# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Adelanto Elementary School District

CDS Code: 36-67587

School Year: 2021-22

LEA contact information:

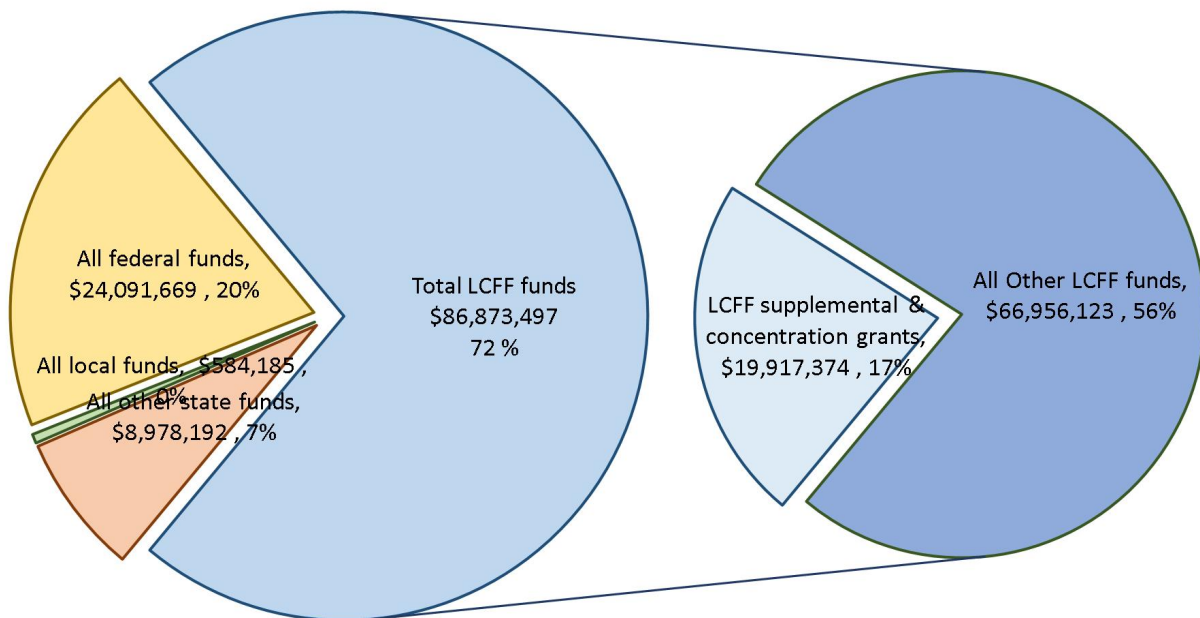Kennon Mitchell, Ph.D.

