LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santee School District
CDS Code: 37683610000000
School Year: 2023-24
LEA contact information:
Dr. Lisa Paisley
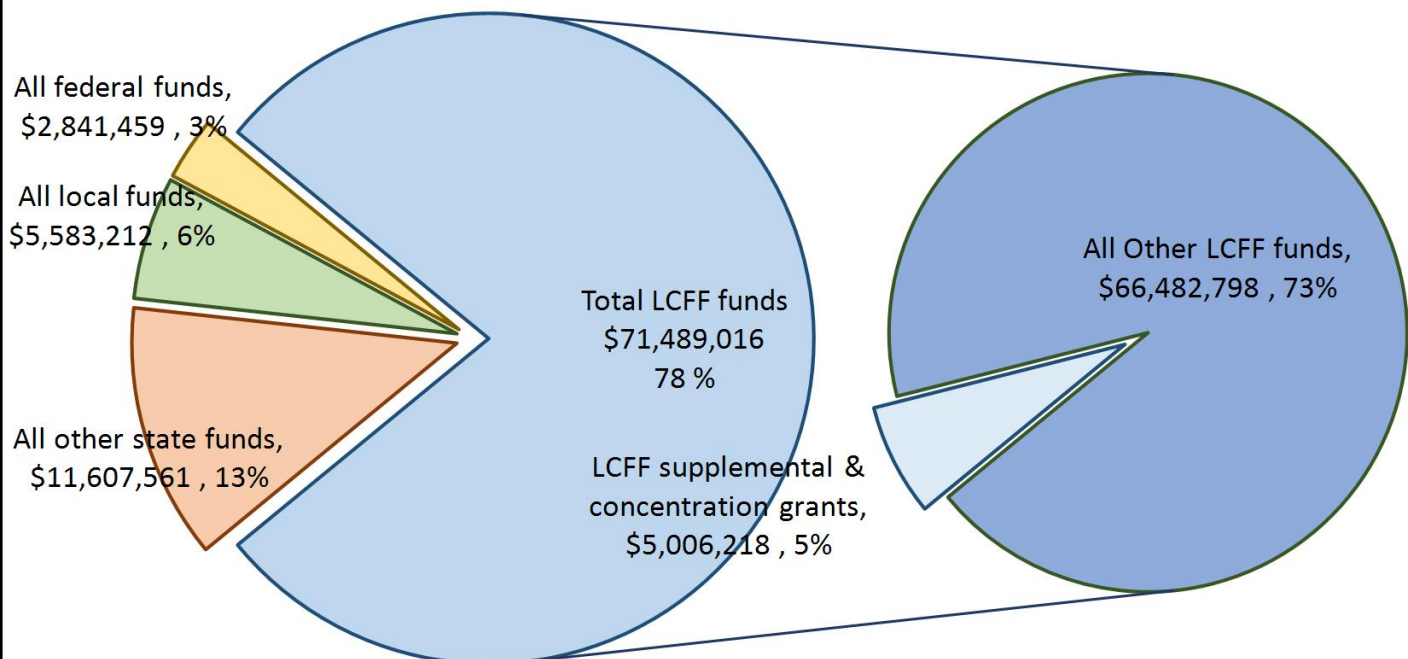Assistant Superintendent Educational Services
stephanie.pierce@santeesd.net
619-258-2351

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $2,841,459 , 3%
All local funds, $5,583,212 , 6%
All other state funds, $11,607,561 , 13%
Total LCFF funds $71,489,016 78 %
LCFF supplemental & concentration grants, $5,006,218 , 5%
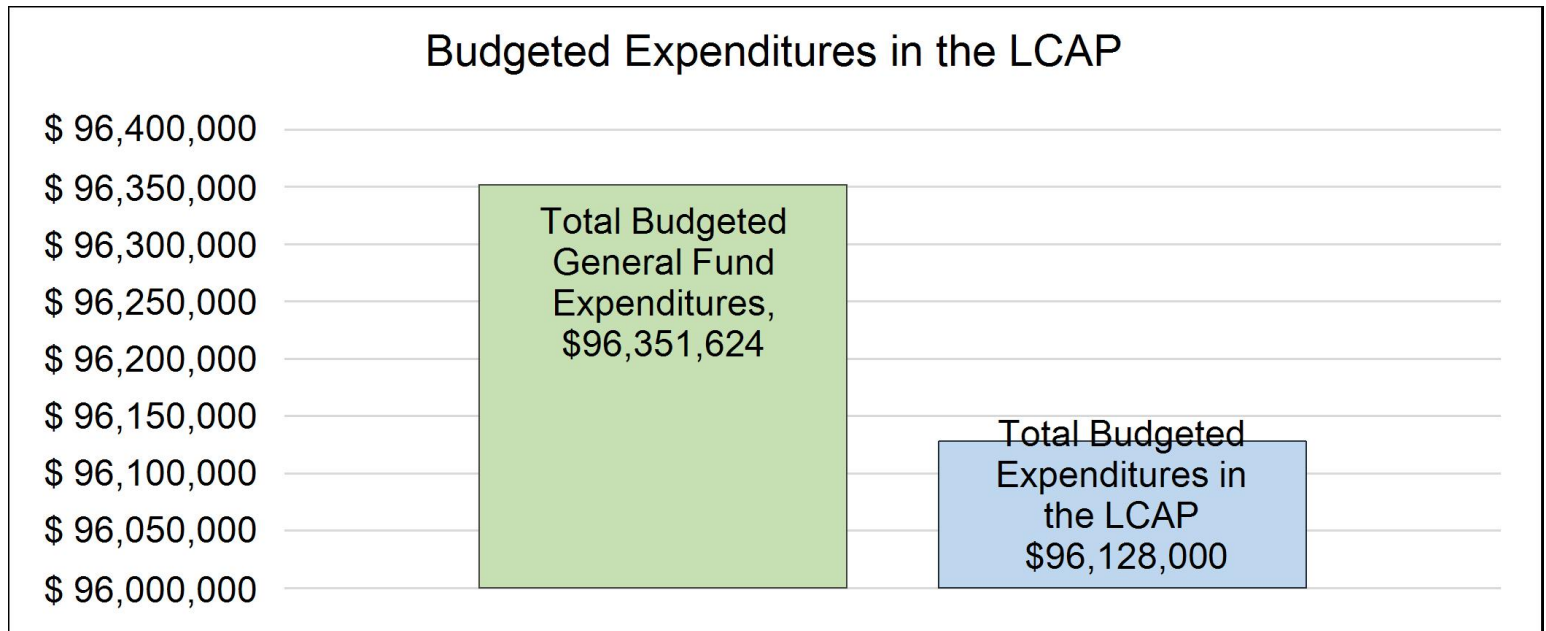All Other LCFF funds, $66,482,798 , 73%

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

The text description for the above chart is as follows: The total revenue projected for Santee School District is $91,521,248, of which $71,489,016 is Local Control Funding Formula (LCFF), $11,607,561 is other state funds, $5,583,212 is local funds, and $2,841,459 is federal funds. Of the $71,489,016 in LCFF Funds, $5,006,218 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 96,400,000

$ 96,350,000

$ 96,300,000

$ 96,250,000

$ 96,200,000

$ 96,150,000

$ 96,100,000

$ 96,050,000

$ 96,000,000

Total Budgeted General Fund Expenditures, $96,351,624

Total Budgeted Expenditures in the LCAP $96,128,000

This chart provides a quick summary of how much Santee School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santee School District plans to spend $96,351,624 for the 2023-24 school year. Of that amount, $96,128,000 is tied to actions/services in the LCAP and $223,624 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
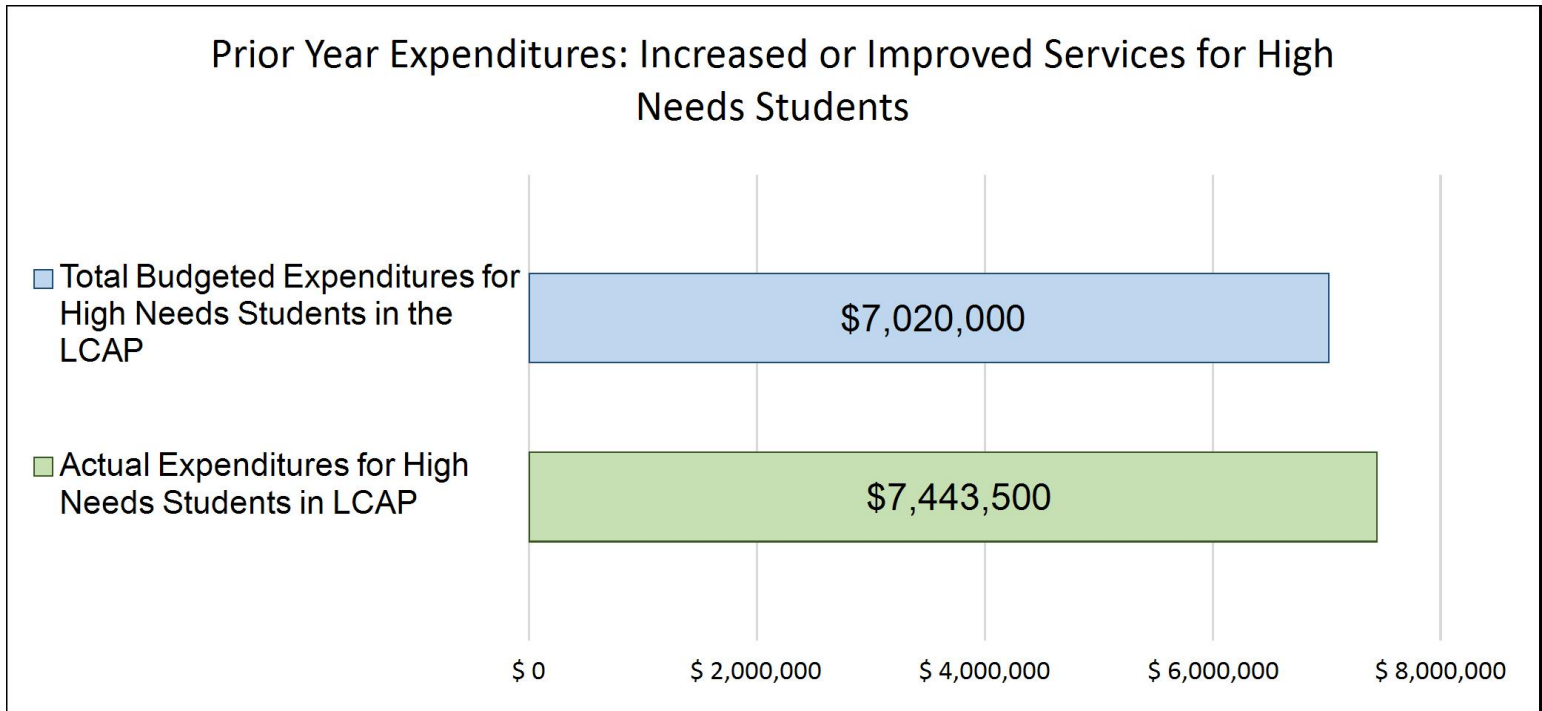
Amounts spent in restricted programs---Title 1, Title 2, Title 3, MediCAL, and Department of Defense Grant---for non-base expenditures not included in LCAP actions.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Santee School District is projecting it will receive $5,006,218 based on the enrollment of foster youth, English learner, and low-income students. Santee School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santee School District plans to spend $7,037,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

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

Total Budgeted Expenditures for High Needs Students in the LCAP	$7,020,000
Actual Expenditures for High Needs Students in LCAP	$7,443,500

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

This chart compares what Santee School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santee School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Santee School District's LCAP budgeted $7,020,000 for planned actions to increase or improve services for high needs students. Santee School District actually spent $7,443,500 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $423,500 had the following impact on Santee School District's ability to increase or improve services for high needs students:

Actual expenditures for high needs students exceeded the original budgeted amount in the LCAP.

Local Control and 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
Santee School District	Dr. Lisa Paisley Assistant Superintendent Educational Services	lisa.paisley@santeesd.net 619-258-2351

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Santee School District serves approximately 6,300 Pre-K through eighth-grade students in nine schools with 384 FTE dedicated educators and 370 FTE support staff. We are proud of our hard-working and dedicated students, which comprise some specific student groups. 17.4% of the students are in Special Education, 9.1% are English Language Learners, 35.3% are socio-economically disadvantaged, 0.4% are Foster Youth, and 2.3% are designated as Homeless. The attendance rate of students for 2021-22 was 90.34%. We have seen this attendance rate decline due to continued pandemic interruptions.

The District strives to unlock the potential of tomorrow by building confident, innovative learners today. We continue to realize this vision through a personalized learning environment. We have 1:1 iPad devices for all students supporting them to acquire 21st Century Learning Skills. We have reliable connectivity in all of our schools to support student learning. This year we have also provided access beyond the classroom to support student learning in students' homes and allow them to learn from home. The District has before and after-school child care, three preschool programs, a parent education program, Transitional Kindergarten, Early Admission to Kindergarten and a wide variety of after-school programs. The Santee School District is committed to a continuous improvement process throughout the organization. This includes promoting a strong student-centered learning environment by securing active partnerships with local organizations to promote high student achievement.

Several years ago, Santee School District worked collaboratively with educational partners to create a Student Learner Profile. We are committed to developing students who are communicators and collaborators, and who think critically and creatively. Our students will care for themselves, others and their communities by continually demonstrating empathy, respect, responsibility, and integrity. Santee School District students will be lifelong learners, ready to inspire and influence positive change in the world.

Reflections: Successes

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

SB 98 and AB 130 suspended the reporting of performance indicators in the California Dashboard for 2020-21. In 2021-22, the California Department of Education (CDE) reinstated the California Dashboard with reporting in the areas of academics, chronic absenteeism, and suspension as well as local indicators for our district. We provide our local and state metrics in an Executive Summary to share with our educational partners and obtain LCAP input.

Based on review of the district local and state data and our educational partners' feedback in 2021-22, we did maintain student achievement in English Language Arts (ELA) and mathematics, as well as our offering of independent study to families who requested this option. Santee School District did participate in two consecutive years of the modified version of CAASPP and we were able to make comparisons based on this assessment. Data from the CAASPP was analyzed to understand overall and student group performance. Our local data demonstrates that we were maintaining good student outcomes during the height of the pandemic and this has continued into the 2021-22 school year. We were also able to compare our local data from Trimester 1 and Trimester 2 due to having multiple years of these data measures. In the following paragraphs is a summary of these multiple data points provided within our Executive Summary which includes all our measurements for conditions of learning, pupil achievement, and engagement. Our educational partners have consistently expressed a commitment to the curricular and instructional programs enumerated in the following paragraphs, which includes professional learning to deepen understanding of the curriculum and instructional practices that show improved student outcomes. Many of these core curriculum and intervention components are used in tandem to accelerate learning as part of our continued commitment to accelerating learning.

The participation rate in Smarter Balanced testing in 2021-22 was (98.6%) and (98.3%) in English language arts and mathematics respectively. The overall percent of students scoring at Standard Met or Standard Exceeded for English language arts was (55.25%). Student groups that met or exceeded standard for English language arts are Asian (76.53%), Filipino (66.67%), Reclassified English Proficient (64.12%), Two or more races (62.11%), and white (57.08%). The overall percent of students scoring at Standard Met or Standard Exceeded for mathematics was (46.46%). Student groups that met or exceeded standard for mathematics are Filipino (65.28%), Asian (60.00%), Reclassified English proficient (53.16%),White (49.89%), and Two or more races (48.71%). We do see some differences in the student groups from our local data and the state standardized assessments (CAASPP).

The following includes our local data and supports for continued academic progress for all students.

The District's mathematics assessment scores showed that students demonstrated similar achievement on our local assessments including the SBAC Interim Assessment blocks given in Trimester 1 and Trimester 2. Based on our local measure, iReady diagnostic math data, 53.00% of students are at or above grade level. Student groups that are outperforming the average are Filipino (53.91%) and White, not of Hispanic origin (53.43%). Santee School District is committed to providing high quality instruction for all students as part of our Multi-Tiered System of Support (MTSS). We continue to support teachers with the implementation of a Guaranteed Viable Curriculum in Mathematics Programs (Math Expressions K-5, College Preparatory Mathematics 6-8). A guaranteed and viable curriculum ensures that all students have an equal opportunity to learn. Each student has access to a highly effective teacher, and access to the same content, knowledge, and skills

in each section or class. The district continues to provide professional learning to support deeper implementation of a mathematics program for all students as part of our MTSS. The mathematics programs are comprehensive to support all students, including interventions that may require some supplemental instructional and curricular supports, or more intensive instructional and curricular supports. (What Works in Schools: Translating Research into Practice, Marzano, 2003) We have also added iReady Mathematics for intervention and expanded learning, which all our educational partners have requested we continue for student practice beyond the school day (Goal 1, Action 1, 2, and 5).

Santee School District will continue providing ongoing professional development around conceptual mathematics. Our Curriculum Resource Teachers continue to support school sites through modeled lessons, planning sessions, and side by side coaching (Goal 1, Action 6). The district will continue to engage K-5th grade teachers in professional learning around Cognitive Guided Instruction (CGI) and by the end of the 21-22 school year, 75% of our K-5 teachers received CGI training (Goal 1, Action 2). CGI is a research-based professional development model that has been proven to improve math instruction by providing teachers access to research-based knowledge about children's mathematical thinking. As teachers learn what students are thinking, they can use this information to differentiate instruction to meet the needs of all students in their classrooms. It is a proven instructional process highlighted in the state frameworks (Goal 1, Action 2). Cognitive Guided Instruction (CGI) (Carpenter, Fennema, Franke, Levi, & Empson, 1999) is a professional development program based on an integrated program of research focused on (a) the development of students' mathematical thinking; (b) instruction that influences that development; (c) teachers' knowledge and beliefs that influence their instructional practices; and (d) the way that teachers' knowledge, beliefs, and practices are influenced by their understanding of students' mathematical thinking. If teachers are to be expected to plan instruction based on their knowledge of students' thinking, they need some coherent basis for making instructional decisions. To address this problem, CGI was designed to help teachers construct conceptual maps of the development of children's mathematical thinking in specific content domains (Carpenter, Fennema, and Franke 1996). Developing strong conceptual mathematical skills is imperative for our students to experience success in College Preparatory Mathematics (CPM) in grades 6 - 8 (Goal 1, Action 1).

