

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
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Plan Summary [2021-22]

General Information

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

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

One of our greatest challenge began on March 12, 2020, the District notified the school community that all schools would close beginning March 16, 2020 due to the COVID-19 pandemic. The challenge continued as we began the 2020-2021 school year. In preparation for the upcoming school year, community members, parents, students, and staff provided input through an additional family survey and provided feedback on how the district could refine and improve our instructional models and instruction. A districtwide School Reopening Committee was established comprised of district, school administrators, members of the Santa Paula Federation of Teachers (SPFT), and the Classified School Employees Association (CSEA). The committee met throughout the summer to create a reopening plan to address student and staff safety, facility needs and preparation, distance learning, hybrid instructional models, and bell schedules. The entire district continued providing learning remotely to all the students until April 12, 2020. April 13th was the first day of in person learning for TK-2nd students. The following week we continued with grades 3rd-5th. The district continued with a Hybrid Model, which divided the students into Cohorts and provided in person learning for two days a week. Parents were given an option to continue with distant learning or attend the Hybrid model. In addition, the district continued with a similar model with the secondary students. They began in person learning with 6th grade on April 15

and followed with 7th through 12th grade students participating in small group in person learning. On April 17th in person learning with the Hybrid model was open for all 7th and 8th grade students. Following with the high school offering in person learning on May 4. The students, parents, and staff were excited to conduct learning in person.

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

Reflections: Successes

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

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

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

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

Reflections: Identified Need

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

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

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

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

LCAP Highlights

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

Based on the analysis and reflection of student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan, along with stakeholder engagement, we have come up with the following 5 goals for the 21-22 LCAP:

- 1) Increase academic achievement in all grade levels and implement the Ca State Standards.
- 2) Increase parent involvement and enhance student engagement through a variety of opportunities to promote student achievement and college and career readiness. This goal will represent expanded learning opportunities that align with and support the implementation of state standards, college and career readiness indicator, and enrichment opportunities.
- 3) Increase graduation rate and reduce suspensions and expulsions.
- 4) Create a welcoming and safe school climate for students, parents, and staff.
5. Focused Goal: Increase English Learner achievement and provide additional instructional support.

SPUSD will continue to work in collaboration with educators, parents, and the community to prepare students academically, emotionally and socially for college, careers, global citizenship, leadership, and lifelong learning.

The district will continue to set high expectations for all students and staff to ensure that each student receives equitable opportunities to become successful in life.

Highlights of the 2021-22 LCAP include:

College and Career Readiness Supports

Newcomer Support

Long Term English Learner Support

Mental Health Support

Parent Supports

Saturday School Program for English Learners

Nutrition and Physical Education services and training

Expanded TK Offering

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Renaissance High School

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Strategy 1: District will provide district level ELD coaching for all staff members.

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

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Emphasis on Common Core.

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

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

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

Strategy 3:

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

2. Reduction of Suspension and Expulsions:

Suspension rate moved into the red indicator, analysis of student behaviors reported placed RHS in the red category were the result of suspensions due to drugs (under the influence) and/or weapon on campus. It is revealed that the majority of the offenses were under item 48900 possession of controlled substance, threat of injury, possession of a weapon, these all require a suspension. Infractions dealing with threats requires all staff training and district support for implementation of Restorative Justice practices.

The high incidence of suspension and expulsions during the last school year were attributed to students being under the influence and possession of weapons on campus. It is noted that the intent for the weapons was not to cause harm to students on campus but rather for

protection from outside sources on the way to and from school.

Although drugs were found on students on campus the incidents were less prevalent this current school year than the previous year, this is also true for weapons.

Strategy 1: Campus security will work alongside administration to monitor school safety and student behavior in the classroom, campus, and at extracurricular events. Development and administration of student school safety survey to take place at the end of each semester.

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

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

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

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

Strategy 4: Outreach Coordinator will continue to monitor student attendance, SARB committee, hold student Birthday celebrations monthly, bi-weekly "No Tardies," acknowledgment, assist with Quarterly awards, Perfect Attendance awards, Attendance Improvement Awards, Spirit Week, special day activities, sports tournaments, and activities that the ORC may develop during the school year.