Superintendent

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(760) 246-8691 Ext. 10269

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source



All federal funds, $24,091,669 , 20%

All local funds, $584,185 ,

All other state funds, $8,978,192 , 7%

Total LCFF funds $86,873,497 72 %

LCFF supplemental & concentration grants, $19,917,374 , 17%
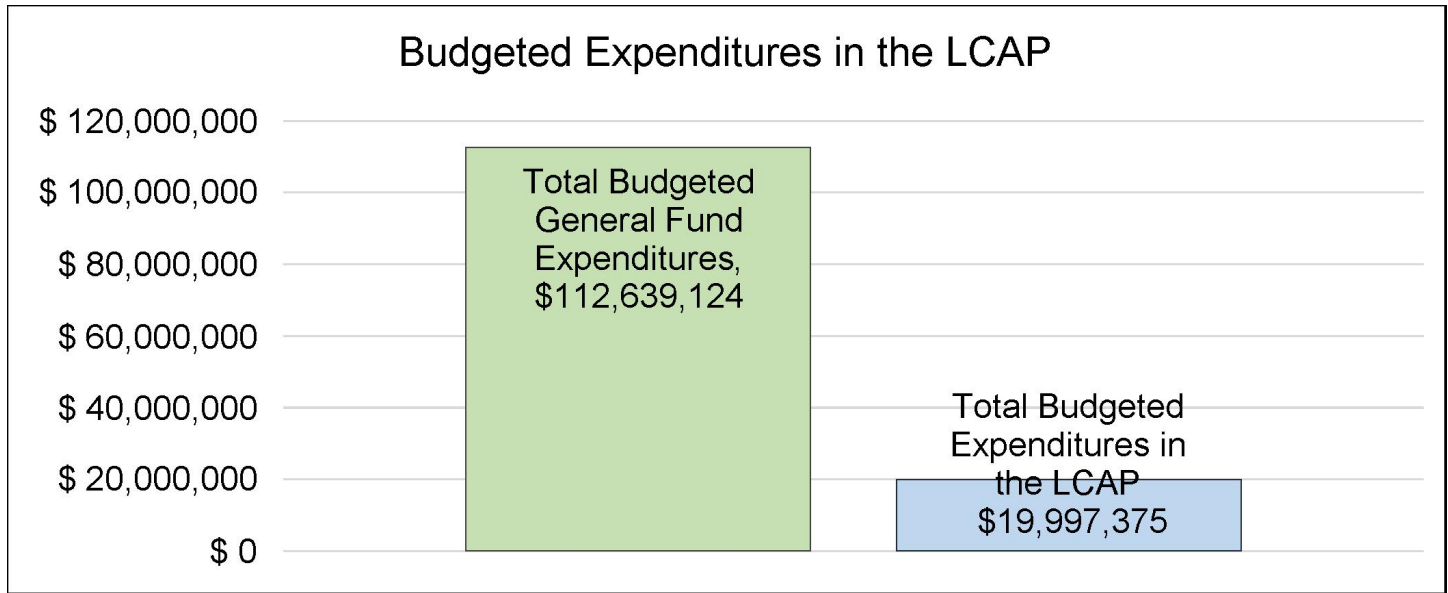
All Other LCFF funds, $66,956,123 , 56%

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

The total revenue projected for Adelanto Elementary School District is $120,527,543, of which $86,873,497 is Local Control Funding Formula (LCFF), $8,978,192 is other state funds, $584,185 is local

funds, and $24,091,669 is federal funds.  Of the $86,873,497 in LCFF Funds, $19,917,374 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

| | |
|---|---|
| Total Budgeted General Fund Expenditures, $112,639,124 | Total Budgeted Expenditures in the LCAP $19,997,375 |

Chart axis: $0, $20,000,000, $40,000,000, $60,000,000, $80,000,000, $100,000,000, $120,000,000

This chart provides a quick summary of how much Adelanto Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Adelanto Elementary School District plans to spend $112,639,124 for the 2021-22 school year. Of that amount, $$19,997,374.94 is tied to actions/services in the LCAP and $92,641,749.06 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
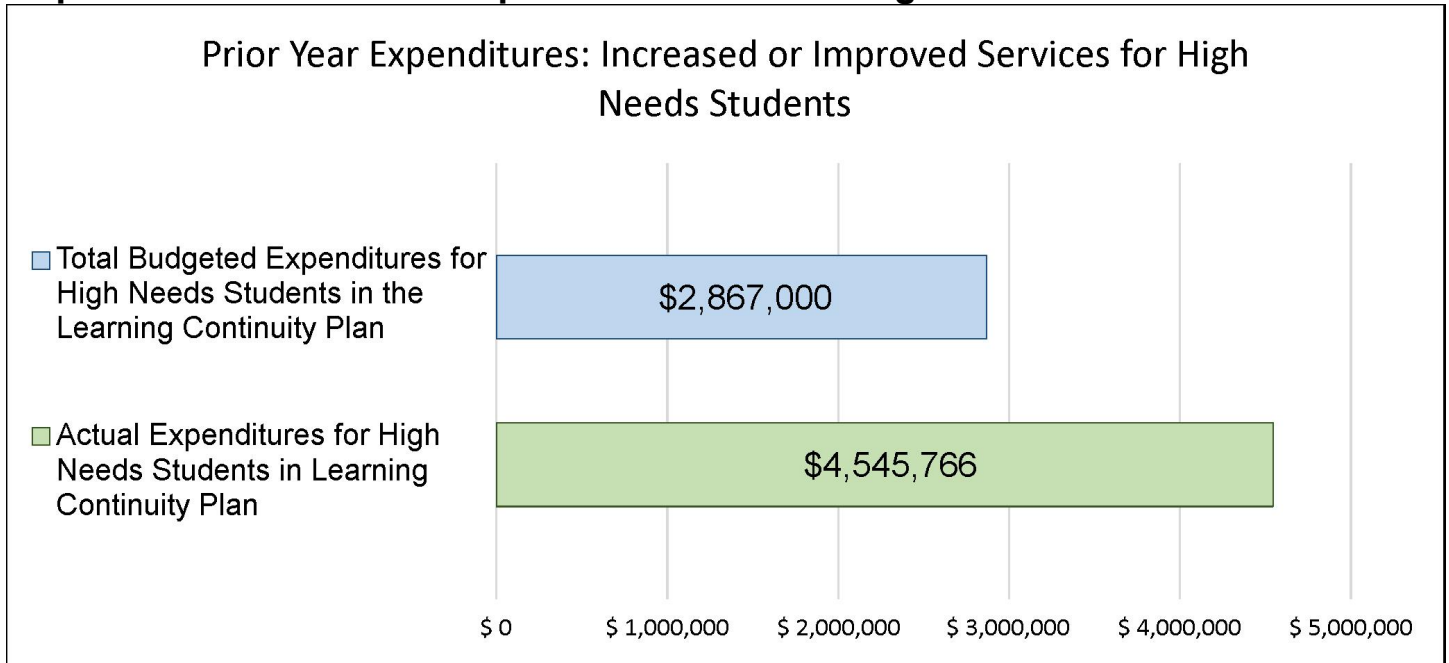
Beyond what is in included in the LCAP are a multitude of expenditures necessary to legally open and operate our District. Examples of expenses not in the LCAP: (1) Insurance and utilities, (2) Certificated administration salaries, (3) Classified management salaries, (4) Administrative benefits, (5) Building improvements, and (6) Dues and membership.