Dreambox Math (Goal 1, Action 5) is a standards-aligned tutorial software that supports growth for all learners, regardless of math instructional level, in their optimal learning zone. The program is designed to build conceptual understanding and fluency in the critical areas of numbers and operations, place value, and number sense (Dreambox, 2012). This type of adaptive learning technology can extend the capacity of the teacher to individualize instruction and, thus, enhance learning by readily adapting to the skill and needs of each learner (ATP, 2005). Creating a learning experience that captures a student's imagination and holds their ongoing interest is vital. Immersive environments, such as Dreambox, that individualize learning with games and themes that feel game-like increase engagement, as do collecting rewards and certificates to help learners build confidence and a sense of accomplishment (Dreambox, 2014). (Provided at all schools, benefits all students although principally directed to unduplicated count students).
References: ATP focused program: Advanced learning systems. (2005, April 12). Retrieved from http://www.atp.nist.gov/focus/als.htm Page 8 of 120 Dreambox Learning. (2012). Dreambox Learning white paper on helping children be successful at math [White paper]. Retrieved from http://www.dreambox.com/whitepapers/dreambox_helping_children_be_successful_in_math Dreambox Learning. (2014). Dreambox learning white paper on how adaptive learning technology helps students excel in math [White paper]. Retrieved from http://www.dreambox.com/whitepapers/dreambox_adaptive_learning_for_math_proficiency

The District's English Language Arts assessment scores showed all students demonstrating similar achievement on our local and state

assessments including the SBAC Interim Assessment blocks, given in Trimester 1 and Trimester 2, and CAASPP. Based on our iReady diagnostic reading data, (59.00%) of students are at or above grade level. Student groups that are outperforming the average are Asian (70.33), Filipino (68.10%), and White not of Hispanic origin (60.12%). We believe programs and personnel, such as Language Arts Specialists and Intervention Resource Teachers (Goal 1, Action 12), provide the necessary supplemental and intensive support for students to show academic progress. We continue to support teachers with the implementation of a Guaranteed Viable Curriculum in English Language Arts/English Language Development Programs (Wonders K-5 Amplify 6-8). A guaranteed and viable curriculum ensures that all students have an equal opportunity to learn. Each student will have access to a highly effective teacher, and access to the same content, knowledge, and skills in each section or class. The district continues to provide professional learning to support deeper implementation of a balanced literacy program for all students as part of our MTSS. The ELA/ELD programs are comprehensive to support all students, including interventions that may require some supplemental instructional and curricular supports to more intensive instructional and curricular supports (Goal 1, Action 1). (What Works in Schools: Translating Research into Practice, Marzano, 2003) We have also added iReady English Language Arts for intervention and expanded learning, which all our stakeholders have requested we continue for student practice beyond the school day.

Measuring learning and monitoring progress:
Santee has a balanced assessment system, and each assessment administered is purposeful and used to create equitable learning for all students. Teachers administer the iReady English Language Arts and Mathematics diagnostic assessment as a screening tool. The purpose of this tool is to help teachers identify what students can do, which will allow teachers to build on student strengths as well as plan to address specific needs. This will also help teachers identify students who are at-promise due to the school closures during the pandemic, and adjust instruction accordingly. iReady provides an individual pathway for students based on their needs. The iReady diagnostic is a district benchmark assessment, and will be administered three times during the school year. This will allow teachers to monitor growth of students toward grade level proficiency, tailor instruction to meet individual student needs, and identify trends of mastery on grade level standards. Using CAASPP interim assessments data with iReady data helps teachers plan for both whole group and small group instruction to meet the needs of all learners. Teachers use a gradual release of responsibility model to support students and seamlessly blend guiding students to success in independent work.

Ongoing assessment will also be a key piece of Santee's learning program. Teachers will be using multiple measures to track student progress, some of these include:
• Interim Assessment Blocks and Interim Comprehensive Assessments (3-8)
• Benchmark Assessment System grades (K-3)
• ESGI (TK-K)
• DRDP (preschool)
• Curriculum based assessments such as iReady ELA and Mathematics
• Running records
• Performance Assessments in ELA and Mathematics
• Formative Assessment Rubrics

Schoolnet for PowerSchool brings together the district's student information system and a full data analysis solution to give Santee School District educators the opportunity to obtain data-informed insight to improve student performance every day. Bringing PowerSchool and Schoolnet together provides our educators with the ability to effectively analyze assessment results to improve teaching and student learning. Schoolnet provides a district-wide assessment platform, dynamic tools to identify at-promise students and personalize learning, as well as reporting and analysis tools. The program has robust instructional planning tools (digital lesson planner), formative classroom assessment scheduling and results shared with PowerTeacher Gradebook, and detailed student assessment results and summaries shared with the PowerSchool Parent Portal References: Boudett, K., City, E., & Murnane, R. (2005). Data Wise. Cambridge, Massachusetts: Harvard Education Press (Goal 1, Action 5).

With our 1:1 initiative (Goal 1, Actions 3, 4, 5, and 6) we have been able to continue a supplemental math and reading program to support all students through individualized learning for each child. We have found technology integration to be an effective practice supporting students in personalized goal setting and pacing at their individual level, more creativity in student work samples, greater access to information and increased quality of student work, greater collaboration among students and teachers on projects, and increased student motivation. The District continued to operate Safari Montage (Educational Content Management), SchoolNET (Student Data Management System), Dreambox (Math Learning System), and Achieve 3000 (Reading System). School sites also purchase supplemental curriculum specific to their needs and site-based context. Math core curriculum with a digital component (Math Expressions: Houghton Mifflin Harcourt) was selected by teachers. We added more curriculum to encourage students to participate in learning beyond the school day, which continues to be input from our educational partners.

Family engagement is a cornerstone of the Santee School District (Goal 3). We have provided numerous trainings at both the site and district levels. The Positive Parenting Program (Triple P) has been proven to increase strong and resilient behavior in children and improves parents' well-being and parenting skills (Nowak, C. & Heinrichs, N. (2008)). Parents of children with Autism Spectrum Disorders using Stepping Stones Triple P report they are more satisfied as parents, their children's behavior has improved, and their relationship with their partner is better. (Whittingham, K., Sofronoff, K., Sheffield, J. & Sanders, M.R. (2008). Other programs offered are Military Family Parenting, Conflict Resolution Training, Mental Health support, and a financial literacy workshop to assist parents with planning for college and beyond. Sessions are offered at various times (mornings, evenings and weekends) to accommodate multiple schedules. Based on our District survey data, 88% of parents felt well informed by the Santee School District, 92% felt academic excellence was available to all students, and 92% also felt that students were respected by Santee School District staff. We offer trainings through Microsoft Teams and webinars to support family engagement and provide training opportunities.

Santee Local Indicators:
1) The District continues to maintain its facilities in good working order and condition as reflected in the Local Facility Inspection Rating (Goal 1, Action 1)
2) The District's measures of parent involvement shows the number of parents serving on District and site committees is being maintained. We have seen a strong involvement with our parents using a technology based method of parent involvement (Goal 3, Action 1)
3) The District had an increase in both ELA and Mathematics CAASPP interim assessments and iReady
4) All students have access to instructional materials (Goal 1, Action 1)

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.

SB 98 and AB 130 suspended the reporting of performance indicators in the California Dashboard for 2020-21. In 2021-22, California Department of Education (CDE) reinstated the California Dashboard with reporting in the areas of academics, chronic absenteeism, and suspension as well as local indicators for our district. We provide our local and state metrics in an Executive Summary to share with our educational partners and used for LCAP input.

While evaluating the 2021-22 CAASPP English language arts and mathematics data, Santee School District found opportunities to support academic progress for the following student groups. For English language arts, at-promise student groups include English Learners (22,43%), Students with Disabilities (24.02%), Black or African American (37.29%), economically disadvantaged (45.47%), and Hispanic or Latino (47.99%). For mathematics, at-promise student groups include English Learners (18.95), Students with Disabilities (20.76%), Black or African American (23.73%), economically disadvantaged (36.05%), and Hispanic or Latino (38.44%).

Based on our local reading assessment data (iReady Reading), student groups that are at-promise are African American (48.37%), Hispanic (49.38%), English Learner (26.68%), Students with Disabilities (31.22%), and socioeconomically disadvantaged (45.90%). Based on our local math assessment data (iReady Mathematics), student groups that are at-promise are African American (39.37%), Hispanic (43.12%), English Learners (21.99%), Students With Disabilities (26.42%), and Socioeconomically Disadvantaged (41.45%).

The District will employ additional General Education teachers in Grades 4-8 to significantly reduce class sizes for the 2021-22 and 2022-23 school years in order to address learning recovery needs, and implement our comprehensive multi-tiered system of support (MTSS) (Goal 1, Action 16). We do see some differences in the student groups from our local data and the state standardized assessments (CAASPP).

The following includes our local data and supports for continued academic progress for all students, including specialized support for at-promise student groups.

Santee School District will continue providing ongoing professional development around conceptual mathematics. Our Curriculum Resource Teachers continue to support school sites through modeled lessons, planning sessions, and side by side coaching (Goal 1, Action 6). The district will continue to engage PreK-5th grade teachers in professional learning around Cognitive Guided Instruction (CGI). CGI is a research-based professional development model that has been proven to improve math instruction by providing teachers access to research-based knowledge about children's mathematical thinking. As teachers learn what students are thinking, they can use this information to differentiate instruction to meet the needs of all students in their classrooms. It is a proven instructional process highlighted in the state frameworks (Goal 1, Action 2). Cognitively Guided Instruction (CGI) (Carpenter, Fennema, Franke, Levi, & Empson, 1999) is a professional development program based on an integrated program of research focused on (a) the development of students' mathematical thinking; (b) instruction that influences that development; (c) teachers' knowledge and beliefs that influence their instructional practices; and (d) the way that teachers' knowledge, beliefs, and practices are influenced by their understanding of students' mathematical thinking. If teachers were to be expected to plan instruction based on their knowledge of students' thinking, they needed some coherent basis for making instructional

decisions. To address this problem, CGI was designed to help teachers construct conceptual maps of the development of children's mathematical thinking in specific content domains (Carpenter, Fennema, and Franke 1996). Developing strong conceptual mathematical skills is imperative for our students to experience success in our College Preparatory Mathematics (CPM) in grades 6 - 8 (Goal 1, Action 1 and 2).

Dreambox Math (Goal 1, Action 5) is a standards-aligned tutorial software that supports growth for all learners, regardless of math instructional level, in their optimal learning zone. The program is designed to build conceptual understanding and fluency in the critical areas of numbers and operations, place value, and number sense (Dreambox, 2012). This type of adaptive learning technology can extend the capacity of the teacher to individualize instruction and, thus, enhance learning by readily adapting to the skill and needs of each learner (ATP, 2005). Creating a learning experience that captures a student's imagination and holds their ongoing interest is vital. Immersive environments, such as Dreambox, that individualize learning with games and themes that feel game-like increase engagement, as do collecting rewards and certificates to help learners build confidence and a sense of accomplishment (Dreambox, 2014). (Provided at all schools, benefits all students although principally directed to unduplicated count students).
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The District's language arts assessment scores for Hispanic, Native Hawaiian or Other Pacific Islander, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and English Learners are at an at-promise performance level. Our local reading assessment showed student groups that are at promise are Hispanic (49.38%), Native Hawaiian or Other Pacific Islander (48.48%), African American (48.37%), English Learners (26.68%), Students with Disabilities (31.22%), and Socioeconomically Disadvantaged (45.90%).

To accelerate learning in English Language Arts, the District will provide ongoing professional development around Balanced Literacy, with a particular focus on Guided Reading for all K-3 teachers (Goal 1, Action 2). Teachers will engage in professional learning around assessment and differentiated teaching to support all students in reaching reading proficiency. Learning will be focused on Shefelbine's Literacy Framework for Assessment and Instruction, which is called out in the District Literacy Plan, as well as the ELA/ELD Framework. Students will be systematically assessed to determine strengths and needs, and grouped for efficient reading instruction. For the student, the guided reading lesson means reading, talking and writing about a variety of interesting and engaging fiction and nonfiction texts. For the teacher, guided reading means taking the opportunity for careful selection of text and intentional and intensive teaching of systems of strategic activity for proficient reading (Fountas & Pinnell, 1996). These instructional practices and professional development are part of our core instruction as part of universal support in our Multi-Tiered System of Support (MTSS) (Goal 1, Action 1).

Students with exceptional needs will be provided with services and supports, as appropriate, to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs. All students with exceptional needs complete diagnostic assessments in both reading and math at the beginning of the school year to determine present levels. The diagnostic for our Resource Specialist Program

(RSP) students will be iReady; and our Special Day Class (SDC) students will be assessed using iRead, Read 180, or System 44. Students' days will consist of instruction with special education teachers and service providers, as well as independent time where students may be working on individualized instruction in research-based programs (iReady, Lexia, Read 180, System 44). Each student's individual schedule will be developed by the IEP team including feedback from the general education teacher. Related services will be delivered as stated on each student's IEP. These services include: Speech and Language, Occupational Therapy, Adaptive Physical Education, Counseling, and Physical Therapy. Each teacher will keep records of the lessons, activities, and related services for each student (Goal 1, Action 1 and 11).

We have been working on a more coherent system using the English Learner Roadmap and a Multi-Tiered System of Support (MTSS) approach to support our English Learners. Our English Language Arts program has a comprehensive program designed specifically for English Learners with integrated and designated English Language Development curriculum. To promote intellectual quality of instruction and meaningful access, teachers have had the opportunity to attend Guided Language Acquisition Design (GLAD) training. Following the Joyce and Showers model, participants are introduced to the theoretical and research base of Project GLAD, engage in dialogue around current pedagogy, and learn strategies that promote academic discourse and literacy success for English Learners. GLAD Strategies are aligned to the California State Standards and to the California English Language Development Standards. To further address the needs of English Learners, we have purchased Imagine Learning for students identified as needing intensive support that allows them to practice English speaking skills within and beyond the school day (Goal 1, Action 1, 2, 9 and 11).

Supplemental support for students includes our Language Arts Specialists and Intervention Resource Teachers (LAS, IRT). To strengthen the pedagogy and knowledge of systematic approaches to reading instruction, our LAS/IRTs will attend a series of sessions designed to guide teachers, particularly reading specialists, coaches, intervention specialists, resource teachers, and teachers in special education settings as they learn to incorporate a variety of Marie Clay's theories, procedures, and techniques into their small group and individual student literacy instruction. LAS/IRTs and select Resource Specialist Teachers will also attend three days of training around Leveled Literacy Instruction (LLI). This training will provide support to our teachers as they utilize the district purchased LLI kits with their at-promise groups, as well as supporting classroom teachers on how to best utilize these materials.

Site and District administrators will utilize the 5 Dimensions of Teaching and Learning Framework (Center for Educational Leadership) to improve instructional practices through a teacher coaching model with a goal to positively impact student achievement. Administrators will have ongoing professional development on the ELA/ELD program to better serve the teachers through coaching. We are also offering reading assessment training and guided reading training for all of our TK-3 grade teachers over the next three years as part of or professional learning plan (Goal 1, Action 2).

Our Director, Community Collaborative analyzed the results of our annual parent survey to identify the greatest needs for our families. Results showed that parents were concerned with being able to afford to live in the Santee community, paying for student loans, as well as training for teachers around addressing mental and social-emotional concerns. To address these concerns, the Santee School District offered assistance from more than 50 different community resources. Families primarily requested assistance with basic needs (housing, food, bill payment, and employment), mental health, insurance, and access to care. Home visits were completed for families with greater resource needs in order to make acquiring these services easier for families. In order to help support our teachers with Social-Emotional learning, Santee School District has implemented a research-based curriculum and teachers will be engaging in on-going professional

learning on trauma informed care practices and other training to support the culture and climate for students (Goal 1, Action 11).

We have also used our own local data collected in our student information system to monitor student attendance. We continue to show a decrease in our attendance rate. The district's overall Chronic Absenteeism during the 2021-22 school year increased from (12.60%) in 2020-21 to (26.60%). We also became eligible for Differentiated Assistance due to our African American student population being very high in chronic absenteeism and suspension rate on the California Dashboard. We have seen an impact on our attendance through the pandemic and it continues into this year. We believe that frequent data analysis, the further development of school-wide attendance incentive programs, an increase in the number of SART and SARB meetings, and parent education will generate a decline in Chronic Absenteeism and increase in attendance as we experience a more stable in-person learning environment. Over the last two years, our students and families have experienced disruption due to quarantine rules and testing positive for COVID. Four of our schools piloted "Nudge" letters throughout the year for students who have missed 10% or more of school and they were helpful when the issues were not related to the pandemic. They also held many empathy interviews with families to identify barriers and provide support; and are part of the County's Improving Chronic Absenteeism Network (ICAN). Nudge letters have research supporting the improvement of attendance and chronic absenteeism through a randomized experiment using absenteeism information to "nudge" attendance: Rodgers, T., Duncan, T., Wolford, T., Ternovski, J., Subramanyam, S. & Reitano, A (2017) (Goal 2, Action 3).

To decrease the number of students with Chronic Absenteeism, the district has a Director of Pupil Services coordinating and directing the work at school sites in collaboration with site administrators and teachers to address chronic absenteeism. We will continue to increase the intervention programs through SART contracts, SARB contracts, frequent data analysis, early parent education and contact, attendance incentives, and social and emotional supports for students. Additionally the Director of Pupil Services works with our counseling team to support student attendance and address chronic absenteeism, which includes home visitations and finding the right supports for the family by using empathy interviews (Goal 2, Action 3).

For 2021-22, our suspension rate increased by (2.20%) to a rate of (2.60%). This represents a shift from the modified instructional schedule during the pandemic to a full-time schedule after the pandemic. The student groups of Asian, Filipino, Pacific Islander, and Two more More races had a suspension rate of (0.00%). Students with Disabilities increased to (4.9%), African American increased to (7.5%), and Two or More Races declined (1.4%). Asian, Hispanic, Socioeconomically Disadvantaged, White student groups maintained. We also became eligible for Differentiated Assistance due to our African American student population being very high in chronic absenteeism and suspension rate on the California Dashboard. To address these significant needs, our district has focused on using Positive Behavior Interventions and Support, as well as Restorative Practices. We believe that as these programs and philosophies develop, coupled with the use of Other Means of Correction, the suspension rates will decline further. (A Cluster-Randomized Trial of Restorative Practices: An Illustration to Spur High-Quality Research and Evaluation: Acosta, J., Chinman, M., Ebener, P., Phillips, A., Xenakis, L., & Malone, P.) (Goal 2, Action 1)

Based on our 4th – 8th Grade Panorama Climate & Culture Survey, (63.89%) of students responded favorably for feeling safe at school. The 4th/5th grade respondents averaged (72%) responding favorably on this topic. English Learners responded favorably above the average at (74%). The African American student group fell below the 4th – 5th grade average by 6 percentage points at (66%). The 6th – 8th grade respondents averaged (58%) responding favorably on the topic of safety. The Asian student group generally scored higher by 6 percentage points at (64%). The African American student group reported (47%) responding favorably.

