or new opportunities for parents to provide input to district and site goals and actions.</p> <p>g. Frequently survey parents for input and feedback.</p> <p>h. Provide interpretation and translation services for parents.</p>		
<b>2</b>	Facilities	a. Review with the Board of Trustees the Facilities Improvement Priority List to determine next steps for items that are needed to improve the safety of our campus and our facilities in general (repave parking lot, re-level school field, remodel room 7, upgrade technology infrastructure, and purchase a portable classroom).	\$480,000.00	No
<b>3</b>	Multi-Tiered Systems of Support	<p>a. Social Worker services by 5 days per week.</p> <p>b. Social Emotional curriculum for all K-8 students.</p> <p>c. Mental health support from the School Psychologist.</p> <p>d. Refine the PBIS system.</p> <p>e. Refine tiered system of interventions and supports to improve pupil engagement (MTSS).</p> <p>f. Refine attendance systems and interventions.</p> <p>g. Collaborate with community agencies to provide additional resources to students and families in need.</p>	\$14,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		h. Offer free breakfast and lunch provided by the Community Eligibility Provision. i. Continue partnership with the Sandy Hook Promise. j. Continue seeking new community partnerships. k. Professional development on Trauma Informed Care l. Grading for Equity Book Study j. Mental Health Screener k. Administer School Climate Survey to students.		

## 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
39.45%	\$630,508

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 Vallecitos School District is focusing on improving the outcomes for English Learners in the district. An analysis of academic data shows that English Learner students are scoring 1 level below "All" students in the SBAC Math assessment (All=yellow, EL=orange), and the the percent of EL students making progress in English proficiency is 33.8%, which falls in the "very low" category. Vallecitos has been working to improve in this area and is encouraged that there was substantial growth (19 points) for the "Current English Learner" group between 2018 SBAC test results and 2019 test results. The district believes the professional development for staff and interventions for students are making a difference and will continue to refine and improve EL programs in order to accelerate improvement in outcomes.

Schoolwide/Districtwide Actions Contributing to Increased or Improved Services that are principally directed toward, and effective in, meeting the needs of unduplicated students:

1.4 Tier II and Tier III Support - Using the district's MTSS framework, students identified through assessment and monitoring as experiencing difficulty will be referred to Tier II or III interventions. The interventions will include small group support from staff, including from a Reading Specialist, as needed. This focused attention on understanding the barriers blocking the identified students from achieving will benefit all students, and experience has shown that the majority of the students identified are English Learners and Low Income students, and students in Foster Care.

1.7 Vallecitos School District has found that there is a significant positive impact on English Learner, Low Income and Foster Youth when students are in classrooms with a much lower student-to-teacher ratio. The 2018 and 2019 Dashboard show that the students at Vallecitos are scoring above standard in ELA, as compared to the state average which was 2.5 points below standard. In addition, all significant student groups scored in the same Yellow band with minimal achievement gaps. The unduplicated student groups benefitted from having

more one-on-one and small group interaction with their teachers, who could observe, monitor and respond immediately when the students were struggling. Therefore Vallecitos continues to provide lower class sizes through Supplemental/Concentration funding.

1.8 Edgenuity specializes in providing culturally diverse and inclusive lessons, along with interventions that target the specific skill sets that students need to get back to grade level. These innovative programs tailor learning to the needs of each student through individualization via technology. Since unduplicated students typically tend to be a high percentage of the students who need additional help and reteaching to master the learning, this program is principally directed toward meeting their needs, and has been successful nationally in accomplishing that.

3.1. In the Vallecitos community an important aspect of increasing parent engagement and involvement is building positive relationships with parents. Having a staff member who is the first point of contact with parents, and who is bilingual, is a significant factor in building those relationships. Research shows that parents of unduplicated students may feel hesitant about contacting the school or interacting with staff because of embarrassment about their English language skills, or negative experiences with school when they were younger. This classified staff member has worked with parents to make them feel welcome, to answer their questions, and to build their trust in the district. Recent scores on the school climate survey showed feeling respected was one of the top two characteristics as rated by the parents, but parents rated their own involvement as low. This shows an awareness of the need for the parents to be involved more, and having someone they know and trust to work with is a critical piece of getting the parents/guardians to take that next step.

3.3 Support for Multi-Tiered Systems of Support - this involves professional development in Trauma Informed Practices and Grading for Equity. Both these programs focus on meeting the needs of students who are struggling, and on building strong, positive systems to help them improve. This training will benefit all students but will most strongly benefit those students who may have experienced trauma in their lives, or may be experiencing some unconscious bias or inequities within the system. Due to the circumstances of the COVID-19 pandemic we know that low income families and families of color have suffered higher levels of illness and a greater economic impact from job loss and food insecurity. The trauma caused by this will be on-going and the district wants to support these families and the community as they recover and return to a more positive environment.