Strategy 5: Constant communication between staff and parents through conferences with principal, counselor, and outreach coordinator:

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

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

3. Enhancement of College/Career Programs (CTE)

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

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

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

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

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

Parent and Family Engagement:

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

Needs Assessment:

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

Monitoring of Implementation:

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

Stakeholder Engagement

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

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

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

Additionally In February and March, parents and students were invited to attend an informational meetings designed to evaluate the priorities and activities. The sessions covered all the eight priorities. The parent meetings occurred on February 5, 16, 17, 18 and 23. The student forums for the two high schools occurred on February 10, 2021 and the one for the Middle School occurred on February 17, 2021.

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

A summary of the feedback provided by specific stakeholder groups.

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

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

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

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

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

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

- Academic Interventions
- Behavior/Social Emotional Supports
- Student Supports/Enrichment/College & Career Ready
- Safety and wellbeing
- Parent Supports
- Instructional Assistants
- Saturday School Program for English Learners
- Newcomer summer school
- Newcomer Teacher
- Add more minutes to ELD during the regular school day
- EL Coordinator
- Support in Math for middle and high school

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

- Counseling and Mental Health Support
- Tutoring and Homework Assistance and centers (before/after/during school/weekends)
- Additional reading, math, English learner, and newcomer support
- STEAM Education-hands-on learning
- Standards-based Computer Programs
- District-wide Summer School-enrichment and credit recovery

- Increased access to technology during school day and after hours
- Nutrition and Physical Education services and training
- Professional Development and Training for staff and parents, including equity, mental health and trauma training and support for staff, students, and parents
- Support for College and Careers
- After-school clubs and activities for students
- Instructional Assistant support in the classroom
- Hire and maintain High Quality teachers, administrators, and staff

The following priority area were identified from the student forums:

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

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

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

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

school year. In addition, all stakeholders urge the inclusion of any support that would mitigate the learning loss that occurred throughout the school year.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Overall	Most recent data due to federal waiver. 2018-19 34.6% met/exceeded				Increase percentage of students met/exceed by 15% *pending CDE growth model metrics
CAASPP ELA EL	Most recent data due to federal waiver. 2018-19 10.68% met/exceeded				Increase percentage of students met/exceed by 15% *pending CDE growth model metrics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA SWD	Most recent data due to federal waiver. 2018-19 6.06% met/exceeded				Increase percentage of students met/exceed by 15% *pending CDE growth model metrics
CAASPP Math Overall	Most recent data due to federal waiver. 2018-19 25.50% met/exceeded				Increase percentage of students met/exceed by 15% *pending CDE growth model metrics
CAASPP Math EL	Most recent data due to federal waiver. 2018-19 9.53% met/exceeded				Increase percentage of students met/exceed by 15% *pending CDE growth model metrics
CAASPP Math SWD	Most recent data due to federal waiver. 2018-19 4.03% met/exceeded				Increase percentage of students met/exceed by 15% *pending CDE growth model metrics
Early Assessment Program (EAP)	Most recent data due to federal waiver. 2018-19 ELA 53.04% met/exceeded Math 26.52% met/exceeded				Increase percentage of students met/exceed by 15% *pending CDR growth model metrics

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	1a. Professional Development	Provide professional development for all staff to support the implementation of the California Standards	\$317,832.00	Yes
2	1b. Reading Intervention Teachers	Retain K-5 Reading Intervention Teachers	\$1,371,109.00	Yes
3	1c. Staff smaller class size	Staff smaller class size to reduce combination classes in TK-5 grade	\$626,860.00	Yes
4	1d. Technology	Increase computer/student ratio, purchase technology	\$500,000.00	Yes
5	1e. Technology Infrastructure	Continue upgrades to technology infrastructure	\$40,000.00	No
6	1f. Computer Technician Staff	Retain increased Computer Technician staffing.	\$573,697.00	No
8	1j. Literacy Support	Extend library/literacy center hours and increase access to materials.	\$297,760.00	Yes
9	1l. Data Service Specialist	Data specialist will monitor and analyze student data to provide increase student achievement, and to support the development of common assessments.	\$61,548.00	Yes
10	1n. Preparatory Periods at IMS	Retain preparatory periods for Isbell Middle School	\$617,823.00	No