Additionally our 4th – 8th Grade Panorama Climate & Culture Survey data showed (66.86%) of students responded favorably for feeling a sense of belonging at school. The 4th/5th grade respondents averaged (74%) responding favorably on this topic with no significant discrepancies among student groups. The 6th – 8th grade respondents averaged (61%) responding favorably on the topic of school connectedness. In general, all student groups reported similarly on the topic of school connectedness. We continue to improve our implementation process using our Social Emotional Learning curriculum, Second Step. Additionally we have an MTSS system for referring students for additional supports, as needed, with our counseling team.

In order to decrease the suspension rate and improve our climate and culture survey data, we will continue to fund our counselors and school psychologists within the district to design supplemental and intensified support services for these specific student groups (Goal 2, Action 2). We have included a homeless liaison (counselor/social worker) to case manage our homeless students full-time. Our schools are also participating in professional development and implementation on programs such as Positive Behavioral Intervention Supports (PBIS), Restorative Practices, Sanford Harmony, and Trauma-Informed Care (Goal 1, Action 2). We have also implemented an adopted Social Emotional Learning (SEL) curriculum. The SEL curriculum serves all students with additional supplemental and intensified supports for serving students with increased behavioral or emotional supports within our MTSS (Goal 1, Action 11).

Santee Local Indicators:
1) The District experienced a decline in the percentage of students feeling a sense of belonging, safe, and connected to school for some student groups.

The educational partner engagement process resulted in five themes emerging as "High Value": These themes, and LCAP Actions and Services pertaining to them, are as follows:

1. ACCELERATING LEARNING for all students as part of our Learning Recovery Plan: The District is maintaining the current level of Bilingual Assistants and Language Arts Specialists/Intervention Resource Teachers, adding Special Day Class teachers, and employing additional classroom teachers for General Education Grades 4-8 to reduce class size. The District and schools continue to seek and procure evidence based instructional/intervention materials such as iReady Mathematics and English Language Arts diagnostic tools and curriculum; and provide professional development on effective instructional strategies. These instructional programs also provide an assessment for ELA and Mathematics to use for monitoring student growth over time in addition to the CAASPP Interim assessments the district uses. The district will be offering a Summer Academy to support learning recovery and expanded learning time for unduplicated pupils. The district will also be continuing to improve technology access and systems for more seamless transition for students' learning within the walls of school and beyond the school to expand their learning time. The district will purchase applications to support learning for students beyond their school day. Our teachers have learned a tremendous amount about student management platforms that can support student learning beyond the four walls of a classroom and we will continue to use these learning tools to support student outcomes (GOAL 1, ACTIONS 2, 3, 4, 5, 9, 11, 16).

2. PROFESSIONAL DEVELOPMENT: The district will continue with our annual comprehensive professional development plan. The comprehensive professional development plan incorporates professional learning in all curricular and instructional areas to improve student

outcomes for all students, with an emphasis on high need groups such as English Learners, Special Education, Foster Youth, homeless, and low socioeconomic students. Choice is provided for teachers through the Personalized Learning Plan (PLP) which includes receipt of a stipend. The Professional Learning plan has expanded to incorporate more trainings on curriculum and instructional supports for students in need of universal academic supports, supplemental intervention supports, and intensified interventions and supports. Our curriculum resource teachers provide instructional coaching for teachers and create a culture to foster collaborative relationships for teachers and para-educators within our district (GOAL 1, ACTIONS 2 and 6).

3. SOCIAL-EMOTIONAL LEARNING SUPPORT: The District plans to employ 8.0 FTE counselors/social workers with 1.0 FTE dedicated to servicing Homeless students. Also, the District will continue to employ an additional school psychologist added last year. The District will continue to analyze and adjust school service levels based on need. The schools continue to improve the implementation of SEL curriculum to create universal SEL supports for students and the counselors provide more supplemental SEL supports. Our school psychologists and contracted services provide students more intensive SEL supports. Two Director level positions are tasked with responsibilities for overseeing mental health/counseling services and social-emotional learning. The district will continue to more deeply implement our adopted Social Emotional Learning curriculum (Second Step) (GOAL 1, ACTION 11; GOAL 2, ACTION 2).
..
4. STRENGTHENING STUDENT CONNECTEDNESS: Teacher/student ratios are part of the District's Core/Base program. The District monitors these ratios regularly and will continue to monitor and adjust ratios where appropriate, and minimize combo classes as much as practical; considering special circumstances, including, but not limited to, mainstreaming and student needs. The District is using the additional resources provided to support in-person instruction to reduce class size, as one time funds into next year, given the unknown circumstances of the pandemic even into the 2022-23 school year. Student connectedness is also a part of our overall multi-tiered system of support, which includes social-emotional learning. The District will continue to refine and improve these systems in order to strengthen student connectedness and a strong sense of feeling safe at school (GOAL 1, ACTION 16).
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5. STRENGTHENING FAMILY ENGAGEMENT: The District employs a Director, Community Collaborative to focus on helping parents to support their child(ren)'s learning and well-being. The Director provides parent workshops and serves as a liaison to inform and connect parents to various community and school resources. In February 2022, the District added a Director, Communication and Community Engagement to increase and improve communication with parents and the community. This work involves re-designing the District's web site, developing and implementing regular staff and parent newsletters, increasing the District's presence on social media, improving school and District apps, and making more resources available to parents through electronic means (GOAL 3, ACTION 1).

LCAP Highlights

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

The 2023-24 LCAP includes Actions and Services to address a variety of needs identified by our educational partners and to achieve the LCAP goals. These include:

1) Accelerated Learning For All Students As Part of Our Learning Recovery Plan:

a) The District employed additional General Education teachers for Grades 4-8 in 2022-23 to reduce class sizes and plans to continue this reduction in class size for 2023-24.
b) The District offered a 4-week Summer Academy in 2022-23 for unduplicated pupil count students to accelerate learning recovery. The district will continue to offer this 4 week Summer Academy in 2023-24.
c) The District piloted new Science curriculum for Middle School grades in 2021-22 and implemented in 2022-23. Additionally, the district piloted science materials with our Elementary grades in 2022-23 and will implement in 2023-24.
d) The District will continue to provide various software programs for intervention including iReady and Lexia.

2) Professional Development: The District will continue to implement a comprehensive Professional Development plan with emphasis on universal academic supports, supplemental intervention support, and intensified interventions and supports. This plan will include the use of consultants, additional days/hours for teachers, release time, and stipends for engaging in Professional Learning activities.

3) Social-Emotional Learning Support: The District now employs a homeless counselor liaison full time to case manage our homeless students. In addition, the district will maintain 8 additional school counselors to help address the social-emotional needs of students as part of learning recovery. Also, the District will continue to employ an additional Psychologist. The district will also contract with an agency to provide more intensive mental health and wrap-around services for our students.

4) Strengthening Student Connectedness: Actions here are related to those addressing Accelerated Learning and Social-Emotional Learning Support described above.

5) Strengthening Family Engagement: The District employs a Director, Community Collaborative to assist families with needed services and resources. A Director, Communication and Community Engagement was added during the 2021-22 school year and continues into the subsequent years of the LCAP. This has allowed the district to increase the amount and quality of communication with parents and the community. By providing services, information, workshops, and opportunities for leadership, we will develop trusting relationships with our families as educational partners to support student learning.

Other key features of the LCAP include:

1) Bilingual Assistants to address the needs of English Learners
2) Language Arts Specialists and Intervention Resource Teachers to provide intervention services
3) Teachers on Special Assignment to provide coaching support for classroom teachers
4) Improving the District's digital network to support innovative instructional strategies; and staff productivity and effectiveness
5) Improve parent communication by fully implementing, and extending the use of, a District APP
6) Continue to implement the Expanded Learning Opportunities (ELO) program to provide expanded learning opportunities to our unduplicated count students during breaks and the academic school year so that students receive at least nine (9) hours of instruction each day
7) Administrative Interns to coordinate learning activities for low socio-economic students, Foster Youth, English Learners, and students with disabilities and to improve parent engagement and communication

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.

Our LEA does not have any schools identified for CSI.

Support for Identified Schools

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

Our LEA does not have any schools identified for CSI.

Monitoring and Evaluating Effectiveness

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

Our LEA does not have any schools identified for CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

We made a commitment to our educational partners to include last year's input in addition to this year's input due to the complexity of implementation on several actions over time. The District used the following process for educational partner input:

1. Developed a Needs Assessment
a. Identified data elements to measure progress in each of the State Priority Areas and some locally defined areas within the categories of Conditions of Learning, Pupil Achievement, and Engagement.
b. Assembled available data into a user-friendly format to report trends with data including prior years, or to establish baseline data.
2. Developed an LCAP Executive Summary document for sharing with our educational partners and seeking input on the Supplemental Annual Update and the Annual LCAP process.
3. Provided a link on the District's website for educational partners to submit input via email throughout development of the LCAP.
4. Conducted meetings with bargaining units, administrators, teachers, classified staff, DAC, DELAC, Special Education Advisory Committee, School Site Councils, ELACs, parents/community members, and students during which participants were asked to provide answers to guided questions. Answers were assembled in a database and categorized by themes. The following dates were for some of the educational partner input meetings:
a. Student Forums held from October 2022 through January 2023 at each school. Responses received from 285 students, of which 65%, or 184, were unduplicated count students.
b. LCAP Annual Review and Educational Partner Input meeting, including DAC and Special Education Advisory Committee on February 28, 2023.
c. DAC and Special Education Advisory Committee draft review and question/comment generation on May 11, 2023.
d. DELAC educational partner input meeting on February 25, 2022 with translation services.
e. DELAC LCAP draft review and question/comment generation on May 12, 2023 with translation services.
f. Consultation with certificated bargaining unit on February 27, 2023.
g. Consultation with classified bargaining unit on March 27, 2023
h. School Principals discussed the LCAP with their school site councils in February and March of 2023.
i. Attended Countywide Foster Care Educational Partner meeting to obtain input on needs of Foster Youth.
j. Attended Special Education Local Planning Agency (SELPA) committee meetings scheduled multiple times during the year.
5. Educational Partners were provided qualitative and quantitative data on teacher credentialing, facilities conditions, instructional materials availability, test scores, student attendance, suspension and expulsion rates, parent participation on committees, volunteerism, school connectedness surveys, and the California Dashboard (metrics addressing all of the eight state priority areas). This information was consolidated into our Executive Summary used at all the above listed educational partner meetings.
6. Categorized educational partner input into themes and analyzed for possible LCAP revisions. The following themes emerged as "High Value" for educational partners:
a. Accelerated Learning
b. Professional Development

c. Social-Emotional Learning Support
d. Strengthening Student Connectedness
e. Strengthening Family Engagement
7. Provided a draft of our 2023-24 LCAP on the district website for all our educational partners to review prior to all public comment meetings
8. Advertised and conducted a public hearing to seek input on the LCAP at the June 6, 2023 Governing Board meeting
9. Adopted the LCAP at the June 20, 2023 Governing Board meeting.

A summary of the feedback provided by specific educational partners.

Educational partner input was categorized into the areas of Conditions of Learning, Pupil Outcomes, and Engagement. This data was analyzed to identify themes for suggested changes to the LCAP. The following general themes were identified for consideration by the District:

1. ACCELERATING LEARNING: Provide instructional materials focused on accelerating learning, reduce class size for more individualized attention, and employ intervention teachers, provide technology devices for all students, including TK students.

2. PROFESSIONAL DEVELOPMENT: Increase/sustain professional learning for staff in specific areas and provide more choice; instructional strategies for accelerating learning; focused professional learning for English Learners, Special Education, and other student groups

3. SOCIAL-EMOTIONAL LEARNING SUPPORT: Increase counseling services, increase mental health support, better implementation of the social-emotional learning curriculum (Second Step)

4. STRENGTHENING STUDENT CONNECTEDNESS: Reduce class size and caseloads, reduce/eliminate combo classes, emphasize personal relationships with students, provide more extracurricular activities and electives

5. STRENGTHENING FAMILY ENGAGEMENT: Provide more opportunities for parents to engage in meaningful partnerships within the school community and at the district level and improve and increase communication.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational partner input was categorized into the areas of Conditions of Learning, Pupil Outcomes, and Engagement. This data was analyzed to identify themes for suggested changes to the LCAP. The following general themes were identified for consideration by the District:

1. ACCELERATING LEARNING for all students as part of our Learning Recovery Plan: The District is maintaining the current level of Bilingual Assistants and Language Arts Specialists/Intervention Resource Teachers, adding Special Day Class teachers, and employing additional classroom teachers for General Education Grades 4-8 to reduce class size. The District and schools continue to seek and procure

evidence based instructional/intervention materials such as iReady Mathematics and English Language Arts diagnostic and curriculum; and provide professional development on effective instructional strategies. These instructional programs also provide an assessment for ELA and Mathematics to use for monitoring student growth over time in addition to the CAASPP Interim assessments the district uses. The district will be offering a Summer Academy to support learning recovery and expanded learning time. The district will also be continuing to improve technology access and systems for more seamless transition for students' learning within the walls of school and beyond the school to expand their learning time. The district will purchase applications to support learning for students beyond their school day. Our teachers have learned a tremendous amount about student management platforms that can support student learning beyond the four walls of a classroom and we will continue to use these learning tools to support student outcomes (GOAL 1, ACTIONS 2, 3, 4, 5, 9, 11, 16, 19, 20).

2. PROFESSIONAL DEVELOPMENT: The district will continue with our annual comprehensive professional development plan. The comprehensive professional development plan for 2023-24 incorporates professional learning in all curricular and instructional areas to improve student outcomes for all students, with an emphasis on high need groups such as English Learners, Special Education, Foster Youth, homeless, and low socioeconomic students. Choice is provided for teachers through the Personalized Learning Plan (PLP) which includes receipt of a stipend. The Professional Learning plan has expanded to incorporate more trainings on curriculum and instructional supports for students in need of universal academic supports, supplemental intervention supports, and intensified interventions and supports. Our curriculum resource teachers provide instructional coaching for teachers and create a culture to foster collaborative relationships for teachers and para-educators within our district (GOAL 1, ACTIONS 2 and 6).

3. SOCIAL-EMOTIONAL LEARNING SUPPORT: The District plans to employ 8.0 FTE counselors/social workers and 1.0 FTE dedicated to servicing Homeless students. Also, the District will continue to employ an additional school psychologist added last year. The District will continue to analyze and adjust school service levels based on need. The schools continue to improve the implementation of SEL curriculum to create universal SEL supports for students and the counselors provide more supplemental SEL supports. Our school psychologists and contracted services provide students more intensive SEL supports. Two Director level positions are tasked with responsibilities for overseeing mental health/counseling services and social-emotional learning. The district will continue to more deeply implement our adopted Social Emotional Learning curriculum (Second Step) (GOAL 1, ACTION 11; GOAL 2, ACTION 2).

4. STRENGTHENING STUDENT CONNECTEDNESS: Teacher/student ratios are part of the District's Core/Base program. The District monitors these ratios regularly and will continue to monitor and adjust ratios where appropriate, and minimize combo classes as much as practical; considering special circumstances, including, but not limited to, mainstreaming and student needs. The District is using the one-time State funds allocated for Learning Recovery to continue class size reduction for Grades 4 - 8 for 2023-24. Student connectedness is also a part of our overall multi-tiered system of support, which includes social-emotional learning. The District will continue to refine and improve these systems in order to strengthen student connectedness and a strong sense of feeling safe at school (GOAL 1, ACTION 16; GOAL 2, ACTION 1, 2 & 3).

5. STRENGTHENING FAMILY ENGAGEMENT: The District employs a Director, Community Collaborative to focus on helping parents to support their child(ren)'s learning and well-being. This Director provides parent workshops and serves as a liaison to inform and connect parents to various community and school resources. The District's Director, Communication and Community Engagement continues to work at increasing and improving communication with parents and the community. This work involves re-designing the District's web site,

developing and implementing regular staff and parent newsletters, increasing the District's presence on social media, improving school and District apps, and making more resources available to parents through electronic means (GOAL 3, ACTION 1).

Goals and Actions

Goal

Goal #	Description
1	Improve student learning and demonstrate annual growth in California Standards in all academic content areas to prepare students academically for high school and beyond.