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

In 2021-22, Adelanto Elementary School District is projecting it will receive $19,917,374 based on the enrollment of foster youth, English learner, and low-income students. Adelanto Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Adelanto Elementary School District plans to spend $$19,799,024.46 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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

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

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $2,867,000

Actual Expenditures for High Needs Students in Learning Continuity Plan — $4,545,766

$ 0   $ 1,000,000   $ 2,000,000   $ 3,000,000   $ 4,000,000   $ 5,000,000

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

In 2020-21, Adelanto Elementary School District's Learning Continuity Plan budgeted $2,867,000 for planned actions to increase or improve services for high needs students. Adelanto Elementary School District actually spent $4,545,766 for actions to increase or improve services for high needs students in 2020-21.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

| LEA Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Adelanto Elementary School District | Kennon Mitchell, Ph.D. Superintendent | Kennon_Mitchell@aesd.net (760) 246-8691 Ext. 10269 |

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Conditions of Learning:
All students are provided appropriately assigned and credentialed teachers, teachers/students will have access to standards-aligned materials in all content areas leading to high school readiness by grade 8, students will have access to instructional technology, and school facilities will be in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>1. State Metric: Rate of teacher misassignments and Williams Report<br>**19-20**<br>1. 100% of teachers are appropriately assigned and credentialed.<br>**Baseline**<br>100% of teachers are appropriately assigned and credentialed. | As reported by the district's credential analyst, 100% of our teachers were appropriately assigned and credentialed. The fourth quarter William's Report indicated that COVID delayed their certification of teacher assignments for the 19-20 school year. |
| **Metric/Indicator**<br>2. State Metric: Williams Report; student access to standards-aligned instructional materials; Student Course access and enrollment in all studies<br><br>Local Metric: Walkthrough observation data<br><br><br>**19-20**<br>a. 100% of students have access to standards-aligned curriculum including English Language Development standards | a. The Williams report indicated that the district provided access to a standards-aligned curriculum for 100% of the students. Access to the standards-aligned English Language Development curriculum was also provided for all English Learner students.<br><br>b. Analysis of each school's Master Schedule confirmed that 100% of students have access and are enrolled in all mandated courses of study.<br><br>c. Course enrollment records verified that 100% of students have access to English 3D. Professional development for English 3D will continue to be provided to teachers during the next school |