Action #	Title	Description	Total Funds	Contributing
11	1o. Curriculum Coordinators	Retain two Curriculum Coordinators to support and monitor the implementation of the California Standards	\$329,479.00	Yes
12	1p. TK/K Bilingual Instructional Assistants	Retain TK and K Bilingual Instructional Assistants	\$225,057.00	Yes
13	1q. Support Educational Outcomes	Provide additional site allocations to support educational outcomes	\$849,526.00	Yes
14	1m. Expand Transitional Kindergarten	Support Expanded Transitional Kindergarten for all 4-year old	\$451,000.00	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	Goal 2 is focused on increasing parent involvement and enhancing student engagement through a variety of opportunities to promote student achievement and college and career readiness. This goal will represent expanded learning opportunities that align with and support the implementation of state standards, college and career readiness indicator, and enrichment opportunities. Increased or improved services will be principally directed for unduplicated pupils (FY, LI, EL) and support for students with disabilities and students with unique pupil needs.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Advanced Placement (AP) Exam	2019-2020: Total of 457 students in grades 10-12 took at least 1 AP Exam. AP Pass Rate (score of 3 or above) 138 out of 457 exams taken (44.66%)				Increase by 15 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement Participation Rate	There were a total 900 parents who participated in the parent opportunities.				Increase by 15 %
CSU/UC Enrollment	<p>2017-18 College Going Rate by District/School (12-months) Source: Dataquest</p> <p>Renaissance HS High School Completers: 49 students</p> <ul style="list-style-type: none"> • HS Completers Enrolled in College: 18 students • College Going Rate: 36.7% • CSU Enrollment: 2% • Community College Enrollment: 34.7% <p>Santa Paula High School High School Completers: 347 students</p> <ul style="list-style-type: none"> • HS Completers 				Increase by 15 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Enrolled in College: 263 students <ul style="list-style-type: none"> • College Going Rate: 75.8% • UC Enrollment: 6.1% • CSU Enrollment: 12.1% • Community College Enrollment: 54.2% • Private School Enrollment: 1.4% • Out of State Enrollment: 2.0% 				
A-G Completion	2019-20: All students: 46%, English Learners: 24.6% SED: 43.8% Males:40.9% Females: 51.6%				Increase by 15 %
College and Career Pathway and Career Technical Education (CTE) Pathway Enrollment	2018-2019: Total students 805. Socioeconomically Disadvantaged 664, English learner 57, RFEP, 419, Special				Increase by 15 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Education 87, Homeless 80.				
CTE Pathway Completion	2018-2019: 95 students completed a pathway				Increase by 15 %
Adult Education Enrollment	2020-21 90 students				Increase by 20%
Seal of Biliteracy	2020-2021 39 students received the Seal of Biliteracy				Increase by 15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	2a. Parent Involvement/Education Opportunities	Continue a variety parent involvement and education opportunities across all school sites	\$43,500.00	Yes
2	2b. Retain Administrative Support at all Schools	Additional assistant principal positions at IMS and SPHS. Administrator designees at all elementary sites.	\$175,713.00	Yes