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student profile identified as part of our strategic action planning process to support our LCAP 2021-24 cycle. Our educational partners identified the importance of the following areas when considering the development of learning focused goal:
1. Assure the highest level of educational achievement through implementation of the California Standards in ELA/ELD, mathematics, and all content areas.
2. Increase the annual rate of reclassification of English Learner students to English Proficient, improve our reclassification rate, and continue the implementation of the California English Learner Roadmap.
3. Continue to experience an increase in state and local student assessment data, especially in the area of literacy across all content areas.
3. Increase support and improve learning outcomes for students with disabilities.
4. Provide instructional materials and professional development for content areas such as ELA, Mathematics, History Social Science, and NGSS.
5. 100% fully credentialed teachers in appropriate assignments as measured by credential audits and review of appropriate assignments pursuant to Education Code section 44258.9.
6. Improve the district's Academic Performance as measured by CAASPP data and demonstrate growth for each student group.
7. Maintain condition of district facilities as measured by Facility Inspection Tool (FIT)
8. Provide early learning opportunities prior to Kindergarten.
9. Provide supplemental and intensified supports to student who require more academic support (MTSS).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP English Language Arts	2018-19 SBAC English Language Arts	2020-21 SBAC English Language Arts	2021-22 SBAC English Language Arts		SBAC English Language Arts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Scale score points distance from standard	CA Dashboard Average Distance from Standard Met Student Groups All students: 5.2 points above African American: 15.6 points below Asian: 34.3 points above English Learner: 35.4 points below Filipino: 36.9 points above Hispanic: 11.7 points below Homeless: 19.0 points below Multiple races: 21.6 points above Socioeconomically disadvantaged: 17.7 points below Students with disability: 69.8 points below White: 10.2 points above 2020-21 English Language Arts in progress. Results reported in July.	CA Dashboard Average Distance from Standard Met Student Groups All students: 6.2 points above African American: 27.7 points below Asian: 33.9 points above English Learner: 68.5 points below Filipino: 52.4 points above Hispanic: 12.1 points below Homeless: 17.0 points below Multiple races: 11.5 points above Socioeconomically disadvantaged: 16.6 points below Students with disability: 67.8 points below White: 14.0 points above	CA Dashboard Average Distance from Standard Met Student Groups All students: 6.2 points above African American: 28.2 points below Asian: 45.5 points above English Learner: 21.2 points below Filipino:37.7 points above Hispanic: 7.6 points below Homeless: 12.5 points below Multiple races: 14.5 points above Socioeconomically disadvantaged: 14.8 points below Students with disability: 63.1 points below White: 10.4 points above		CA Dashboard Average Distance from Standard Met Student Groups All students: 15.0 points above African American: 1.0 point above Asian: 40.0 points above English Learner: 5.0 points below Filipino: 41.0 points above Hispanic: 10.0 points above Homeless:1.0 point above Multiple races: 32.0 points above Socioeconomically disadvantaged: 5.0 points above Students with disability: 35.0 points below White: 20.0 points above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Mathematics Scale score points distance from standard	2018-19 SBAC Mathematics CA Dashboard Average Distance from Standard Met Student Groups All students: 10.2 points below African American: 51.6 points below Asian: 33 points above English Learner: 46.1 points below Filipino: 22.5 points above Hispanic: 30.7 points below Homeless: 28.1 points below Multiple races: 1.3 points above Socioeconomically disadvantaged: 34.8 points below Students with disability: 97.0 points below White: 2.6 points below 2020-21 Mathematics in progress. Results reported in July.	2020-21 SBAC Mathematics CA Dashboard Average Distance from Standard Met Student Groups All students: 17.9 points below African American: 58.7 points below Asian: 26.9 points above English Learner: 85.0 points below Filipino: 21.1 points above Hispanic: 40.8 points below Homeless: 42.6 points below Multiple races: 14.9 points below Socioeconomically disadvantaged: 43.0 points below Students with disability: 93.4 points below White: 7.8 points below	2021-22 SBAC Mathematics CA Dashboard Average Distance from Standard Met Student Groups All students: 14.2 points below African American: 65.0 points below Asian: 27.6 points above English Learner: 43.9 points below Filipino: 29.3 points above Hispanic: 33.0 points below Homeless: 37.8 points below Multiple races: 7.2 points below Socioeconomically disadvantaged: 37.6 points below Students with disability: 87.7 points below White: 7.0 points below		SBAC Mathematics CA Dashboard Average Distance from Standard Met Student Groups All students: 5.0 points above African American: 20.0 points below Asian: 38.0 points above English Learner: 24.0 points below Filipino: 30.0 points above Hispanic: 1.0 point above Homeless: 1.0 point above Multiple races:15.0 points above Socioeconomically disadvantaged: 5.0 points below Students with disability: 52.0 points below White:10.0 points above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		District calculated due to suspension of the CA Dashboard			
CAASPP English Language Arts Percent of students standard met or exceeded	2018-19 55.67% met or Exceeded Standard as measured by the CAASPP SBAC English Language Arts assessment 2020-21 English Language Arts in progress. Results reported in July.	2020-21 54.74% met or Exceeded Standard as measured by the CAASPP SBAC English Language Arts assessment Smarter Balanced Modified Form Testing	2021-22 55.25% met or Exceeded Standard as measured by the CAASPP SBAC English Language Arts assessment Smarter Balanced Modified Form Testing		60.00% met or Exceeded Standard as measured by the CAASPP SBAC English Language Arts assessment
CAASPP Mathematics Percent of students standard met or exceeded	2018-19 48.84% Meet or Exceed Standard as measured by the CAASPP SBAC Mathematics assessment 2020-21 Mathematics in progress. Results reported in July.	2020-21 45.91% Meet or Exceed Standard as measured by the CAASPP SBAC Mathematics assessment Smarter Balanced Modified Form Testing	2021-22 46.46% Meet or Exceed Standard as measured by the CAASPP SBAC Mathematics assessment Smarter Balanced Modified Form Testing		57.00% Meet or Exceed Standard as measured by the CAASPP SBAC Mathematics assessment
CAASPP Science (CAST) Percent of students standard met or exceeded	2018-19 33.26% Meet or Exceed Standard as measured by the	2020-21 32.16% Meet or Exceed Standard as measured by the	2021-22 38.37% Meet or Exceed Standard as measured by the		45.00% Meet or Exceed Standard as measured by the CAASPP Science (CAST) assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CAASPP Science (CAST) assessment 2020-21 Science in progress. Results reported in July.	CAASPP Science (CAST) assessment	CAASPP Science (CAST) assessment		
California Alternative Assessment (CAA) English Language Arts	2018-19 25.81% achieving Level 2 or Level 3 2020-21 CAA English Language Arts in progress. Results reported in July.	2020-21 16.67% achieving Level 2 or Level 3	2021-22 22.22% achieving Level 2 or Level 3		38.00% achieving Level 2 or Level 3
California Alternative Assessment (CAA) Mathematics	2018-19 12.91% achieving Level 2 or Level 3 2020-21 CAA Mathematics in progress. Results reported in July.	2020-21 4.35% achieving Level 2 or Level 3	2021-22 13.89% achieving Level 2 or Level 3		28.00% achieving Level 2 or Level 3
Implementation of State Core Standards as measured by administrator classroom observation tool	2019-20 100% of classroom observation data with evidence of implementation of state standards	2020-21 100% of classroom observation data with evidence of implementation of state standards	2021-22 100% of classroom observation data with evidence of implementation of state standards		Maintain 100% of classroom observation data with evidence of implementation of state standards
The percentage of English learner pupils	2019-20	2020-21	2021-22		68.0 % of English Learners improving by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
who make progress toward English proficiency; or any subsequent assessment of English proficiency	64.5% of English Learners improved by one proficiency level or maintained Level 4 from prior year on the Summative English Language Performance Assessment for California (ELPAC)	46.7% of English Learners improved by one proficiency level or maintained Level 4 from prior year on the Summative English Language Performance Assessment for California (ELPAC)	52.50% of English Learners improved by one proficiency level or maintained Level 4 from prior year on the Summative English Language Performance Assessment for California (ELPAC)		one proficiency level or maintaining Level 4 from prior year on the Summative English Language Performance Assessment for California (ELPAC)
Programs and services specific for English Learners to access California State Standards that support academic content knowledge and English Language Proficiency as measured by master schedule	2019-20 Master Schedule: 100% of English Learners enrolled in courses with credentialed teacher with authorization to deliver Designated and Integrated English Language Development instruction	2020-21 Maintained 100%	2021-22 Maintained 100%		Master Schedule: Maintain 100% of English Learners enrolled in courses with credentialed teacher with authorization to deliver Designated and Integrated English Language Development instruction
English Learner Reclassification Rate	2019-20 14.20% of English Learners reclassified as Fluent-English Proficient (RFEP)	2020-21 7.60% of English Learners reclassified as Fluent-English Proficient (RFEP)	2021-22 14.60% of English Learners reclassified as Fluent-English Proficient (RFEP)		13.00% of English Learners reclassified as Fluent-English Proficient (RFEP)
Credentialed Teacher Rate	2019-20 100.0% of teachers credentialed	2020-21 Maintained 100%	2021-22 Maintained 100%		100.0% of teachers credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Credentialed and Assigned Teacher Rate	2019-20 100.0% appropriately credentialed and assigned	2020-21 Maintained 100%	2021-22 Maintained 100%		100.0% appropriately credentialed and assigned
Credentialed Teacher Teaching Outside of Subject Area Rate	2019-20 0% of teachers assigned outside of subject area	2020-21 Maintained 0.00%	2021-22 Maintained 0.00%		0% of teachers assigned outside of subject area
Teacher of English Learners Mis-assignment Rate	2019-20 0% of teachers without English Language Development authorization	2020-21 Maintained 0.00%	2021-22 Maintained 100%		0% of teachers without English Language Development authorization
Maintain 100% of students with access to standards aligned textbooks as evidenced by the Annual Resolution of Sufficiency of Instructional Materials	2019-20 Maintained 100% of students with access to standards aligned textbooks	2020-21 Maintained 100%	2021-22 Maintained 100%		Maintain 100% of students with access to standards aligned textbooks
Maintain pupil enrollment in a broad course of study for unduplicated count students and students with exceptional needs as measured by the master schedule as described	2019-20 Maintained 100% pupil enrollment in a broad course of study	2020-21 Maintained 100%	2021-22 Maintained 100%		Maintain 100% pupil enrollment in a broad course of study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
under ED code sections 51210 and 51220 (a-i), as applicable					
State School Facility Inspection Tool (FIT)	2019-20 3.13	2020-21 3.15	2021-22 3.15		3.4

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Core Program	BASE: Provide a core/base program consisting of the following: 1) Appropriately credentialed and assigned highly qualified classroom teachers for maximum general education school-wide class size average for Grades TK-3 of 24:1 and district-wide class size average for Grades 4 - 8 of 32.1:1 in accordance with State requirements 2) Visual and Performing Arts Teachers (VAPA) as funding permits 3) A Principal for each school; Vice Principals for schools with Grades 7-8; Admin Interns at some schools, in accordance with established staffing guidelines 4) School office staff in accordance with established staffing guidelines 5) School Campus Aides in accordance with established staffing guidelines 6) School Instructional Media Technicians in accordance with established staffing guidelines 7) School Site (Day) Custodians and Night Custodians in accordance with established staffing guidelines 8) Centralized Nursing staff to provide health services for students in accordance with periodic workload distribution analysis and needs assessments 9) Sufficient centralized Psychologists to assess the needs of students and assist in the development of Individualized Education Plans (IEPs)	$81,931,000.00	No

Action #	Title	Description	Total Funds	Contributing
		10) District level administrators, technology staff, maintenance staff, drivers, office support personnel, specialists, technicians, custodians, and clerks to support business, human resources, and instructional operations in accordance with periodic workload distribution analysis and needs assessments 11) Digital network devices and pathways to optimize access to technology resources that support classroom instruction and optimize staff productivity 12) Sufficient, standards aligned, instructional materials and resources to meet the Williams Settlement requirements and for students to acquire knowledge necessary for achieving proficiency in Common Core State Standards 13) On-going and regular Professional Development opportunities for staff to keep pace with changing requirements, technological advances, and growth expectations 14) Sufficient and optimal equipment, furniture, materials, and supplies; and safe, clean, functional facilities maintained in good repair; to support the Base Program 15) Centralized services such as electricity, natural gas, water and sewer, phone; both landline and cellular, property and liability insurance, and other professional, contracted, or routine services necessary to support the Base program 16) Employee compensation structure and work environment that attracts and retains highly qualified staff 17) Sufficient specialized personnel, equipment, instructional materials, and supplies to provide services for students with disabilities in accordance with their Individualized Education Plans (IEP) 18) Supplies, materials, and equipment needed to protect students and staff from transmission of disease		
1.2	Professional Development	SUPPLEMENTAL: Provide supplemental Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards and to enhance learning for low socio-economic	$2,118,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, Foster Youth, English Learners, and students with disabilities: 1) One extra hour each day for up to 27 days per year for teachers to collaborate and engage in professional learning activities beyond their scheduled work day 2) 4 extra days for induction for new teachers before the start of school and release days for continued training throughout the year 3) Induction training for Principals 4) Administrator coaching 5) Science curriculum training for teachers 6) Multi-media and digital video training for teachers 7) Self & Match, behavior intervention, Read 180, and SEIS training for Special Education teachers 8) Training for teachers in Cognitive Guided Instruction (CGI) 9) Training for teachers with College Preparatory Mathematics (CPM) 10) Crisis Prevention Institute (CPI) training for educators 11) Training for use of Thrively APP for teachers 12) Training for use of IReady instructional software 13) Training for teachers in using Positive Behavioral Intervention Supports (PBIS) and Restorative Practices 14) Training for teachers and instructional assistants for English Language Proficiency Assessments for California (ELPAC) 15) Instructional Aides will be offered training on various topics such as digital learning, best practices in curriculum supports, and behavioral management strategies 16) Classified staff will be offered 2 days of training in first aid, CPR, and AED use 17) Classified staff have the opportunity to attend various workshops and conferences throughout the year as deemed appropriate by their manager 18) 0.90 FTE Director, Curriculum & Assessment to plan, coordinate, and oversee professional development opportunities for staff 19) Professional Learning Plan stipends to incentivize teachers and classified staff to engage in professional learning outside their work day		

Action #	Title	Description	Total Funds	Contributing
1.3	Technology Devices	SUPPLEMENTAL: Provide a digital device for every student to use daily for classroom instruction and to take on-line assessments; including low socio-economic students, Foster Youth, English Learners, and students with disabilities; and for teachers and classified instructional staff to support student learning.	$94,000.00	Yes
1.4	Technology Infrastructure and Support	SUPPLEMENTAL: Provide a robust, reliable, secure, and scaleable digital network to continually enhance and improve the instructional program, available resources, and staff productivity; and to enhance learning for low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Allows unduplicated count students to access curriculum outside of school time and to have access to digital tools to target and increase knowledge and skills. 2) Continue funding a technology reserve to provide sufficient funding for replenishment of teacher devices, classified instructional support staff devices, student devices, and infrastructure equipment as they become obsolete - Amount of annual set-aside varies each year depending on need and available funds 3) Upgrade network equipment to take advantage of the latest cybersecurity and communication protocols, and innovative instructional strategies 4) Provide 1.0 FTE Director, Instructional Technology to plan and coordinate provision of digital resources for teachers and students	$1,695,000.00	Yes
1.5	Digital Learning Software Systems	SUPPLEMENTAL: Provide Digital Learning Software Systems to include Content Management, Learning Management, Student Assessment, and	$382,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Instructional resources and materials to supplement core curriculum for all students; including low socio-economic students, Foster Youth, English Learners, and students with disabilities. Software to include: 1) Achieve 3000 - includes ELD component 2) Dreambox - includes ELD component 3) Safari Montage 4) SchoolNET 5) SeeSaw 6) Typing Agent		
1.6	Curriculum Resource Teachers	SUPPLEMENTAL: Employ Teachers on Special Assignment to provide coaching support for classroom teachers, professional learning experiences, and curricular support in English Language Arts, Mathematics, Science, and technology integration that includes coaching on how to meet the needs of students needing additional support to succeed; including low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) 3.0 FTE planned for General Education for all years of the LCAP 2) 1.0 FTE planned for Special Education for 2022-23 and 2023-24 only 3) 1.0 FTE planned to supplement Professional Development through 2025-26	$685,000.00	Yes
1.7	Curriculum Leadership Team	SUPPLEMENTAL: Convene the Curriculum Leadership Team comprised of Administrators and Teachers, as needed, to inform decision-making regarding adoption of curriculum, curriculum guides, and intervention materials to support low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Science implementation planning	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Supplemental School Personnel	TARGETED: Provide funding for schools to employ supplemental school personnel for intervention services to improve student learning and academic achievement by increasing monitoring and support for low socio-economic students, Foster Youth, English Learners, and students with disabilities as defined in their Single Plan for Student Achievement (SPSA)	$87,000.00	No
1.9	Bilingual Assistants	TARGETED: Employ Bilingual Assistants for schools to support English Learner students in literacy and all content areas to support English Language Acquisition under the direction of a certificated teacher: 1) 5.25 FTE planned for all years of the LCAP	$228,000.00	Yes
1.10	Summer Academic Program	SUPPLEMENTAL: Operate a 4 week Summer Program to promote learning recovery with integration of digital resources for low socio-economic students, Foster Youth, English Learners, and students with disabilities	$212,000.00	No
1.11	Supplemental Instructional/Intervention Materials	SUPPLEMENTAL: Provide supplemental instructional/intervention materials, curriculum, equipment, systems, and software/apps to personalize and improve student learning for low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Social/Emotional Learning Curriculum - (District purchase) 2) Read 180 and System 44 for Students with Disabilities (Special Education) 3) RAZKIDS - (School discretion)	$423,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		4) Fountas and Pinnel LLI Kits - includes ELD component - (School discretion) 5) LEXIA - includes ELD component (District purchase) 6) IReady English Language Arts and Math - includes ELD component (District purchase) 7) Imagine Learning (District purchase) 8) Rosetta Stone for EL Students (District Purchase) 8) Other supplemental evidence based instructional resources for English Language Acquisition 9) Various other IPAD APPS and instructional materials personalized for students based on their unique intervention needs		
1.12	Language Arts Specialists	SUPPLEMENTAL: Employ Language Arts Specialists or Intervention Resource Teachers for personalized learning with at promise students including low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) 9.0 FTE for General Education 2) Provide instructional support for English Learner students in literacy and all content areas in English language acquisition 3) Increase monitoring and support for Foster Youth, Homeless, and low socio-economic students	$1,258,000.00	Yes
1.13	Transitional Kindergarten Program	SUPPLEMENTAL: MOVED TO CORE/BASE PROGRAM IN 2022-23: Provide a Transitional Kindergarten (TK) program for students who do not qualify for Kindergarten including low socio-economic students, Foster Youth, English Learners, and students with disabilities	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.14	Early Admission to Kindergarten Program	SUPPLEMENTAL: DISCONTINUED AFTER 2022-23 SCHOOL YEAR: Provide an Early Admission to Kindergarten (EAK) program to supplement the Transitional Kindergarten (TK) program including low socio-economic students, Foster Youth, English Learners, and students with disabilities	$0.00	No
1.15	Santee Success Program	SUPPLEMENTAL: Provide a temporary alternative instructional setting by referral with low class size for at-potential students with significant behavioral issues in order to improve performance on General Education objectives (Santee Success Program or SSP): 1) Lowers class size and student to adult ratio to provide more opportunity for targeted intervention for unduplicated count students	$145,000.00	Yes
1.16	Class Size Reduction for Grades 4-8	SUPPLEMENTAL: Temporarily reduce class sizes in General Education Grades 4-8 to enhance safety and promote learning recovery which includes benefitting low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Employ additional teachers for 2023-24 to continue class size reduction - Amount of additional teachers and resulting class sizes will vary each year depending on available restricted funds	$1,502,000.00	No
1.17	Instructional Assistants	SUPPLEMENTAL: DISCONTINUED ACTION: Provide Instructional Assistants for General Education classrooms to promote learning recovery in response to COVID-19 pandemic impacts to classroom instruction during 2020-21: 1) Planned and funded for 2021-22 only	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.18	Alternative School Instructional Supports	SUPPLEMENTAL: MOVED TO CORE/BASE PROGRAM IN 2022-23: Provide temporary additional instructional supports to the Alternative Education Program to enhance services provided to students whose parents/guardians prefer this option over traditional, in-person instruction	$0.00	No
1.19	Before/After School Program	SUPPLEMENTAL: Operate a before/after school program with an academic focus to extend the instructional day to a minimum of 9 hours per day for low socio-economic students, Foster Youth, and English Learners (see ELOP Plan)	$3,534,000.00	No
1.20	Admin Interns	SUPPLEMENTAL: Provide Administrative Interns at certain schools with high needs to coordinate learning activities for low socio-economic students, Foster Youth, English Learners, and students with disabilities and to improve parent engagement and communication	$268,000.00	Yes

Goal Analysis [2022-23]

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.