| Expected | Actual |
|---|---|
| b. 100% of students have access and are enrolled in all mandated courses of study<br><br>c. 100% implementation of English 3D as Board adopted material for grades 6--8, replacing High Point.<br><br>    • -Develop ELD Scope and Sequence documents to match ELA Scope and Sequence<br><br>    • - Monitor Reclassification by using English Learner Independent Learning Plans (EL-ILP) from ELlevation<br><br><br>**Baseline**<br>100% of students have access to standards aligned curriculum including English Language Development standards<br><br>100% of students have access and are enrolled in all mandated courses of study | year.<br><br>    • We were not able to develop ELD Scope and Sequence documents to match ELA Scope and Sequence. We intended to develop the scope and sequence in 2020-2021, however, COVID-19 shifted the District's PD focus to social-emotional learning, digital technology tools for instruction, and strategies for Distance Learning.<br><br>    • ELlevation was used to monitor Reclassified students (Monitoring Forms), create ILPs for LTELs, and to Reclassify students who met the CDE/AESD Criteria |
| **Metric/Indicator**<br>3. Local Metric:<br>a. Tech Department inventory<br><br>**19-20**<br>3a. 100% of schools will have increased access to instructional technology via infrastructure and hardware<br><br>3b. 100% rollout of teacher Technology Badges for tech proficiency<br><br>3c. Increase training for online curriculum (trainer of trainer model with site AAs and teacher leaders) | a. 100% of schools increased student access to technology by providing 1:1 Chromebooks to all grade levels.  Over 2,500 new Chromebooks were purchased to replace aging Chromebooks.  All current Information Technology(IT) staff was maintained during the 2019-2020 school year.<br><br>b. Due to increasingly high technology needs related to COVID-19 and lack of personnel, technology training and badges were not implemented during the 2019-2020 school year.<br><br>c. Though the Trainer of Trainer model was not implemented, training for the online curriculum and CCSS aligned curriculum was provided.   The primary focus of the training was on coding and math. It included seven sessions on Python and Skylark |

| Expected | Actual |
|---|---|
| **Baseline**<br>100% of schools have increased access to instructional technology via infrastructure and hardware | coding, 14 sessions on Go Math, one session on Accelerated Math, two sessions on Next Gen Math, and three sessions on SVMI Math. Additionally, through implementation and usage training, AESD's Virtual Academy was supported in its online platforms. Additionally, 32 Common Core State Standards-aligned trainings were provided in science, history, NGSS, expository writing, the DBQ project, and special education. |
| **Metric/Indicator**<br>4. State Metric: Williams Report Local Metric: Facilities Inspection Tool (FIT) report<br><br>**19-20**<br>4. 100% of schools will have a good rating with minimal deficiencies<br><br><br>**Baseline**<br>100% of schools have a good rating as measured by the Williams Report. | a. During the 19-20 FIT Report, No extreme deficiencies were noted however, the following good repair deficiencies were noted:<br>• one pest/vermin Infestation, four electrical issues with cords not being stored properly, nine restroom deficiencies such as empty dispensers, four sink/fountain concerns, five hazardous material deficiencies with the materials not being stored properly, two structural damage issues such as holes in the walls, and two roofing deficiencies which included issues with the drains. All deficiencies had been addressed by work orders prior to the inspection date resulting in a satisfactory report from the San Bernardino County Superintendent of Schools (SBCSS).<br><br>b. The district has ongoing projects to maintain the safety of students and staff. For example, during the 2019-20 school year, all portables in the district were repaired including siding, walls, foundations, and ramps. The asphalt on all school campuses/playgrounds was repaired and resurfaced. The roof at the Adelanto Virtual Academy was replaced.<br><br>b. The district has a team of 40 custodians assigned to the school sites and district office. The school custodians are responsible for maintaining all school facilities in a clean and safe condition for students and families. They are also responsible for some minor repairs at their sites while major repairs are handled by the |