3	2d. Support Advance Placement Program and exam fees	AP exam fees are paid for all students who take an AP test. In addition, extra duty hours are allocated to AP teachers to support student study groups. AP teachers are also sent to professional development sessions to ensure that all curriculum remain up to date.	\$50,000.00	Yes
4	2e. Increase and support Career	Increase and support Career Technical Education opportunities in grades 6-12 and add College and Career Coordinator.	\$166,303.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Technical Education Opportunities			
5	2f. Retain Athletic Trainer and purchase supplies	The Athletic trainer will provide our student athletes with assistance when dealing with injuries. The goals for Athletic trainer are to provide Emergency Action Plans, coach education of athletic training services provided through all coaches meeting, implantation injury documentation and communicate with parents, coaches, and administration, coordinate and perform team dynamic warm ups, team education in injury prevention exercises and movement patterns, administer baseline pre-concussion testing and monitoring of post traumatic brain injury. Other goals include solidification of student interns providing learning experiences and observation of volunteer Medical Professionals during competition through the Athletic Training Program, scenario practice of Emergency Action Plans, continue usage of Fitness Center Room and increase the awareness of its benefits for our Student Athletes.	\$117,284.00	Yes
6	2g. Field Trip to Universities and Standards Aligned Fieldtrips	Fund field trips to universities for grades 5, 7, 9 and provide supplemental funding for standards-aligned field trips for all elementary schools.	\$50,000.00	Yes
7	2h. Districtwide Music Program	Retain and expand Band/Chorus instruction/transportation and materials K-12	\$402,783.00	Yes
8	2i. Youth Leadership Activities	Support youth leadership activities at IMS, RHS, and SPHS	\$30,000.00	Yes
9	2j. AVID Program Districtwide	Support AVID program districtwide	\$128,408.00	Yes
10	2k Mentoring Program	Provide a district wide mentoring program.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	2l. Transportation for athletic events	Fund Transportation services for District approved athletic events	\$170,000.00	Yes
12	2m. Athletic Director	Retain SPHS Athletic Director position	\$51,490.00	No
13	2n. Summer Matters	Continue to implement "Summer Matters" program	\$130,340.00	Yes
14	2o. GATE Program	Implement GATE Program	\$20,000.00	No
15	2q. Office Assistant Support	Maintain office assistant support at all sites	\$915,470.00	Yes
16	2r. Additional Elective Classes	Fund additional elective classes at IMS and SPHS	\$225,408.00	Yes
17	2s. After School and Summer Enrichment	Provide after-school and summer enrichment opportunities	\$164,416.00	Yes
18	2t. District Communication	Increase communication and marketing of district programs	\$55,000.00	No
19	2u. Childcare/Interpretation	Provide childcare and interpreters at school events	\$10,000.00	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
3	Goal 3 will focus on increasing graduation rates and reducing suspensions and expulsions. The actions/services will align to address the engagement of students which is connected to Pupil Engagement (5).