All actions and services were implemented with fidelity and were found to be effective for increasing or improving services for students. There were no substantive differences in the implementation of planned actions. The District did experience some challenges in providing planned Professional Development (PD) activities due to a shortage of substitutes. During high periods of staff COVID related and or other illnesses, the District was forced to offer make up sessions in PD opportunities. Due to staffing shortages and difficulty in recruiting enough applicants,

the District experienced delays in hiring for some positions including Special Education Instructional Assistants and positions for the Expanded Learning Opportunities Program. We have experienced this staffing issue for several years.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Generally, the District assumes a variance of 10% or more within an action to be a material difference:
Action 1: 11.74% increase due to negotiated salary and health benefit increases for all employee groups added after LCAP adoption.
Action 2: 14.67% decrease due to estimated costs based on maximum participation in multiple events which fluctuates, depending on availability of substitutes.
Action 3: 83.78% increase due to extra help for reconfiguration and cleanup of devices brought in during the summer not included in the original LCAP estimate.
Action 6: 15.42% increase due to original estimate for new Curriculum Resource Teachers based on incoming teacher salary. Actual costs based on salary and benefits for transferring teachers.
Action 7: 162.50% increase due to pilot of elementary science curriculum requiring additional sessions with, and focus of, planning team
Action 8: 30.77% increase due to schools employing more supplemental staff than originally anticipated.
Action 10: 29.86% decrease due to program budgeted for 500 students. 473 students participated.
Action 11: 23.01% decrease due to cost of IPAD APPs less than anticipated.
Action 14: 25.98% decrease due budgeting for 4 EAK classes. Only operated 2 classes due to lower than expected enrollment.
Action 19: 42.72% decrease due to Expanded Learning Opportunity Program budgeted for 800+ students. Due to staffing shortage, some positions were unable to be filled resulting in approximately 600 students receiving service.
Action 20: 42.08% increase due to positions budgeted assuming the cost of new, incoming teachers to replace those transferring to Admin Intern positions. Actuals are based on the costs of the transferring teachers at higher cells of the salary schedule.

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

The District experienced a slight increase in SBAC Math and SBAC English Language Arts scores and we expected to see a more substantial increase with students attending school full-time. We did continue to experience disruptions due to students being sick and quarantined throughout this year. We also experienced a slight increase in our local assessments this year and we attribute this to similar factors as stated above for State assessments. Overall, despite the interruptions to instruction, assessment data indicates students maintained, or only slightly increased, their skill levels in ELA and Mathematics. Due to the implementation of specific LCAP actions that use a multi-tiered system of support, we were able to minimize the impact of pandemic restrictions on instruction and learning.

It takes time for teachers to more fully understand new curriculum and learning software and it is not uncommon for a district to experience an implementation dip as evidenced by several researchers such as Michael Fullan and Andy Hargraves work in the area of school improvement. Our district uses a cycle of inquiry to improve practices based on summative data and informal collection of student learning.

Some of the following action steps have been attributed to supporting growth on our local measures, which include the following:

Approximately 6500 IPADs are available for Grade TK - 8 students and we are preparing to replace all student IPADs for the 2023-24 school year. We have found technology integration to be an effective practice supporting students in personalized goal setting and pacing at their individual level, more creativity in student work samples, greater access to information and increased quality of student work, greater collaboration among students and teachers on projects, and increased student motivation. District continued to operate Safari Montage (Educational Content Management), SchoolNET (Student Data Management System), Dreambox (Math Learning System), and Achieve 3000 (Reading System). School sites also purchased supplemental curriculum specific to their needs and site based context. Dreambox Learning has been effective in supporting individualized learning experiences in mathematics. ELA/ELD core curriculum, with a digital component (Wonders: K-5 and Amplify 6-8), was selected by a teacher committees and has been instrumental in providing support to students. This comprehensive ELA/ELD program also provides supports for English Learners. Achieve 3000 has effectively supported reading growth for all students and each student has increased his/her Lexile level in reading. We have also added an independent assessments for measuring Lexile levels for grades 3-8 through iReady and a mathematics assessment. SchoolNet has been an effective tool for teachers to monitor student learning over the school year and determine next steps for improving growth for each individual child in the classroom.

Access to digital resources, provided within and outside of the school day, benefit unduplicated students by allowing for the differentiation of instruction and intervention. For example, core curriculum and Imagine Learning provide digital tools for the support of both designated and integrated ELD instruction. Use of these tools resulted in increased performance as measured by the following:
*The percentage of students who increased their ELPAC scores by one level went from 46.7% to 52.50%.
*The percentage of students reclassifying as English Proficient increased from 7.60% to 14.60%.

Teachers on Special Assignment have provided effective coaching and instructional support to teachers throughout the school district. They coach teachers effectively using lesson study, just in time instructional feedback, and grade level PLCs to support improving student learning and outcomes. We have taken numerous steps in our Professional Development plan to increase the opportunity for teachers to learn, synthesize ideas, and put these ideas into practice. These new learning opportunities translate into better student outcomes. Teachers self-select their options at our districtwide professional learning days. Each school has designed a time for professional learning into their school calendars and teachers have the opportunity to write their own personalized learning plan (PLP) for a stipend. To receive the stipend, the teachers demonstrate how the learning is applied in their classroom. We have seen an increase in teacher participation in the PLP over time. Surveys of teachers indicate an increase in services through the positive experiences expressed after professional learning, lesson study, and individual coaching sessions with Teachers on Special Assignment.

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.

For Action 1, eight (8) Visual and Performing Arts (VAPA) teachers will be added to implement the requirements of Proposition 28.

For 2023-24, the District is ending the Early Admission to Kindergarten program (Action 14) and expanding the Transitional Kindergarten (TK) program (Action 1) to incorporate students who turn 5 by June 30th. The District will budget for 3 additional TK classes across the District to accommodate the additional students and will adjust the number of classes based on actual enrollment, as needed.

For Action 16, the District originally planned to end class size reduction for Grades 4 - 8 after the 2022-23 school year. The District now plans to continue this action for 2023-24 using the State Learning Recovery Block Grant.

The District had originally planned to keep 7 additional Intervention Resource Teachers to service students during the regular school day for about 50% of their day and in the before/after school program for another 50% of the day through the 2023-24 school year. This sub-action within Action 12 and 19 will be eliminated.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Improve and/or increase services to support the social, emotional, and physical well-being of students and promote compassionate care for self, others, and the community.

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student profile identified as part of our strategic action planning process to support the LCAP 2021-24 cycle. Our educational partners identified the importance of the following areas when considering the development of learning goals with a focus on the whole child:
1. Increase percentage of students that report a sense of safety and school connectedness as measured by California Healthy Kids Survey and Panaroma survey data
2. Decrease Pupil Suspension and Expulsion rates as measured by suspension rates and expulsion rates
3. Improve district attendance rate
4. Decrease chronic absenteeism
5. Increase the percent of students meeting the Physical Fitness Test
6. Maintain, or increase the support for, mental health services and counseling services.
7. Provide supplemental and intensified supports to students who require more academic, behavioral, and/or emotional support (MTSS).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance Rate	2019-20 (Based on 143 day school year due to school closures): 96.0%	2020-21 94.23%	2021-22 90.34%		97.0%
Chronic Absenteeism Rate: Percent of students absent more	2019-20 (Based on 143 day school year due to school closures):	2020-21 All students: 12.6% African American: 16.5%	2021-22 All students: 26.5% African American: 23.8%		All students: 3.0% African American: 4.5% Asian: 2.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
that 10% of school days enrolled	All students: 4.4% African American: 6.3% Asian: 3.2% English Learner: 4.7% Filipino: 3.6% Hispanic: 5.0% Homeless: 10.1% Multiple races: 2.6% Socioeconomically disadvantaged: 6.5% Students with disability: 7.5% White: 4.0%	Asian: 3.9% English Learner: 15.1% Filipino: 7.3% Hispanic: 17.1% Homeless: * Multiple races: 12.2% Socioeconomically disadvantaged: 19.7% Students with disability: 17.1% White: 10.6%	Asian: 17.8% English Learner: 29.0% Filipino: 14.9% Hispanic: 32.7% Homeless: 40.9% Multiple races: 24.6% Socioeconomically disadvantaged: 37.5% Students with disability: 34.3% White: 24.4%		English Learner: 3.5% Filipino: 3.0% Hispanic: 4.0% Homeless: 8.0% Multiple races: 2.0% Socioeconomically disadvantaged: 5.0% Students with disability: 6.0% White: 3.0%
Suspension Rate: Percent of students	2019-20 (Based on 143 day school year due to school closures): All students: 2.4% African American: 3.0% Asian: 1.2% English Learner: 1.9% Filipino: 0.9% Hispanic:: 2.4% Homeless: 3.3% Multiple races: 2.9% Socioeconomically disadvantaged: 3.4% Students with disability: 5.4% White: 2.4%	2020-21 All students: 0.4% African American: 0.7% Asian: 0.0% English Learner: 0.2% Filipino: 0.0% Hispanic: 0.6% Homeless: 1.2% Multiple races: 0.1% Socioeconomically disadvantaged: 0.6% Students with disability: 1.4% White: 0.4%	2021-22 All students: 2.6% African American: 7.5% Asian: 0.6% English Learner: 2.5% Filipino: 0.8% Hispanic: 2.8% Homeless: 5.4% Multiple races: 2.2% Socioeconomically disadvantaged: 3.4% Students with disability: 4.8% White: 2.5%		All students: 2.0% African American: 2.2% Asian: 0.8% English Learner: 1.2% Filipino: 0.7% Hispanic:: 1.8% Homeless: 2.2% Multiple races: 2.6% Socioeconomically disadvantaged: 2.4% Students with disability: 3.4% White: 2.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey (Grade 7) School Connectedness	2019-20 63% of students responding "High" on School Connectedness	2020-21 70% of students responding "High" on School Connectedness	2021-22 Survey not administered. On two year cycle and will be administered in 2022-23		68% of students responding "High" on School Connectedness
Expulsion Rate: Percent of students	2019-20 0.0% of students expelled	Maintained 0.0%	Maintained 0.0%		0.0% of students expelled
Middle School Dropout Rate: Percent of Students	2019-20 0.0% of students dropping out of middle school	Maintained 0.0%	Maintained 0.0%		0.0% of students dropping out of middle school
Climate of Support for Academic Learning Panorama CORE Student Survey: Climate & Culture Fall Survey Percent of students responding "Favorably"	2020-21 Elementary (grades 3-5) 84% Favorable Middle School (6-8) 86% Favorable	2021-22 Elementary (grades 3-5) 87% Favorable Middle School (6-8) 84% Favorable	2022-23 Elementary (grades 3-5) 83% Favorable Middle School (6-8) 80% Favorable		Elementary (grades 3-5) 87% Favorable Middle School (6-8) 89% Favorable
Knowledge and Fairness of Discipline, Rules and Norms Panorama CORE Student Survey: Climate & Culture Fall Survey	2020-21 Elementary (grades 3-5) 86% Favorable Middle School (6-8) 81% Favorable	2021-22 Elementary (grades 3-5) 85% Favorable Middle School (6-8) 81% Favorable	2022-23 Elementary (grades 3-5) 83% Favorable Middle School (6-8) 77% Favorable		Elementary (grades 3-5) 89% Favorable Middle School (6-8) 84% Favorable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students responding "Favorably"					
Sense of Belonging (School Connectedness) Local Data/Panorama CORE Student Survey: Climate & Culture Fall Survey Percent of students/staff/ parents responding "Favorably"	2020-21 Elementary (grades 3-5) 81% Favorable Middle School (6-8) 70% Favorable	2021-22 Elementary (grades 3-5) 81% Favorable Middle School (6-8) 69% Favorable	2022-23 Elementary (grades 3-5) 79% Favorable Middle School (6-8) 63% Favorable 76% Favorable Staff 95.7% Favorable Parents/Guardians		Elementary (grades 3-5) 84% Favorable Middle School (6-8) 73% Favorable Staff 78% Favorable Parents/Guardians Maintain 90% Favorable
Safety Local Data/Panorama CORE Student Survey: Climate & Culture Fall Survey Percent of students, staff, parents responding "Favorably"	2020-21 Elementary (grades 3-5) 85% Favorable Middle School (6-8) 73% Favorable	2021-22 Elementary (grades 3-5) 74% Favorable Middle School (6-8) 63% Favorable	2022-23 Elementary (grades 3-5) 73% Favorable Middle School (6-8) 61% Favorable 50% Favorable Staff 91.5% Favorable Parents/Guardians		Elementary (grades 3-5) 88% Favorable Middle School (6-8) 76% Favorable Staff 52% Favorable Parents/Guardians Maintain 90% Favorable
Growth Mindset Panorama CORE Student Survey: Socioemotional Learning Fall Survey Percent of students responding "Favorably"	2020-21 Elementary (grades 3-5) 79% Favorable Middle School (6-8) 71% Favorable	2021-22 Elementary (grades 3-5) 76% Favorable Middle School (6-8) 72% Favorable	2022-23 Elementary (grades 3-5) 75% Favorable Middle School (6-8) 67% Favorable		Elementary (grades 3-5) 82% Favorable Middle School (6-8) 74% Favorable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Self-Management Panorama CORE Student Survey: Socioemotional Learning Fall Survey Percent of students responding "Favorably"	2020-21 Elementary (grades 3-5) 81% Favorable Middle School (6-8) 76% Favorable	2021-22 Elementary (grades 3-5) 76% Favorable Middle School (6-8) 75% Favorable	2022-23 Elementary (grades 3-5) 77% Favorable Middle School (6-8) 71% Favorable		Elementary (grades 3-5) 84% Favorable Middle School (6-8) 79% Favorable
Social Awareness Panorama CORE Student Survey: Socioemotional Learning Fall Survey Percent of students responding "Favorably"	2020-21 Elementary (grades 3-5) 76% Favorable Middle School (6-8) 68% Favorable	2021-22 Elementary (grades 3-5) 74% Favorable Middle School (6-8) 70% Favorable	2022-23 Elementary (grades 3-5) 74% Favorable Middle School (6-8) 66% Favorable		Elementary (grades 3-5) 79% Favorable Middle School (6-8) 71% Favorable
Self-Efficacy Panorama CORE Student Survey: Socioemotional Learning Fall Survey Percent of students responding "Favorably"	2020-21 Elementary (grades 3-5) 68% Favorable Middle School (6-8) 59% Favorable	2021-22 Elementary (grades 3-5) 65% Favorable Middle School (6-8) 61% Favorable	2022-23 Elementary (grades 3-5) 65% Favorable Middle School (6-8) 56% Favorable		Elementary (grades 3-5) 71% Favorable Middle School (6-8) 65% Favorable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Well-Being Initiatives	SUPPLEMENTAL: Provide behavioral improvement programs; school connectedness endeavors; and other student well-being initiatives and train staff on implementation which includes benefitting low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) Continue use of Thrively APP for middle school students to identify their interests and career choices. Encourage schools to offer middle school elective courses in career exploration. 2) District will offer Professional Development opportunities to address the behavioral intervention program and promote student well-being 3) Develop and implement various performing and visual arts electives and opportunities 4) Conduct two Panorama student surveys each year to determine the level of safety and connnectedness felt by students	$44,000.00	Yes
2.2	Student Mental Health Initiatives	SUPPLEMENTAL: Employ Counselors/Social Workers for academic and behavioral supports to address the social and emotional learning needs of students and to work with low socio-economic students, Foster Youth, English Learners, and students with disabilities; and parents toward College and Career Readiness 1) 8.0 FTE to service schools and 1.0 FTE dedicated to managing caseload for Homeless students 2) NEW FOR 2022-23 and DISCONTINUED FOR 2023-24: Contract with vendor to provide 2.0 FTE therapists for more intensive supports 3) Increase monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities 4) Track progress for students who are chronically absent and provide support 5) 0.50 FTE of Director Community Collaborative and 0.25 FTE of Director, Pupil Services for overseeing and monitoring mental health/counseling services and social-emotional learning for Foster Youth, Homeless, and low socioeconomic students	$1,144,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Student Attendance Improvement	SUPPLEMENTAL: Develop and implement a comprehensive student attendance improvement plan to include: 1) 0.50 FTE Director Pupil Services for overseeing attendance improvement and reduction of chronic absenteeism 2) Attendance incentives 3) Regular data analysis to identify issues early 4) Increased focus on chronic absentee students to monitor and track progress 5) Increased monitoring and support for Foster Youth, Homeless, low socio-economic students, and students with disabilities 6) Effective use of Student Attendance Review Team (SART) contracts, District Attendance Review Team (DART), and Student Attendance Review Board (SARB) referrals	$101,000.00	Yes

Goal Analysis [2022-23]

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.

All actions and services were implemented with fidelity and were found to be effective for increasing or improving services for students. There were no substantive differences in the implementation of planned actions. Our attendance rate declined significantly due to on-going COVID quarantines and illnesses. In response, the Director, Pupil Services and Counselors are working closely with families to connect them with needed resources and services. Our schools have been offering independent study contracts to students out for an extended period of time and teachers connect with students regularly to support them while completing the independent study contract. The independent study solution has been a significant challenge to mitigate student absences due to sickness more than 3 days, since parents have the option of declining this service, and some have.