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

Targeted Service for English Learners beyond the base program:

1.5. English Language Development Support - Designated and Integrated ELD are foundational to improving outcomes for English Learners. This action is a continuation from previous years and will provide additional training for staff in the ELA/ELD standards in order to build skills and knowledge around strategies for teaching ELs. EL students will benefit from these research-proven strategies, and other students struggling with reading, writing or oral communication may also benefit. An ELD Coordinator will work with students and staff to ensure the ELD support is effective, and revising strategies as needed. With a small school, getting to know the needs of individual students makes targeting support highly effective.

The following actions also contribute to providing increased (more quantity) and/or improved (improved quality) services for our unduplicated pupils.

- Tier II Intervention: 4 days each week, small group instruction (less than 12), 30-45 minutes each session- Goal 1 Action 4
- Tier III Intervention: Individual student plans for students needing remediation that are far below grade level Goal 1 Action 4
- Curriculum for improving literacy in Tier I, Tier II, and Tier III - Goal 1, Action
- Reading Specialist to support students in Tier II and Tier III Goal 1 Action 4
- Instructional aides and other support staff to provide small group support for Tier II intervention
- Migrant Education staff to provide small group instruction for Tier II intervention
- Translation and interpreting services Goal 3 Action 1

In addition services for unduplicated students will be improved as Vallecitos implements Multi-Tiered Systems of Support (MTSS) for their students. The improved monitoring and response to student needs will benefit at-risk groups(unduplicated students) as they need additional time and resources to overcome barriers to success. The district leadership team will attend various meetings and staff developments to provide training to Vallecitos staff. The school social worker and other itinerant staff will provide training and support to parents with interpretation and translation opportunities. Teachers will participate in EL Rise professional development to strategically implement effective instructional practices for English learners. Teachers meet with their vertical PLC groups to analyze test results, SMART goals, essential standards, learning targets, and timelines. They also use formative assessment to monitor and adjust their teaching to reach all learners. Conversations about Tier I, Tier II, and Tier III are being discussed with staff in 2021-2022 school year and appropriate actions will be developed. Additional supports will be refined so that results are effective. In addition, training will be implemented for evidenced based practices for building a solid foundations in reading for Tier I. The staff will read Grading for Equity to discuss challenges to systemic practices that contribute to inequitable circumstances for students.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,918,205.00		\$232,325.00		\$2,150,530.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,428,930.00	\$721,600.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Essential Standards and Assessments	\$5,850.00				\$5,850.00
1	2	All	After School Intervention			\$232,325.00		\$232,325.00
1	3	All	Tier I Instruction	\$801,736.00				\$801,736.00
1	4	English Learners Foster Youth Low Income	Tier II and Tier III Support	\$144,500.00				\$144,500.00
1	5	English Learners	English Language Development Support	\$80,214.00				\$80,214.00
1	6	English Learners Low Income	Itinerant Staff Support					\$0.00
1	7	English Learners Foster Youth Low Income	Tier II, III Instruction	\$301,250.00				\$301,250.00
1	8	English Learners Foster Youth Low Income	Tier II and Tier III Instruction	\$15,000.00				\$15,000.00
2	1	All	Essential Standards and Assessments					\$0.00
2	2	All	Tier I Core Instruction					\$0.00
2	3	English Learners Foster Youth Low Income	Itinerant Staff Support					\$0.00
2	4	All	After School Intervention					\$0.00



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth Low Income	Parental Engagement	\$74,755.00				\$74,755.00
3	2	All	Facilities	\$480,000.00				\$480,000.00
3	3	English Learners Foster Youth Low Income	Multi-Tiered Systems of Support	\$14,900.00				\$14,900.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$630,619.00	\$630,619.00
<b>LEA-wide Total:</b>	\$405,905.00	\$405,905.00
<b>Limited Total:</b>	\$80,214.00	\$80,214.00
<b>Schoolwide Total:</b>	\$144,500.00	\$144,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Tier II and Tier III Support	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$144,500.00	\$144,500.00
1	5	English Language Development Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$80,214.00	\$80,214.00
1	6	Itinerant Staff Support	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income			\$0.00
1	7	Tier II, III Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$301,250.00	\$301,250.00
1	8	Tier II and Tier III Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
2	3	Itinerant Staff Support	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$0.00
3	1	Parental Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$74,755.00	\$74,755.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	3	Multi-Tiered Systems of Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,900.00	\$14,900.00

**Annual Update Table Year 1 [2021-22]**

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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



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

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

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

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

***Broad Goal***

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

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

***Maintenance of Progress Goal***

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

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

***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	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>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.