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Indicator	2019-20 The 4-year cohort graduation rate was 95 %				Maintain or Increase by 5%
School Attendance	2019-2020: excellent attendance rate (<.8 days of school missed) 31.2 %				Increase by 15%
Dropout Rate	2019-2020 dropout rate: district wide 2.7% SPHS 2.7 % RHS 3.4 %				Decrease by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2019-2020: 5.4 % suspension rate				Decrease by 2%
Expulsion Rate	2019-2020 expulsion rate: .04% (total of 2 students)				Decrease by 1%
Truancy Rate	2019-2020 Truancy rate (3.8-7.6 days missed) 18.3 %				Decrease by 10%
Chronic Absenteeism	2019-2020: 8.9 % chronically absent				Decrease by 5%
Outreach and Engagement for Foster and Homeless Youth	Determine baseline in 2021-22				Pending baseline

Actions

Action #	Title	Description	Total Funds	Contributing
1	3a. Credit Recovery Opportunities	Students will be provided with opportunities to recover credits in grades 9-12	\$20,000.00	Yes
2	3b. Restorative Justice and PBS	Continue Restorative Justice practices and expand to elementary sites	\$85,000.00	Yes
3	3c. Positive Behavior Intervention Supports Framework	Continue to implement Positive Behavior Intervention Supports (PBIS) Framework.	\$91,374.00	Yes
5	3f. Counselors/Mental Health Support	Retain additional counseling positions and the focus on mental health.	\$1,463,547.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	3g. A-G Completion Rate	Increase A-g completion rate for all students and continue expanding services to Isbell MS.	\$170,000.00	Yes
7	3h. School Psychologist	Retain school psychologist at full-time	\$153,696.00	Yes
8	3i. Support for Teen Parents	Fund daycare program and related services for teen parents.	\$95,000.00	Yes
10	3k. District Safety Support	Fund District Safety Coordinator; maintain campus security ratio at secondary schools; fund related safety activities	\$510,952.00	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	Goal 4 will create a welcoming and safe school climate for students, parents, and staff.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Healthy Kids Survey	57% of students feel safe at school 31% of students reported having a caring adult relationship 38% of staff feel the workplace is supportive and inviting 31% of staff reported having a safe place to work.				Pending data from local 2021-2022 Survey
Facilities Inspection Tool	Maintained rating of 100% “good” or better				Maintain rating of 100% “good” or better

Actions

Action #	Title	Description	Total Funds	Contributing
1	4a. Safety Measures	Implement safety measures across school sites	\$206,540.00	No
2	4b. Custodial Staff	Support and retain additional custodial staff	\$270,656.00	No
3	4c. Deferred Maintenance	Transfer 0.5% of expenditures to Deferred Maintenance	\$440,000.00	No
5	4e. Health Service Specialist	Retain Health Services Specialists positions	\$349,279.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator	2018-19: 54.3%				Increase by 15%
Reclassification Data	2019-20: 16.7%				Increase by 10%
Dual Language Immersion Program - Individualized Placement Test (IPT) in Spanish	To be determined in the 2021-22				

Actions

Action #	Title	Description	Total Funds	Contributing
1	5a. English Learner Saturday Academy	A 10 week Saturday Academy focused on Academic Conversations and academic writing. Additionally, a focus on EL Standards and task types based on the ELPAC.	\$44,550.00	
2	5b. Language Appraisal Team	A teacher from each site will meet through out the year to review the EL Master Plan, programs, professional development, and assessment.	\$17,600.00	Yes
3	5c. English Learner Master Plan	Develop a plan and communicate to all stakeholders to strengthen and aligne the EL Master Plan with the new EL Roadmap.	\$30,000.00	Yes
4	5d. Newcomer Teacher	The newcomer teacher will work with the elementary sites to provide services to newcomers	\$136,486.00	Yes
5	5e. Improve Literacy/Writing Skills in Grades 4-8	Provide a journalism class in the elementary schools and the middle school to increase the level of academic language for the students at risk of becoming LTEL's and supporting those who are LTEL's.	\$36,960.00	Yes
6	5f. Additional Sections to Master Schedule	Additional sessions will be added to the Master Schedule to support access to a Broad Course of Study.	\$100,000.00	Yes
7	5g. Parent Education	Provide specific parent training to English learner parents.	\$50,000.00	Yes
8	Academic Materials	Buy supplemental materials to support increase services to English learners.	\$50,890.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Overall	Most recent data due to federal waiver. 2018-2019 6.06%				Improve by 15%
CAASPP Math Overall	Most recent data due to federal waiver. 2018-2019 4.03%				Improve by 15%
College and Career Indicator	Most recent data due to federal waiver. 2018-2019 9.6% prepared				Improve by 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	Most recent data due to federal waiver. 2018-2019 73.8% increased				Decrease by 5%

Actions

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

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

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

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

Required Descriptions

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

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

Goal 1: Increase academic achievement in all grade level through the implementation of the CA State Standards. (Goal 1a, b, c, d, j, l, o, p, q, m)

Goal 2: Increasing parent involvement and enhancing student engagement through a variety of opportunities to promote student achievement and college and career readiness. (Goal 2a, b, d, e, f, g, h, l, j, k, l, n, q, r, s, u)

Goal 3: Increasing graduation rates and reducing suspensions and expulsions. (Goal 3a, b, c, f, g, h, i)

Goal 4: Create a welcoming and safe school climate for students, parents, and staff. (Goal 4d, e)

Goal 5: Increase English learner achievement and provide additional instructional support. (5a, b, c, d, e, f, g)

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

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

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

In addition, a target focus on foster youth include for the Homeless/Foster Liaison to ensure that all seniors complete the FAFSA. The Liaison will coordinate services with Ventura County Office of Education to ensure the students receive all the support available to them. As well as, collaborating with the high school counselors to determine areas of growth and implement specific supports. Additionally, support the elementary counselors with identifying the foster youth who are in need of added services and support.