Counselors have seen a significant increase in student self-referrals for anxiety, especially from middle school students. It was important this year to have increased counseling support as students returned to full-time, in-person learning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Generally, the District assumes a variance of 10% or more within an action to be a material difference:
There were no material differences for actions within this goal.

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

The increase in counseling services has allowed more students to receive 1:1 sessions, group sessions, and classroom based lessons. Counselors have also been able to focus more on behavioral and attendance issues. They help all students in the areas of academic achievement, personal social development, and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow. They also serve on the site based Multi-Tiered System of Support (MTSS) team. The district has established a focus area on safe schools to increase the level of student connectedness and a sense of feeling safe at school directly related to this goal.

We have been able to increase direct services to students by providing additional counselors on site and by contracting with outside mental health services. This service has been an important addition due to the impact on social-emotional health needs from the pandemic.

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.

For Action 2, the sub-action to use a vendor to provide 2.0 FTE therapists for more intensive supports will be eliminated for 2023-24.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Improve and/or increase parent participation and engagement in their child(ren)'s learning process in preparation for high school and beyond.

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student profile identified as part of our strategic action planning process to support the LCAP 2021-24 cycle. Our educational partners identified the importance of the following areas when considering the development of learning goals with a focus on the whole child:
1. Increase parent participation in programs and volunteer activities as measured by the number of parent volunteers and volunteer hours
2. Seek parent input for the decision-making process at the district and site level for all students, including unduplicated students and students with exceptional needs, as measured by number of parents participating in district and site committees and meeting minutes
3. Strengthen home to school connection
4. More parent education workshops on how to support their children
5. Increase and improve communication with parents and the community

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent/community volunteer hours	27,641 volunteer hours	Metric suspended due to COVID-19 restrictions	Metric suspended due to COVID-19 restrictions		40,000 volunteer hours
Participation on Parent/community committees at the site and district level (which includes unduplicated count and individuals with exceptional needs)	260 participants	253 participants	247 participants		270 participants

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of parent workshops and event announcements for unduplicated count and individuals with exceptional needs	Number of workshops and events that were advertised by flyer: 32	26 Flyers	38 Flyers		Number of workshops and events that were advertised by flyer: 50

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Engagement	SUPPLEMENTAL: Provide workshops, coordinate community resources, and expand use of electronic and face-to-face methods for parents to connect and engage within the school community including parents of low socio-economic students, Foster Youth, English Learners, and students with disabilities: 1) 0.50 FTE of Director Community Collaborative to oversee improving and increasing parent involvement 2) Provide 1.0 FTE Director, Communication and Community Engagement to improve parent engagement 3) Continue use of District APP to improve parent communication and engagement 4) Design at least 4 parent outreach programs that incorporate each school's instructional program for delivery to parents and families	$267,000.00	Yes

Goal Analysis [2022-23]

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.

All actions and services were implemented with fidelity and were found to be effective for increasing or improving services for students. There were no substantive differences in the implementation of planned actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Generally, the District assumes a variance of 10% or more within an action to be a material difference:
There were no material differences for actions within this goal.

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

With hiring of the new Director, Communication and Community Engagement, the District has been able to re-design its website, enhance use of the District APP, provide regular electronic newsletters to staff and parents, and better respond to social media posts and inquiries. This has allowed the district to increase communication with parents. For example, a regular newsletter is distributed to parents via email twice each month, posts to social media are done at least weekly, websites are regularly updated to inform parents, and parent flyers are sent more often (number of parent workshops and associated flyers increased from 26 to 38).

With the use of on-line methods for parent meetings, we have experienced an increase in participation for District and site committees.

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.

Our educational partners and metrics in the Reflections: Identified Need section of the LCAP continue to indicate the importance of parent and family engagement. For 2023-24, the District plans to offer at least four (4) workshops to help parents in their role; and develop their understanding of the instructional program and how they can help their child(ren) to succeed. In addition, the District will continue to employ the Director, Communication and Community Engagement to expand and improve communication with parents, staff, and the community.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$5,006,218	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.76%	0.00%	$0.00	7.76%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

Goal 1, Action 2: PROFESSIONAL DEVELOPMENT
This action is based on our need to improve outcomes for at-promise student groups, as identified by our educational partners and review of our state and local metrics. Based on 2021-22 CAASPP English language arts and mathematics data, Santee School District found opportunities to support academic progress for the following student groups. For English language arts, at-promise student groups include English Learners (22,43%), Students with Disabilities (24.02%), Black or African American (37.29%), economically disadvantaged (45.47%), and Hispanic or Latino (47.99%). For mathematics, at-promise student groups include English Learners (18.95), Students with Disabilities (20.76%), Black or African American (23.73%), economically disadvantaged (36.05%), and Hispanic or Latino (38.44%). Based on our local reading assessment data (iReady Reading), student groups that are at-promise are African American (48.37%), Hispanic (49.38%), English Learner (26.68%), Students with Disabilities (31.22%), and socioeconomically disadvantaged (45.90%). Based on our local math assessment data (iReady Mathematics), student groups that are at-promise are African American (39.37%), Hispanic (43.12%), English Learners (21.99%), Students With Disabilities (26.42%), and Socioeconomically Disadvantaged (41.45%).

To address these needs, during the development of a comprehensive professional development plan, the District considers the needs of unduplicated count students and the achievement status of these groups in relation to all students in order to offer evidenced based professional development opportunities targeted towards improving their achievement. For 2023-24, this includes training for new teachers,

4th and 5th grade ELA teachers, and workshops focused on Guided Language Acquisition Development (GLAD) strategies. Teachers will respond to identified learning and language needs through differentiation of instruction by content, process, or product. Differentiation will provide flexibility in the ways in which students access and engage in learning, and provide varied opportunities for students to demonstrate their learning. In addition to differentiation, teachers will scaffold instruction to facilitate access to content standards based on language and learning needs. Providing clear and actionable feedback to students enhances learning by reducing discrepancies between student understanding and the learning objective. Finally, by providing culturally and linguistically relevant instruction, students' cultural knowledge, language, and learning styles are connected to academic content. Our staff has been engaging in professional learning around using culturally responsive teaching methods and we will continue this work to build capacity throughout the district. The district will also continue the professional learning focused on Cognitive Guided Instruction to support improving student outcomes in mathematics. Each year we have a cohort of teachers that engage in a 3 year learning cycle to improve their mathematical instructional practice. This work supports closing the performance gap for our unduplicated count students.

We expect these actions will increase the capacity of staff to address the specific needs of unduplicated count students. Professional development using the ELD standards will be conducted as part of our core ELA/ELD curriculum and professional development for mathematics instruction. Extension of the on-site workday once each week will allow teachers time to analyze student data, make instructional decisions, research effective instructional strategies, engage in collaborative planning with peers, and develop methods for personalizing learning for unduplicated count students. Our comprehensive professional development plan is based on supporting these specific student groups and analyzing for effectiveness. The district offers evidence based professional learning and monitors implementation and student progress.

Goal 1, Action 3: TECHNOLOGY DEVICES
This action is based on our need to improve outcomes for at-promise student groups, as identified by our educational partners and review of local and state metrics. This action also provides access and equity for all student groups. Based on 2021-22 CAASPP English language arts and mathematics data, Santee School District found opportunities to support academic progress for the following student groups. For English language arts, at-promise student groups include English Learners (22,43%), Students with Disabilities (24.02%), Black or African American (37.29%), economically disadvantaged (45.47%), and Hispanic or Latino (47.99%). For mathematics, at-promise student groups include English Learners (18.95), Students with Disabilities (20.76%), Black or African American (23.73%), economically disadvantaged (36.05%), and Hispanic or Latino (38.44%). Based on our local reading assessment data (iReady Reading), student groups that are at-promise are African American (48.37%), Hispanic (49.38%), English Learner (26.68%), Students with Disabilities (31.22%), and socioeconomically disadvantaged (45.90%). Based on our local math assessment data (iReady Mathematics), student groups that are at-promise are African American (39.37%), Hispanic (43.12%), English Learners (21.99%), Students With Disabilities (26.42%), and Socioeconomically Disadvantaged (41.45%).

To address these needs, this action allows us to personalize the learning environment for all students through our digital 1:1 learning program. IPADs give all students, by grade span, access to on-line resources, digital instructional materials, and software applications to improve their learning, spark wonder and awe, and increase their creativity. Our objectives are to personalize learning for each student based on standards and individual need using technology devices. Unduplicated count students benefit from individualized applications and software specific to their instructional needs. The Digital 1:1 Learning Initiative includes Action Steps to set-aside funds to replace/refresh

devices as they become obsolete, to improve network infrastructure, and to provide adequate technical staff to support the initiative.

We expect that the district-wide use of supplemental funds for a 1:1 initiative is the most effective use of the funds to increase student learning, especially unduplicated count students and students with disabilities. The 1:1 initiative ensures every student has a digital device to deepen their learning experience inside and outside of the classroom. A district-wide implementation of a 1:1 initiative provides the opportunity to personalize learning experiences for each student and allows the district to engage students in critical thinking, collaboration, creativity and communication skills. The 1:1 initiative also provides access to, and equity for, programs and resources throughout the District and for all student groups.

As evidenced in multiple studies, the use of computing devices in the classroom has led to increased student achievement (Kulik, 1994). These achievement gains have occurred in both regular and special needs children (Bialo & Sivin-Kachala, 1996). Learning through mobile devices also allows for consistent involvement with others. This involvement increases engagement, and leads into authentic activities by participants (Beckmann, 2010). Furthermore, students tend to learn more in less time when they are receiving computer-based instruction (Kulik, 1994). When using computer supported learning environments, such as Edmodo, students have shown increased depth of understanding, reflection, and overall achievement (Scardamalia & Bereiter, 1996).

References:

Beckmann, E. A. (2010). Learners on the move: Mobile modalities in development studies. Distance Education, 31(2), 159-173.
Bialo, E. R., & Sivin-Kachala, J. (1996). The effectiveness of technology in schools: A summary of recent research. SLMQ, 25(1), 1996.
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Kulik, J. A. (1994). Meta analytic studies of findings on computer-based instruction. in E.L. Baker and H.F. O'Neil (Eds.). Technology Assessment in Education and Training, Hillsdale, NJ: Erlbaum.
Montrieux H, Vanderlinde R, Schellens T, De Marez L (2015) Teaching and Learning with Mobile Technology: A Qualitative Explorative Study about the Introduction of Tablet Devices in Secondary Education.
PLoS ONE 10(12): e0144008. doi:10.1371/journal.pone.0144008
Scardamalia, M., & Bereiter, C. (1996). Computer support for knowledge-building communities. In T. Koschmann, (Ed.). CSCL: Theory and practice of an emerging paradigm. Mahwah, NJ:Erlbaum.

Goal 1, Action 4: TECHNOLOGY INFRASTRUCTURE AND SUPPORT
As identified by our educational partners, this action is based on our need to provide a robust, reliable, and scalable digital network to support instructional technology.

To address these needs, through survey and other feedback methods, we determined that some students had access to devices and the Internet beyond the school day while others did not. Our 1:1 initiative to provide devices and Internet access for every student is an endeavor to allow our foster youth, English learners, low socio-economic students, and students with disabilities to have a device at school and at home. This allows them to engage in learning and access curriculum and tools that are specific to their needs, which provides them a level of independence beyond the school day and creates equity for programs and resources throughout the District. This action includes setting aside funds in a Technology Reserve to replace end-user devices for students, teachers, and instructional assistants when they become obsolete; and to replace and upgrade network equipment and pathways, when necessary. This helps ensure the digital network remains

functional, reliable, robust, and able to adapt to changes prompted by revised industry standards, new instructional strategies, and innovative ideas.

We expect that the District's long-term plan to protect its investment in digital resources will ensure their availability for students, teachers, and staff well into the future and allow the District to provide access to, and equity for, programs and resources throughout the District and for all student groups.

Goal 1, Action 5: DIGITAL LEARNING SOFTWARE SYSTEMS
This action is based on our need to improve outcomes for at-promise student groups, as identified by our educational partners and review of local and state data. Based on 2021-22 CAASPP English language arts and mathematics data, Santee School District found opportunities to support academic progress for the following student groups. For English language arts, at-promise student groups include English Learners (22,43%), Students with Disabilities (24.02%), Black or African American (37.29%), economically disadvantaged (45.47%), and Hispanic or Latino (47.99%). For mathematics, at-promise student groups include English Learners (18.95), Students with Disabilities (20.76%), Black or African American (23.73%), economically disadvantaged (36.05%), and Hispanic or Latino (38.44%). Based on our local reading assessment data (iReady Reading), student groups that are at-promise are African American (48.37%), Hispanic (49.38%), English Learner (26.68%), Students with Disabilities (31.22%), and socioeconomically disadvantaged (45.90%). Based on our local math assessment data (iReady Mathematics), student groups that are at-promise are African American (39.37%), Hispanic (43.12%), English Learners (21.99%), Students With Disabilities (26.42%), and Socioeconomically Disadvantaged (41.45%).

To address these needs, Digital Learning Software Systems include Content Management, Learning Management, Student Assessment, and Instructional resources and materials to supplement core curriculum for all students, including unduplicated count students and students with disabilities. Software includes Achieve 3000 or equivalent, Dreambox, Safari Montage, SchoolNET, Seesaw (learning management system), and Typing Agent. These programs are used to supplement our core curriculum and provide targeted intervention as part of our MTSS.

We expect that the use of several supplemental programs will make a difference for unduplicated count students, including students with disabilities, as part of our MTSS program. Dreambox Math is standards aligned tutorial software that keeps all learners, from struggling to advanced, in their optimal learning zone. The program is designed to build conceptual understanding and fluency in the critical areas of numbers and operations, place value, and number sense (Dreambox, 2012). This type of adaptive learning technology can extend the capacity of the teacher to individualize instruction and, thus, enhance learning by readily adapting to the skill and needs of each learner (ATP, 2005). Creating a learning experience that captures a student's imagination and holds their ongoing interest is vital. Immersive environments, such as Dreambox, that personalize learning with games and themes that feel game-like, increase engagement, as does collecting rewards and certificates to help learners build confidence and a sense of accomplishment (Dreambox, 2014).

References:
ATP focused program: Advanced learning systems. (2005, April 12). Retrieved from http://www.atp.nist.gov/focus/als.htm
Dreambox Learning. (2012). Dreambox Learning white paper on helping children be successful at math [White paper]. Retrieved from http://www.dreambox.com/whitepapers/dreambox_helping_children_be_successful_in_math
Dreambox Learning. (2014). Dreambox learning white paper on how adaptive learning technology helps students excel in math [White

paper]. Retrieved from http://www.dreambox.com/whitepapers/dreambox_adaptive_learning_for_math_proficiency

Achieve3000® provides students in grades 3 - 8 with differentiated instruction for nonfiction reading and writing tailored to each student's Lexile® reading level (Achieve3000, 2016). Achieve3000 systems are designed to meet the needs of classrooms with a diverse mix of student reading abilities; every student reads the same grade-appropriate content at their individual reading level, empowering students to participate in whole-class instruction and discussion. Achieve 3000's adaptive content system integrates ongoing assessment, engaging nonfiction content, and linguistic supports for struggling readers and English Learners. The system accelerates learning gains and empowers all students to build critical college and career literacy skills (Achieve3000, 2016).
Achieve 3000's 2014-2015 National Lexile Study, with a sample size of nearly 880,000 students in grades 2 - 12, indicated that students who complete at least two reading activiites per week, on average, achieved two times the Lexile growth expected through typical instruction (Achieve3000, 2015). (Provided at all schools, benefits all students although principally directed to unduplicated count students).

Schoolnet for PowerSchool brings together the district's student information system and a full data analysis solution to give Santee School District the data-informed insight to improve student performance every day. Bringing PowerSchool and Schoolnet together provides our educators with the ability to effectively analyze assessment results to improve teaching and student learning:
A district-wide assessment platform; Dynamic tools to identify struggling students and personalize learning; Reporting and analysis tools; Robust instructional planning tools (digital lesson planner); Formative classroom assessment scheduling and results shared with PowerTeacher Gradebook; Detailed student assessment results and summaries shared with the PowerSchool Parent Portal.
References:
Boudett, K., City, E., & Murnane, R. (2005). Data Wise. Cambridge, Massachusetts: Harvard Education Press.
Pearson. (2012). Austin Independent School District – A Success Story [White paper]. Retrieved from
http://www.pearsonschoolsystems.com/pdf/casestudies/pearson-austin-2012.pdf

Goal 1, Action 6: CURRICULUM RESOURCE TEACHERS
As identified by our educational partners and our need to improve outcomes for at-promise student groups, as identified by our educational partners and review of local and state metrics. Based on 2021-22 CAASPP English language arts and mathematics data, Santee School District found opportunities to support academic progress for the following student groups. For English language arts, at-promise student groups include English Learners (22,43%), Students with Disabilities (24.02%), Black or African American (37.29%), economically disadvantaged (45.47%), and Hispanic or Latino (47.99%). For mathematics, at-promise student groups include English Learners (18.95), Students with Disabilities (20.76%), Black or African American (23.73%), economically disadvantaged (36.05%), and Hispanic or Latino (38.44%). Based on our local reading assessment data (iReady Reading), student groups that are at-promise are African American (48.37%), Hispanic (49.38%), English Learner (26.68%), Students with Disabilities (31.22%), and socioeconomically disadvantaged (45.90%). Based on our local math assessment data (iReady Mathematics), student groups that are at-promise are African American (39.37%), Hispanic (43.12%), English Learners (21.99%), Students With Disabilities (26.42%), and Socioeconomically Disadvantaged (41.45%).

To address these needs, we will provide 4.0 FTE centralized Teachers on Special Assignment ("TOSAs") and 1.0 FTE of a TOSA with a specialized academic credential to work with classroom teachers at all schools. This will enhance and improve teaching methods for all

students, including unduplicated count students and students with exceptional needs, in the areas of English Language Arts, Mathematics, and Science. Classroom and Intervention Resource Teachers need coaching support in order to accelerate learning for English learners, Foster Youth, low socio-economic students, and students with disabilities; all of whom have the highest need. The Curriculum Resource Teachers will provide this coaching support, which directly benefits unduplicated pupil count students. TOSA's work assignments are divided between schools. However, schools with higher concentrations of unduplicated students will receive proportionately more services from the TOSAs to provide specialized assistance for teachers with unduplicated count students in their classrooms.