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

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$13,505,336.00			\$30,000.00	\$13,535,336.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$10,105,943.00	\$3,429,393.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	1a. Professional Development	\$317,832.00				\$317,832.00
1	2	English Learners Foster Youth Low Income	1b. Reading Intervention Teachers	\$1,371,109.00				\$1,371,109.00
1	3	English Learners Foster Youth Low Income	1c. Staff smaller class size	\$626,860.00				\$626,860.00
1	4	English Learners Foster Youth Low Income	1d. Technology	\$500,000.00				\$500,000.00
1	5	All	1e. Technology Infrastructure	\$40,000.00				\$40,000.00
1	6	All	1f. Computer Technician Staff	\$573,697.00				\$573,697.00
1	8	English Learners Foster Youth Low Income	1j. Literacy Support	\$297,760.00				\$297,760.00
1	9	English Learners Foster Youth Low Income	1i. Data Service Specialist	\$61,548.00				\$61,548.00
1	10	All	1n. Preparatory Periods at IMS	\$617,823.00				\$617,823.00
1	11	English Learners Foster Youth Low Income	1o. Curriculum Coordinators	\$329,479.00				\$329,479.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	English Learners Foster Youth Low Income	1p. TK/K Bilingual Instructional Assistants	\$225,057.00				\$225,057.00
1	13	English Learners Foster Youth Low Income	1q. Support Educational Outcomes	\$849,526.00				\$849,526.00
1	14	English Learners Foster Youth Low Income	1m. Expand Transitional Kindergarten	\$451,000.00				\$451,000.00
2	1	English Learners Foster Youth Low Income	2a. Parent Involvement/Education Opportunities	\$43,500.00				\$43,500.00
2	2	English Learners Foster Youth Low Income	2b. Retain Administrative Support at all Schools	\$175,713.00				\$175,713.00
2	3	English Learners Foster Youth Low Income	2d. Support Advance Placement Program and exam fees	\$50,000.00				\$50,000.00
2	4	English Learners Foster Youth Low Income	2e. Increase and support Career Technical Education Opportunities	\$166,303.00				\$166,303.00
2	5	English Learners Foster Youth Low Income	2f. Retain Athletic Trainer and purchase supplies	\$117,284.00				\$117,284.00
2	6	English Learners Foster Youth Low Income	2g. Field Trip to Universities and Standards Aligned Fieldtrips	\$50,000.00				\$50,000.00
2	7	English Learners Foster Youth Low Income	2h. Districtwide Music Program	\$402,783.00				\$402,783.00
2	8	English Learners Foster Youth Low Income	2i. Youth Leadership Activities	\$30,000.00				\$30,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	9	English Learners Foster Youth Low Income	2j. AVID Program Districtwide	\$128,408.00				\$128,408.00
2	10	English Learners Foster Youth Low Income	2k Mentoring Program	\$15,000.00				\$15,000.00
2	11	English Learners Foster Youth Low Income	2l. Transportation for athletic events	\$170,000.00				\$170,000.00
2	12	All	2m. Athletic Director	\$51,490.00				\$51,490.00
2	13	English Learners Foster Youth Low Income	2n. Summer Matters	\$130,340.00				\$130,340.00
2	14	All	2o. GATE Program	\$20,000.00				\$20,000.00
2	15	English Learners Foster Youth Low Income	2q. Office Assistant Support	\$915,470.00				\$915,470.00
2	16	English Learners Foster Youth Low Income	2r. Additional Elective Classes	\$225,408.00				\$225,408.00
2	17	English Learners Foster Youth Low Income	2s. After School and Summer Enrichment	\$164,416.00				\$164,416.00
2	18	All	2t. District Communication	\$55,000.00				\$55,000.00
2	19	English Learners Foster Youth Low Income	2u. Childcare/Interpretation	\$10,000.00				\$10,000.00
3	1	English Learners Foster Youth Low Income	3a. Credit Recovery Opportunities	\$20,000.00				\$20,000.00
3	2	English Learners Foster Youth Low Income	3b. Restorative Justice and PBS	\$85,000.00				\$85,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	3c. Positive Behavior Intervention Supports Framework	\$91,374.00				\$91,374.00