We expect that the use of district-level Teachers on Special Assignment allows the District to target its services in an efficient manner rather than having each school decide on their work distribution separately. Schools with higher populations of unduplicated count students will receive proportionately more services from these district level staff members. The District believes this action increases the number of adults available to support all unduplicated count students. The Curriculum Resource Teachers facilitate the integration of technology with a focus on pedagogy, content knowledge, and technological skills through a coaching model at school sites. They provide teacher leadership for implementation of California state standards, instructional support for our 1:1 digital initiative, and personalized learning experiences for students, especially unduplicated count students. Our TOSA's are integral in our comprehensive professional development plan as noted above in Goal 1, Action 2.

Goal 1, Action 7: CURRICULUM LEADERSHIP TEAM
This action is based on our need to improve outcomes for at-promise student groups, as identified by our educational partners and review of local and state metrics. Based on 2021-22 CAASPP English language arts and mathematics data, Santee School District found opportunities to support academic progress for the following student groups. For English language arts, at-promise student groups include English Learners (22,43%), Students with Disabilities (24.02%), Black or African American (37.29%), economically disadvantaged (45.47%), and Hispanic or Latino (47.99%). For mathematics, at-promise student groups include English Learners (18.95), Students with Disabilities (20.76%), Black or African American (23.73%), economically disadvantaged (36.05%), and Hispanic or Latino (38.44%). Based on our local reading assessment data (iReady Reading), student groups that are at-promise are African American (48.37%), Hispanic (49.38%), English Learner (26.68%), Students with Disabilities (31.22%), and socioeconomically disadvantaged (45.90%). Based on our local math assessment data (iReady Mathematics), student groups that are at-promise are African American (39.37%), Hispanic (43.12%), English Learners (21.99%), Students With Disabilities (26.42%), and Socioeconomically Disadvantaged (41.45%).

To address these needs, a Curriculum Leadership Team provides an opportunity for experienced teachers to guide the District on development of tools and resources for classroom teachers. The Team begins with an equity lens to select high quality resources and tools for accelerating learning, especially for unduplicated pupil count students with greater needs. Release time and extra hours for Curriculum Leadership Team members will be provided to develop curriculum unit maps aligned to the California state standards and facilitate professional development. This team of teachers reviews curriculum as pilot teachers and provides support on the curriculum mapping for implementation of curriculum. They engage in action research within their classrooms to provide guidance on evidenced based curriculum to support student groups, especially for unduplicated count students. Another benefit of this work is that teachers engage in the assessment and improvement of their own practice, which is also related to Goal 1, Action 2 above.

We anticipate that the teachers will engage in evidenced based practices that will support the improvement of these at-promise student

groups. Classroom-based action research involves teachers conducting collaborative, evidence based investigations into their own classroom routines and instructional practices with a view to understanding how to improve the quality of their practice. Teachers use qualitative and quantitative measures to evaluate the effectiveness of curriculum and instructional practices over time with a specific focus on improving outcomes for unduplicated count students.

Goal 1, Action 8: SUPPLEMENTAL SCHOOL PERSONNEL
As identified in the Identified Needs and Metrics sections of the LCAP and our educational partners, certain schools need additional staff to provide support for reading and mathematics instruction.

To address this need, we provide funding to each school based on the percentage of unduplicated count students to pay for additional teaching support with consideration for student group data and identified need. Intervention teachers and intervention instructional assistants play a role in assisting students to realize their potential. Certain schools will hire additional staff, as needed, to provide reading and mathematics support for students to improve student outcomes for students with disabilities, English Learners, and low socio-economic students.

We expect that the intervention support staff provides expertise and intentional supports to identify students' strengths and build on these strengths toward content mastery. The support staff works collaboratively with classroom teachers to provide more targeted instruction as part of our MTSS. Furthermore, additional intervention support staff Increases the number of adults available to support all unduplicated count students and improve student outcomes through interventions.

Goal 1, Action 9: BILINGUAL ASSISTANTS
As identified by our educational partners and ELPAC scores and CAASPP scores for English Learners, this action is based on our need to improve outcomes for at-promise English Learners due to English Language Acquisition needs.

To address this need, we will provide 12 Bilingual Assistants (5.25 FTE) to support English Language Learners. The bilingual assistants support the classroom teachers with integrated ELD instruction and follow-up practice from designated ELD instruction.

We expect that the English Learner intervention support staff will provide expertise and intentional supports to English Learners. The support staff work collaboratively with the classroom teacher to provide more targeted instruction based on English Language Acquisition standards.. Furthermore, the additional staff increases the number of adults available to support English Learners to improve student outcomes, and provides an environment for English Learners to practice language skills. We have found this effective as it provides a strong personal connection for the student and family. We have also been able to hire many paraeducators with several primary languages that match our students' primary language and offer a bridge to English Language Acquisition.

Goal 1, Action 10: SUMMER ACADEMIC PROGRAM
As identified by our educational partners, this action is based on our need to improve outcomes for at-promise student groups. Based on 2021-22 CAASPP English language arts and mathematics data, Santee School District found opportunities to support academic progress for the following student groups. For English language arts, at-promise student groups include English Learners (22,43%), Students with

Disabilities (24.02%), Black or African American (37.29%), economically disadvantaged (45.47%), and Hispanic or Latino (47.99%). For mathematics, at-promise student groups include English Learners (18.95), Students with Disabilities (20.76%), Black or African American (23.73%), economically disadvantaged (36.05%), and Hispanic or Latino (38.44%). Based on our local reading assessment data (iReady Reading), student groups that are at-promise are African American (48.37%), Hispanic (49.38%), English Learner (26.68%), Students with Disabilities (31.22%), and socioeconomically disadvantaged (45.90%). Based on our local math assessment data (iReady Mathematics), student groups that are at-promise are African American (39.37%), Hispanic (43.12%), English Learners (21.99%), Students With Disabilities (26.42%), and Socioeconomically Disadvantaged (41.45%).

To address these needs, during the summer, a 4 week session is offered to unduplicated count students to receive additional instructional support in all academic areas and help them reach their unique potential. Unduplicated count students invited to this program receive English Language Arts and Mathematics instruction integrated through the curriculum to maintain skills. Research studies have found that summer learning loss disproportionately affects low-income students as they lose substantial ground in reading during the summer (Wallace Foundation, 2011).

We expect that the Summer Academy Program will provide these students an opportunity to maintain their reading, writing, and math skills. Rigorous studies have shown that strong summer programs can achieve several important goals such as reverse summer learning loss, achieve learning gains, and give students in need of supplemental academic supports or more intensive academic supports the chance to master material that they did not learn during the previous school year (Wallace Foundation, 2011).

Goal 1, Action 11: SUPPLEMENTAL INSTRUCTIONAL/INTERVENTION MATERIALS
As identified in the Identified Needs and Metrics sections of the LCAP and our educational partners, schools need supplemental instructional/intervention materials, curriculum, equipment, software/apps, and systems to address the unique needs of low-socioeconomic students, English Learners, and Foster Youth.

To address this need, we provide funds to each school based on the percentage of unduplicated count students to purchase these supplemental curricular programs. Each school has a unique context and student population. This funding addresses specific site based needs based on the review of the school California dashboard and captured in the school's SPSA for supporting student needs beyond district provided core and supplemental programs.

We anticipate that each school will determine the supplemental curriculum to meet the needs of their unduplicated count students beyond the districtwide core and supplemental curriculum. The school identifies, studies, and implements evidence based curriculum supports, depending on their student needs and school context, as stated in their SPSA. They evaluate supplemental curriculum through a continuous improvement process that involves individual student goal setting, progress monitoring, and making adjustments based on student need.

Goal 1, Action 12: INTERVENTION SPECIALISTS
This action is based on our need to improve outcomes for at-promise student groups, as identified by our educational partners and review of local and state metrics. Based on 2021-22 CAASPP English language arts and mathematics data, Santee School District found opportunities to support academic progress for the following student groups. For English language arts, at-promise student groups include English

Learners (22,43%), Students with Disabilities (24.02%), Black or African American (37.29%), economically disadvantaged (45.47%), and Hispanic or Latino (47.99%). For mathematics, at-promise student groups include English Learners (18.95), Students with Disabilities (20.76%), Black or African American (23.73%), economically disadvantaged (36.05%), and Hispanic or Latino (38.44%). Based on our local reading assessment data (iReady Reading), student groups that are at-promise are African American (48.37%), Hispanic (49.38%), English Learner (26.68%), Students with Disabilities (31.22%), and socioeconomically disadvantaged (45.90%). Based on our local math assessment data (iReady Mathematics), student groups that are at-promise are African American (39.37%), Hispanic (43.12%), English Learners (21.99%), Students With Disabilities (26.42%), and Socioeconomically Disadvantaged (41.45%).

To address these needs, we will provide 9.0 FTE Language Arts Specialists or Intervention Resource Teachers to support at-promise students in mathematics, reading and writing, and English Language Development instruction for English Learners, as part of our MTSS.

We expect that the Language Arts Specialists/Intervention Resource Teachers will provide site level leadership to the staff in the implementation of the California state standards, curriculum, and targeted intervention program, including English Language Development (ELD) instruction. This increases the number of adults available to support all unduplicated count students. Assistance is provided through diagnostic/prescriptive planning, staff development, training of support staff, demonstration teaching, and direct instruction with the whole class, small groups and individual students. They provide teacher leadership in the implementation of California state standards, especially in the area of ELA/ELD.

Goal 1, Action 15: SANTEE SUCCESS PROGRAM
As identified by our educational partners, this action is based on our need to address the behavioral needs and multiple suspensions of students.

To address this need, we will provide a temporary alternative instructional setting for students with significant behavior issues. The program has a low ratio of students to teachers which provides more opportunity to individualize instruction and intervene on behavioral issues in order to improve student outcomes. The program goal is to increase students' capacity to function well in a comprehensive school setting. Students can be referred to this program by their Site Administrator to provide social-emotional and behavioral supports to reach their academic goals. Students may also be placed in this program through an Administrative Review process. The program provides targeted supports for Unduplicated Pupil Count students to reduce suspension rates.

We expect that the Santee Success Program will provide students, especially unduplicated count students, with significant behavioral issues an alternative setting with low class size in order to improve performance on General Education objectives. The effectiveness of the program is evident in the number of students who return to a comprehensive school setting in a relatively short amount of time and demonstrate continued success by remaining at their school of attendance. This reduction in student to adult ratio has increased student performance on report cards, in particular for unduplicated count students.

Goal 1, Action 16: CLASS SIZE REDUCTION FOR GRADES 4-8
This action is based on our need to improve outcomes for at-promise student groups, as identified by our educational partners and review of local and state metrics. Specifically, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and English Learners

performed below standard on CAASPP and local assessments in ELA and Mathematics. Based on 2021-22 CAASPP English language arts and mathematics data, Santee School District found opportunities to support academic progress for the following student groups. For English language arts, at-promise student groups include English Learners (22,43%), Students with Disabilities (24.02%), Black or African American (37.29%), economically disadvantaged (45.47%), and Hispanic or Latino (47.99%). For mathematics, at-promise student groups include English Learners (18.95), Students with Disabilities (20.76%), Black or African American (23.73%), economically disadvantaged (36.05%), and Hispanic or Latino (38.44%). Based on our local reading assessment data (iReady Reading), student groups that are at-promise are African American (48.37%), Hispanic (49.38%), English Learner (26.68%), Students with Disabilities (31.22%), and socioeconomically disadvantaged (45.90%). Based on our local math assessment data (iReady Mathematics), student groups that are at-promise are African American (39.37%), Hispanic (43.12%), English Learners (21.99%), Students With Disabilities (26.42%), and Socioeconomically Disadvantaged (41.45%).

To address these needs, we recognize that unduplicated pupil count students need more individualized instruction to demonstrate mastery of learning similar to typical peers. The district will continue to reduce Grade 4-8 class sizes for 2023-24 as a strategy to give students, especially unduplicated count students, more inclusive academic, behavioral, and social-emotional support and provide the differentiation necessary to accelerate learning over the next year. This will also allow more adult interaction with students during the school day.

We expect that this strategy of temporary class size reduction is a way to increase and improve services for at promise students to address learning recovery. While class size has a significant cost, it may prove to improve student outcomes in regards to broader life outcomes such as student connectedness and building independence and resilience.

Goal 1, Action 19: BEFORE/AFTER SCHOOL PROGRAM
This action is based on our need to implement a program to extend learning time for unduplicated pupil count students, as identified by our educational partners and required by the State.

To address this need, the District will offer a comprehensive before/after school program so that the total amount of instructional time, including the regular school day, will be at least nine (9) hours, as required by legislation. This program will be offered at no cost to unduplicated pupil count students and reduced cost for those meeting certain income criteria. The program will include both academic and enrichment opportunities for all participating students.

We expect that this program will provide high quality expanded learning opportunities and implement California After School Quality Standards. These standards are designed to increase social-emotional learning opportunities as well as extend academic learning time. Creating a system of high quality enrichment programs leads to improving student outcomes as evidenced through research.

Goal 1, Action 20: ADMIN INTERNS
This action is based on our need to better coordinate learning activities for low socio-economic students, Foster Youth, English Learners, and students with disabilities and to improve parent engagement and communication, as identified by our educational partners.

To address this need, the District will provide two (2) Administrative Interns to support certain schools with unduplicated students and

students with disabilities. This will enhance and improve teaching methods for all students, including unduplicated count students and students with exceptional needs. Classroom Teachers need coaching support in order to accelerate learning for English learners, Foster Youth, low socio-economic students, and students with disabilities; all of whom have the highest need. Based on a review of assessment data, this need has intensified as the District plans for the 2023-24 school year following Pandemic related school closures, disruptions, and reduced classroom time. The Administrative Interns will provide this coaching support, which directly benefits unduplicated pupil count students.

We expect that the use of Administrative Interns allows the District to target its services to certain schools. The District believes this action increases the number of adults available to support all unduplicated count students and students with disabilities. Administrative Interns provide teacher leadership for implementation of California state standards and personalized learning experiences for students, especially unduplicated count students. This position also provides a good training opportunity for aspiring school administrators.

Goal 2, Action 1: STUDENT WELL-BEING INITIATIVES
As identified by our educational partners and a review of performance gaps, a significant number of unduplicated pupil count students demonstrated a need for social-emotional and behavioral supports to improve academic outcomes. Based on our 4th – 8th Grade Panorama Climate & Culture Survey, (63.89%) of students responded favorably for feeling safe at school. The 4th/5th grade respondents averaged (72%) responding favorably on this topic. English Learners responded favorably above the average at (74%). The African American student group fell below the 4th – 5th grade average by 6 percentage points at (66%). The 6th – 8th grade respondents averaged (58%) responding favorably on the topic of safety. The Asian student group generally scored higher by 6 percentage points at (64%). The African American student group reported (47%) responding favorably. Additionally our 4th – 8th Grade Panorama Climate & Culture Survey data showed (66.86%) of students responded favorably for feeling a sense of belonging at school. The 4th/5th grade respondents averaged (74%) responding favorably on this topic with no significant discrepancies among student groups. The 6th – 8th grade respondents averaged (61%) responding favorably on the topic of school connectedness. In general, all student groups reported similarly on the topic of school connectedness. We continue to improve our implementation process using our Social Emotional Learning curriculum, Second Step. Additionally we have an MTSS system for referring students for additional supports, as needed, with our counseling team.

To address these needs, schools provide behavioral incentives, school connectedness endeavors, and other student well-being initiatives. Funding is provided to each school based on the percentage of unduplicated count students to fund additional teaching support and the review of student group data on the school California dashboard performance. This action is focused on improving the number of students feeling safe and reporting school connectedness, since the District has experienced a decline in the sense of safety and a lower than desired level of school connectedness.

We expect that each school will determine the initiatives needed for their unique student population. The school identifies, studies, and implements evidence based programs, depending on their student needs and school context, as stated in their SPSA. They evaluate these programs through a continuous improvement process that involves individual student goal setting, progress monitoring, and making adjustments based on student need as part of our MTSS.

Goal 2, Action 2: STUDENT MENTAL HEALTH INITIATIVES

As identified by our educational partners and a review local metrics, a significant number of unduplicated pupil count students demonstrated a need for social-emotional and behavioral supports to improve academic outcomes. Based on our 4th – 8th Grade Panorama Climate & Culture Survey, (63.89%) of students responded favorably for feeling safe at school. The 4th/5th grade respondents averaged (72%) responding favorably on this topic. English Learners responded favorably above the average at (74%). The African American student group fell below the 4th – 5th grade average by 6 percentage points at (66%). The 6th – 8th grade respondents averaged (58%) responding favorably on the topic of safety. The Asian student group generally scored higher by 6 percentage points at (64%). The African American student group reported (47%) responding favorably. Additionally our 4th – 8th Grade Panorama Climate & Culture Survey data showed (66.86%) of students responded favorably for feeling a sense of belonging at school. The 4th/5th grade respondents averaged (74%) responding favorably on this topic with no significant discrepancies among student groups. The 6th – 8th grade respondents averaged (61%) responding favorably on the topic of school connectedness. In general, all student groups reported similarly on the topic of school connectedness. The district also became eligible for differentiated assistance for our African/American students based on an increased in suspension rate. We believe some of the previous measures have an impact on these students. We continue to improve our implementation process using our Social Emotional Learning curriculum, Second Step. Additionally we have an MTSS system for referring students for additional supports, as needed, with our counseling team.

To address these needs, we will provide 8.0 FTE counselor/social worker service for all students with a focus on unduplicated count students for 2023-24, and 1.0 FTE for a Homeless Liaison to case manage our students identified as homeless. This action is focused on improving the number of students feeling safe and reporting school connectedness, since the District has experienced a decline in these measures. The counselors/social workers focus on providing social/emotional learning to improve student outcomes.

We expect that the district-wide allocation of counseling/social worker service allows for case management of students that need support in social/emotional well-being to improve their academic performance, including a counselor dedicated to case management of our homeless students. Counselors/Social workers can setup learning plans for Foster Youth, help remove obstacles to learning for low socio-economic students, and do academic goal setting for English Learners. This increases the number of adults available to support all unduplicated count students. Effective counseling programs are important to the school climate and a crucial element in improving student achievement. Some studies have shown that students in schools that provide counseling services indicated their classes were less likely to be interrupted by other students, and that their peers behaved better in school, according to Mullis, F. & Otwell, P. (1997).