3	5	English Learners Foster Youth Low Income	3f. Counselors/Mental Health Support	\$1,463,547.00				\$1,463,547.00
3	6	English Learners Foster Youth Low Income	3g. A-G Completion Rate	\$170,000.00				\$170,000.00
3	7	English Learners Foster Youth Low Income	3h. School Psychologist	\$153,696.00				\$153,696.00
3	8	English Learners Foster Youth Low Income	3i. Support for Teen Parents	\$95,000.00				\$95,000.00
3	10	All	3k. District Safety Support	\$510,952.00				\$510,952.00
4	1	All	4a. Safety Measures	\$206,540.00				\$206,540.00
4	2	All	4b. Custodial Staff	\$270,656.00				\$270,656.00
4	3	All	4c. Deferred Maintenance	\$440,000.00				\$440,000.00
4	5	English Learners Foster Youth Low Income	4e. Health Service Specialist	\$349,279.00				\$349,279.00
5	1	English Learners	5a. English Learner Saturday Academy	\$44,550.00				\$44,550.00
5	2	English Learners	5b. Language Appraisal Team	\$17,600.00				\$17,600.00
5	3	English Learners	5c. English Learner Master Plan	\$30,000.00				\$30,000.00
5	4	English Learners	5d. Newcomer Teacher	\$136,486.00				\$136,486.00
5	5	English Learners	5e. Improve Literacy/Writing Skills in Grades 4-8	\$36,960.00				\$36,960.00
5	6	English Learners	5f. Additional Sections to Master Schedule	\$100,000.00				\$100,000.00
5	7	English Learners	5g. Parent Education	\$50,000.00				\$50,000.00
5	8	English Learners	Academic Materials	\$50,890.00				\$50,890.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	1	Students with Disabilities	Intervention				\$30,000.00	\$30,000.00
6	2	All Students with Disabilities	Social Emotional Support					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$10,674,628.00	\$10,674,628.00
LEA-wide Total:	\$5,227,008.00	\$5,227,008.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$5,447,620.00	\$5,447,620.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	1a. Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$317,832.00	\$317,832.00
1	2	1b. Reading Intervention Teachers	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Barabara Webster, Bedell, Blanchard, Glen City, Grace Thille, McKevevt TK-5	\$1,371,109.00	\$1,371,109.00
1	3	1c. Staff smaller class size	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Barbara Webster. Bedell, Blanchard, Glen City, Grace Thille, McKevevt TK-5	\$626,860.00	\$626,860.00
1	4	1d. Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	\$500,000.00
1	8	1j. Literacy Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Barbara Webster, Bedell, Blanchard, Glen City, Grace Thille, Mckevevt, Isbell TK-8	\$297,760.00	\$297,760.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	1l. Data Service Specialist	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$61,548.00	\$61,548.00
1	11	1o. Curriculum Coordinators	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$329,479.00	\$329,479.00
1	12	1p. TK/K Bilingual Instructional Assistants	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Barbara Webster, Bedell, Blanchard, Glen City, Grace Thille, McKeve TK-K	\$225,057.00	\$225,057.00
1	13	1q. Support Educational Outcomes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$849,526.00	\$849,526.00
1	14	1m. Expand Transitional Kindergarten	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Barbara Webster, Bedell, Blanchard, Glen City TK	\$451,000.00	\$451,000.00
2	1	2a. Parent Involvement/Education Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,500.00	\$43,500.00
2	2	2b. Retain Administrative Support at all Schools	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS 9-12	\$175,713.00	\$175,713.00
2	3	2d. Support Advance Placement Program and exam fees	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS 10-12	\$50,000.00	\$50,000.00
2	4	2e. Increase and support Career Technical Education Opportunities	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Isbell Middle School, Santa Paula High School, Renaissance High School 6-12	\$166,303.00	\$166,303.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	5	2f. Retain Athletic Trainer and purchase supplies	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS 9-12	\$117,284.00	\$117,284.00
2	6	2g. Field Trip to Universities and Standards Aligned Fieldtrips	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-5, 7, 9	\$50,000.00	\$50,000.00
2	7	2h. Districtwide Music Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$402,783.00	\$402,783.00
2	8	2i. Youth Leadership Activities	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS, RHS, IMS 6-12	\$30,000.00	\$30,000.00
2	9	2j. AVID Program Districtwide	LEA-wide	English Learners Foster Youth Low Income		\$128,408.00	\$128,408.00
2	10	2k Mentoring Program	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Blanchard, Bedell, Barbara Webster, Grace Thille, Glen City, Isbell	\$15,000.00	\$15,000.00
2	11	2l. Transportation for athletic events	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS and Isbell 6-12	\$170,000.00	\$170,000.00
2	13	2n. Summer Matters	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$130,340.00	\$130,340.00
2	15	2q. Office Assistant Support	Schoolwide	English Learners Foster Youth Low Income		\$915,470.00	\$915,470.00
2	16	2r. Additional Elective Classes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS, IMS 6-12	\$225,408.00	\$225,408.00
2	17	2s. After School and Summer Enrichment	LEA-wide	English Learners Foster Youth	All Schools	\$164,416.00	\$164,416.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	19	2u. Childcare/Interperation	LEA-wide	English Learners Foster Youth Low Income		\$10,000.00	\$10,000.00
3	1	3a. Credit Recovery Opportunities	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS, RHS 9-12	\$20,000.00	\$20,000.00
3	2	3b. Restorative Justice and PBS	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,000.00	\$85,000.00
3	3	3c. Positive Behavior Intervention Supports Framework	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$91,374.00	\$91,374.00
3	5	3f. Counselors/Mental Health Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,463,547.00	\$1,463,547.00
3	6	3g. A-G Completion Rate	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPHS, RHS, IMS	\$170,000.00	\$170,000.00
3	7	3h. School Psychologist	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$153,696.00	\$153,696.00
3	8	3i. Support for Teen Parents	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: SPHS, RHS, IMS 6-12	\$95,000.00	\$95,000.00
4	5	4e. Health Service Specialist	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$349,279.00	\$349,279.00
5	1	5a. English Learner Saturday Academy		English Learners	Specific Schools: Elementary Sites TK-5	\$44,550.00	\$44,550.00
5	2	5b. Language Appraisal Team	LEA-wide	English Learners	All Schools	\$17,600.00	\$17,600.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	3	5c. English Learner Master Plan	LEA-wide	English Learners	All Schools	\$30,000.00	\$30,000.00
5	4	5d. Newcomer Teacher	LEA-wide	English Learners	Specific Schools: Barbara Webster, Bedell, Blanchard, Glen City, Grace Thille, McKevevtt TK-5	\$136,486.00	\$136,486.00
5	5	5e. Improve Literacy/Writing Skills in Grades 4-8	Schoolwide	English Learners	Specific Schools: Barbara Webster, Bedell, Blanchard, Glen City, Grace Thille, Mckevevtt, Isbell 4-8	\$36,960.00	\$36,960.00
5	6	5f. Additional Sections to Master Schedule	Schoolwide	English Learners	Specific Schools: SPHS, RHS, IMS 6-12	\$100,000.00	\$100,000.00
5	7	5g. Parent Education	LEA-wide	English Learners	All Schools	\$50,000.00	\$50,000.00
5	8	Academic Materials	LEA-wide	English Learners		\$50,890.00	\$50,890.00

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

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[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.