Goal 2, Action 3: STUDENT ATTENDANCE IMPROVEMENT
As identified in the Metrics section of the LCAP and input from our educational partners, we have experienced a decline in our attendance rate by 3.89% and an increase in chronic absenteeism by 14%. We know that this trend began with the pandemic and have not seen a shift to increased attendance. We would like to build the infrastructure to increase our attendance rate and decrease chronic absenteeism going forward and return to pre-pandemic attendance. We also are eligible for differentiated assistance due to chronic absenteeism for our African/American students.

To address this need, we will develop and implement a comprehensive student attendance improvement plan to engage students in school. The District uses data to highlight students showing early signs of chronic absenteeism in order to intervene, disrupt this trend, and ensure students are regularly present at school. This is done through use of our counselors, other outside agency partners, Student Attendance

Review Teams and the Student Attendance Review Board. This action tends to focus more on Foster Youth, homeless, low-socioeconomic students, and students with disabilities since these groups usually exhibit a higher rate of chronic absenteeism than the average.

We anticipate that this action will focus resources on decreasing chronic absenteeism and increasing student attendance and engagement. The effectiveness of this action is evident through several measures. These include an increase in SARTs and SARBs, a decrease in chronic absenteeism, and an increase in the District's student attendance rate to 95.90% in 2019-20 (pre-pandemic). Research shows that attendance is an important factor for student achievement and chronic absenteeism has been linked to reduced student achievement, according to Gottfried (2014).

Goal 3, Action 1: PARENT ENGAGEMENT
As identified by educational partner input and surveys, we need to increase our parent engagement in school and district decision making, increase learning opportunities for families, and widen communication with parents, staff, and the community.

To address this need, we will provide workshops, community resources, and opportunities for parents to become partners within the school community. Schools are provided funding to pay for endeavors they believe will be successful in increasing parent engagement. The District is also employing a Director, Communication and Community Engagement to improve and expand communication methods.

We expect to increase the involvement of parents in the school community and empower them to be more engaged with their child's education. We also expect to increase parent participation on district and site committees. The district believes in the importance of working with families as partners in education and these partnerships are incredibly important for families of unduplicated count students. Parental involvement in education has been shown to be a factor in improving the student's social/emotional development and learning outcomes (Young, Austin, & Growe, 2013). This action is designed to decrease barriers inhibiting parents of unduplicated count students from being fully engaged in their students' learning. We also expect this action to increase the frequency, type, and quality of communication with our educational partners.

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

Goal 1, Action 2: PROFESSIONAL DEVELOPMENT
The district will provide a comprehensive professional development plan based on our need to improve outcomes for at-promise student groups. Specifically, Hispanic, African American, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and English Learners performed below standard on CAASPP and local assessments in ELA and Mathematics Professional development using the ELD standards will be conducted as part of our core ELA/ELD curriculum. Teachers will be released for professional learning as well as stipends. Providing clear and actionable feedback to students enhances learning by reducing discrepancies between student understanding and the learning objective. Finally, by providing culturally and linguistically relevant instruction, students' cultural knowledge, language, and learning styles are connected to academic content so that students, especially unduplicated pupil count students, can build on and legitimize their experiences and what they know.

Goal 1, Action 3: DIGITAL DEVICES
The District believes that the district-wide use of funds for a 1:1 initiative is the most effective use of the funds to increase student learning, especially for unduplicated count students and students with disabilities. The 1:1 initiative also provides access to and equity for programs and resources throughout the District and for all student groups, including unduplicated count students, for learning recovery even beyond the school day.

Goal 1, Action 4: TECHNOLOGY INFRASTRUCTURE AND SUPPORTS
The District will provide mechanisms for replacing and upgrading end user devices, network equipment, and digital pathways to ensure technology resources are functional, reliable, and available well into the future. The District believes that a reliable and robust digital network is essential to increase student learning, especially for unduplicated count students and students with disabilities.

Goal 1, Action 5: DIGITAL LEARNING SOFTWARE SYSTEMS
The district believes the use of several supplemental programs will make a difference for unduplicated count students and students with disabilities as part of our MTSS program. We will purchase several supplemental curriculum programs to support learning recovery, to extend learning beyond the school day, and to individualize instruction for students based on their unique needs.

Goal 1, Action 6: CURRICULUM RESOURCE TEACHERS
The District will provide 4.0 FTE Curriculum Resource Teachers (CRT) and 1.0 FTE CRT with a specialized academic credential to provide professional learning opportunities and coaching for teachers. This will help teachers to improve skills necessary to improve instruction and student outcomes. Schools with higher populations of unduplicated count students will receive proportionately more services from these district level staff members. The District believes this action increases the number of adults available to support all unduplicated count students.

Goal 1, Action 7: CURRICULUM LEADERSHIP TEAM
Classroom-based action research involves teachers conducting collaborative, evidence based investigations into their own classroom routines and instructional practices with a view to understanding how to improve the quality of their practice. Teachers use qualitative and quantitative measures to evaluate the effectiveness of curriculum and instructional practices over time with a specific focus on understanding the unique needs of unduplicated count students and improving outcomes for them.

Goal 1, Action 8: SUPPLEMENTAL SCHOOL PERSONNEL
School sites have the opportunity to use supplemental site funds to employ intervention support staff. The allocation of funds to the schools is based on their population of unduplicated students. The support staff provides expertise and intentional supports to students who require supplemental and intensive academic supports. They work collaboratively with the classroom teachers to provide more targeted instruction as part of our MTSS. Furthermore, this action increases the number of adults available to support all unduplicated count students and improve student outcomes. The support staff allows the district to offer small group interventions, 1:1 interventions, and student conferencing, when necessary.

Goal 1, Action 9: BILINGUAL ASSISTANTS
The English Learner intervention support staff provides expertise and intentional supports to English Learners. The support staff works collaboratively with the classroom teacher to provide more targeted instruction based on English Language Development standards. Furthermore, this action increases the number of adults available to support English Learners to improve student outcomes.

Goal 1, Action 10: SUMMER ACADEMY PROGRAM
This action is based on our need to improve student outcomes by extending the school year for student groups that demonstrated the need for learning recovery. Unduplicated count students invited to this program receive English Language Arts and Mathematics instruction integrated through the curriculum to maintain skills.

Goal 1, Action 11: SUPPLEMENTAL INSTRUCTIONAL/INTERVENTION MATERIALS
Each school receives supplemental funds, based on their population of unduplicated count students, and the site determines the supplemental curriculum to purchase in order to meet the needs of these students beyond the districtwide core and supplemental curriculum. The school identifies, studies, and implements evidence based curriculum supports depending on their student needs and school context, as stated in their SPSA.

Goal 1, Action 12: LANGUAGE ARTS SPECIALISTS
The District will employ 9.0 FTE Language Arts Specialist/Intervention Resource Teachers to provide support for students in need of learning recovery due to school closures and pandemic restrictions. The Intervention Resource Teachers (IRTs) provide site level leadership to the staff in the implementation of the California state standards, curriculum, and targeted intervention programs, including English Language Development (ELD) instruction. This Increases the number of certificated adults available to support the instructional program for all unduplicated count students.

Goal 1, Action 15: SANTEE SUCCESS PROGRAM
The District will provide a temporary alternative instructional setting for students with significant behavior issues. The program has a low ratio of students to teachers, which provides more opportunity to individualize instruction and intervene on behavioral issues in order to improve student outcomes. The program goal is to increase the students' academic and behavioral capacity, including unduplicated count students. to function well in a comprehensive school setting.

Goal 1, Action 16: CLASS SIZE REDUCTION FOR GRADES 4-8
The District will employ additional teachers to temporarily reduce class size for general education classes in grades 4-8 to minimize the number of students in the class. This provides at-promise students a more inclusive academic program and academic supports for learning recovery. Lower class sizes will allow teachers the opportunity to assess the individual needs of unduplicated pupil count students and provide more personalized support for them.

Goal 1, Action 19: BEFORE/AFTER SCHOOL PROGRAM
The District will provide a comprehensive before/after school program so that the total amount of instructional time, including the regular school day, will be at least nine (9) hours, as required by new legislation. This program will be offered at no cost to unduplicated pupil count

students and reduced cost for those meeting certain income criteria. The program will include both academic and enrichment opportunities for all participating students.

Goal 1, Action 20: ADMINISTRATIVE INTERNS
The District will provide two (2) Administrative Interns to support certain schools with unduplicated students and students with disabilities. This will enhance and improve teaching methods for all students, including unduplicated count students and students with exceptional needs. The Administrative Interns will provide coaching support to classroom teachers, which directly benefits unduplicated pupil count students.

Goal 2, Action 1: STUDENT WELL-BEING INITIATIVES
Each school determines the initiatives needed for their unique student population using funds allocated to them based on their population of unduplicated count students. The school identifies, studies, and implements evidence based programs, depending on their student needs and school context as stated in their SPSA. They evaluate these programs through a continuous improvement process that involves individual student goal setting, progress monitoring, and making adjustments based on student need, as part of our MTSS.

Goal 2, Action 2: COUNSELORS
The District will provide 8.0 FTE Counselors/Social Workers to address the social-emotional needs of all students and 1.0 FTE for a Homeless Liaison. Providing Counselors/Social Workers increases the number of credentialed adults available to support unduplicated count students with mental health and social-emotional needs.

Goal 2, Action 3: STUDENT ATTENDANCE IMPROVEMENT
This action focuses resources on decreasing chronic absenteeism, increasing student attendance, and implementing reengagement strategies that support unduplicated count students. Since Foster Youth and Homeless students tend to experience higher rates of chronic absenteeism, District staff members have systems for tracking, monitoring, and supporting these students to manage their cases and improve attendance.

Goal 3, Action 1: PARENT ENGAGEMENT
This action increases the involvement of parents in the school community and empowers them to be more engaged with their child's education. It also increases parent participation on district and site committees. This action is designed to decrease barriers inhibiting parents of unduplicated count students from being fully engaged in their students' learning. We also expect this action to increase the frequency, type, and quality of communication with parents/guardians of unduplicated count students.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Santee School District does not receive concentration grant funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$75,097,000.00	$13,554,000.00	$4,786,000.00	$2,691,000.00	$96,128,000.00	$80,865,040.00	$15,262,960.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Core Program	All	$68,060,000.00	$7,382,000.00	$4,786,000.00	$1,703,000.00	$81,931,000.00
1	1.2	Professional Development	English Learners Foster Youth Low Income	$1,466,000.00	$426,000.00	$0.00	$226,000.00	$2,118,000.00
1	1.3	Technology Devices	English Learners Foster Youth Low Income	$94,000.00	$0.00	$0.00	$0.00	$94,000.00
1	1.4	Technology Infrastructure and Support	English Learners Foster Youth Low Income	$1,695,000.00	$0.00	$0.00	$0.00	$1,695,000.00
1	1.5	Digital Learning Software Systems	English Learners Foster Youth Low Income	$260,000.00	$122,000.00	$0.00	$0.00	$382,000.00
1	1.6	Curriculum Resource Teachers	English Learners Foster Youth Low Income	$439,000.00	$246,000.00	$0.00	$0.00	$685,000.00
1	1.7	Curriculum Leadership Team	English Learners Foster Youth Low Income	$10,000.00	$0.00	$0.00	$0.00	$10,000.00
1	1.8	Supplemental School Personnel	All	$0.00	$0.00	$0.00	$87,000.00	$87,000.00
1	1.9	Bilingual Assistants	English Learners	$212,000.00	$0.00	$0.00	$16,000.00	$228,000.00
1	1.10	Summer Academic Program	Unduplicated count students	$0.00	$0.00	$0.00	$212,000.00	$212,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Supplemental Instructional/Intervention Materials	English Learners Foster Youth Low Income	$163,000.00	$137,000.00	$0.00	$123,000.00	$423,000.00
1	1.12	Language Arts Specialists	English Learners Foster Youth Low Income	$1,258,000.00	$0.00	$0.00	$0.00	$1,258,000.00
1	1.13	Transitional Kindergarten Program	All	$0.00	$0.00	$0.00	$0.00	$0.00
1	1.14	Early Admission to Kindergarten Program	All	$0.00	$0.00	$0.00	$0.00	$0.00
1	1.15	Santee Success Program	English Learners Foster Youth Low Income	$145,000.00	$0.00	$0.00	$0.00	$145,000.00
1	1.16	Class Size Reduction for Grades 4-8	All	$0.00	$1,502,000.00	$0.00	$0.00	$1,502,000.00
1	1.17	Instructional Assistants	All	$0.00	$0.00	$0.00	$0.00	$0.00
1	1.18	Alternative School Instructional Supports	Home school/long-term independent study students	$0.00	$0.00	$0.00	$0.00	$0.00
1	1.19	Before/After School Program	Unduplicated Pupil Count Students	$0.00	$3,534,000.00	$0.00	$0.00	$3,534,000.00
1	1.20	Admin Interns	English Learners Foster Youth Low Income	$268,000.00	$0.00	$0.00	$0.00	$268,000.00
2	2.1	Student Well-Being Initiatives	English Learners Foster Youth Low Income	$44,000.00	$0.00	$0.00	$0.00	$44,000.00
2	2.2	Student Mental Health Initiatives	English Learners Foster Youth Low Income	$690,000.00	$205,000.00	$0.00	$249,000.00	$1,144,000.00
2	2.3	Student Attendance Improvement	English Learners Foster Youth Low Income	$101,000.00	$0.00	$0.00	$0.00	$101,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Parent Engagement	English Learners Foster Youth Low Income	$192,000.00	$0.00	$0.00	$75,000.00	$267,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$64,546,391	$5,006,218	7.76%	0.00%	7.76%	$7,037,000.00	0.00%	10.90 %	**Total:**	$7,037,000.00
								LEA-wide Total:	$6,557,000.00
								Limited Total:	$212,000.00
								Schoolwide Total:	$268,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,466,000.00	
1	1.3	Technology Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$94,000.00	
1	1.4	Technology Infrastructure and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,695,000.00	
1	1.5	Digital Learning Software Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$260,000.00	
1	1.6	Curriculum Resource Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$439,000.00	
1	1.7	Curriculum Leadership Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Bilingual Assistants	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$212,000.00	
1	1.11	Supplemental Instructional/Intervention Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$163,000.00	
1	1.12	Language Arts Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,258,000.00	
1	1.15	Santee Success Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$145,000.00	
1	1.20	Admin Interns	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cajon Park, Carlton Oaks, Rio Seco, Sycamore Canyon	$268,000.00	
2	2.1	Student Well-Being Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,000.00	
2	2.2	Student Mental Health Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$690,000.00	
2	2.3	Student Attendance Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,000.00	
3	3.1	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$192,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$88,679,000.00	$95,837,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Core Program	No	$74,300,000.00	$83,000,000
1	1.2	Professional Development	Yes	$1,861,000.00	$1,588,000
1	1.3	Technology Devices	Yes	$37,000.00	$68,000
1	1.4	Technology Infrastructure and Support	Yes	$1,691,000.00	$1,539,000
1	1.5	Digital Learning Software Systems	Yes	$217,000.00	$212,000
1	1.6	Curriculum Resource Teachers	Yes	$590,000.00	$681,000
1	1.7	Curriculum Leadership Team	Yes	$8,000.00	$21,000
1	1.8	Supplemental School Personnel	No	$195,000.00	$255,000
1	1.9	Bilingual Assistants	Yes	$225,000.00	$234,000
1	1.10	Summer Academic Program	No	$221,000.00	$196,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Supplemental Instructional/Intervention Materials	Yes	$326,000.00	$251,000
1	1.12	Language Arts Specialists	Yes	$2,090,000.00	$2,108,000
1	1.13	Transitional Kindergarten Program	No	$0.00	$0.00
1	1.14	Early Admission to Kindergarten Program	Yes	$281,000.00	$208,000
1	1.15	Santee Success Program	Yes	$161,000.00	$170,000
1	1.16	Class Size Reduction for Grades 4-8	No	$1,189,000.00	$1,301,000
1	1.17	Instructional Assistants	No	$0.00	$0.00
1	1.18	Alternative School Instructional Supports	No	$0.00	$0.00
1	1.19	Before/After School Program	No	$3,462,000.00	$1,983,000
1	1.20	Admin Interns	Yes	$183,000.00	$260,000
2	2.1	Student Well-Being Initiatives	Yes	$54,000.00	$54,000
2	2.2	Student Mental Health Initiatives	Yes	$1,251,000.00	$1,343,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	Student Attendance Improvement	Yes	$101,000.00	$106,000
3	**3.1**	Parent Engagement	Yes	$236,000.00	$259,000

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,823,739	$7,020,000.00	$7,443,500.00	($423,500.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Professional Development	Yes	$1,236,000.00	$1,245,000		
1	1.3	Technology Devices	Yes	$37,000.00	$68,000		
1	1.4	Technology Infrastructure and Support	Yes	$1,691,000.00	$1,691,500		
1	1.5	Digital Learning Software Systems	Yes	$123,000.00	$123,000		
1	1.6	Curriculum Resource Teachers	Yes	$406,000.00	$439,000		
1	1.7	Curriculum Leadership Team	Yes	$8,000.00	$21,000		
1	1.9	Bilingual Assistants	Yes	$179,000.00	$184,000		
1	1.11	Supplemental Instructional/Intervention Materials	Yes	$308,000.00	$201,000		
1	1.12	Language Arts Specialists	Yes	$1,310,000.00	$1,477,000		
1	1.14	Early Admission to Kindergarten Program	Yes	$281,000.00	$208,000		
1	1.15	Santee Success Program	Yes	$161,000.00	$170,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.20	Admin Interns	Yes	$183,000.00	$260,000		
2	2.1	Student Well-Being Initiatives	Yes	$54,000.00	$54,000		
2	2.2	Student Mental Health Initiatives	Yes	$712,000.00	$937,000		
2	2.3	Student Attendance Improvement	Yes	$101,000.00	$106,000		
3	3.1	Parent Engagement	Yes	$230,000.00	$259,000		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$62,402,838	$4,823,739	0.00	7.73%	$7,443,500.00	0.00%	11.93%	$0.00	0.00%

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

    See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

    o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

    o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

    o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

    o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

    o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

    o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022