| Expected | Actual |
|---|---|
|  | Maintenance and Operations Team. |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| 1. Hire and retain highly qualified staff:<br><br>a. Additional certificated FTEs to lower TK- 3rd-grade class size to 24:1 ratio<br><br>b. Maintain Induction Program Reflective Coach (IPRC) providers<br><br>c. Stipends for site CTI support teachers<br><br>d. CTI Contract with RCOE | 1a. Teacher (Certificated) Salaries<br>Benefits<br>Contract<br>  LCFF 4,694,178<br><br>1b. Teacher (Certificated) Salaries<br>Benefits<br>Contract<br>  Title II 128,464<br><br>1c. (CTI Supporter stipends)<br>Teacher (Certificated) Salaries<br>Benefits<br>Contract<br>  LCFF 60,500<br><br>1d. (contract with RCOE for BTSA)<br>Teacher (Certificated) Salaries<br>Benefits<br>Contract<br>  LCFF 61,000 | 1a. Teacher (Certificated) Salaries<br>Benefits<br>Contract<br>  LCFF 4,861,168<br><br>1b. Teacher (Certificated) Salaries<br>Benefits<br>Contract<br>  135,443<br><br>1c. (CTI Supporter stipends)<br>Teacher (Certificated) Salaries<br>Benefits<br>Contract<br>  93,659<br><br>1d. (contract with RCOE for BTSA)<br>Teacher (Certificated) Salaries<br>Benefits<br>Contract<br>  61,000 |
| Provide CCSS aligned instructional materials:<br><br>a. Continue to pilot NGSS Science materials and provide NGSS Science aligned classroom supplies<br><br>b. Dual Immersion curriculum (DI Maravillas for elementary)<br><br>c. Provide Social Studies curriculum for grades 6--8 (DBQ materials)<br><br>d. For grades 6--8, provide ERWC as ELA supplemental materials and train teachers<br><br>e. Provide online licenses for Accelerated Math and remediation math (K--8) | 2a. Books and Supplies<br>Materials<br>  Lottery 5,000<br><br>2b. Books and Supplies<br>Materials<br>  Lottery 2,100<br><br>2c.  Books and Supplies<br>Materials<br>  Lottery 7,500 | 2a. Books and Supplies<br>Materials<br>  5,000<br><br>2b. Books and Supplies<br>Materials<br>  2,100<br><br>2c.  Books and Supplies<br>Materials<br>  7,500 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| f. Follet -Destiny System for Library Inventory for curriculum and reading materials to ensure that all students have access to materials in order to pass Williams Audit | 2d. Books and Supplies Materials (In Goal 2. 1a)   Lottery 0.00<br><br>2e. Books and Supplies Materials   LCFF 8,500<br><br>2f. Books and Supplies Materials (In Goal 2.1e)   Lottery 0.00 | 2d. Books and Supplies Materials (In Goal 2. 1a)   0.00<br><br>2e. Books and Supplies Materials   0.00<br><br>2f. Books and Supplies Materials (in Goal 2.1e)   0.00 |
| Provide technology infrastructure and equipment:<br>a. Purchase computers/Chromebooks to maintain and upgrade technology in the classroom and maintain Operating Systems and licenses<br>b. Continue to maintain current Information Technology (IT) staff to maintain technology and databases<br>c. Continue to support the expansion of programs within AESD Virtual Academy and provide technology and online resources as needed. (Edgenuity, CANVAs, and ACCELUS) (already in goal 3.6)<br>d. Continue to provide technology training to increase teacher validation through technology badges  technology badges. | 3a. Books and Supplies salaries and benefits Services/Operating Expenditures   LCFF 870,000<br><br>3b. Books and Supplies salaries and benefits Services/Operating Expenditures   LCFF 1,001,129<br><br>3c. (in Goal 3.6) Books and Supplies salaries and benefits Services/Operating Expenditures   0.00<br><br>3d. Books and Supplies salaries and benefits Services/Operating Expenditures   Title I 1,636 | 3a. Books and Supplies salaries and benefits Services/Operating Expenditures   808,000<br><br>3b. Books and Supplies salaries and benefits Services/Operating Expenditures   1,017,000<br><br>3c. Books and Supplies salaries and benefits Services/Operating Expenditures (in Goal 3.6)   0.00<br><br>3d. Books and Supplies salaries and benefits Services/Operating Expenditures   0.00 |
| 4. Maintain facilities in good repair:<br>a. Continue projects for safety and maintain professional/consulting services.<br>b. Maintain schools and facilities in a clean and safe condition for students and families. | 4a. Resource 8150- (RMA) Services/Operating Expenditures Salaries and benefits Materials and supplies   500,000 | $995,160 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | 4b.<br>Services/Operating Expenditures<br>Salaries and benefits<br>Materials and supplies<br>  LCFF 2,300,000 | $2,446,220 |

## Goal Analysis

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

The district budgeted $870,000 to purchase Chromebooks but only spent $808,000 to purchase 2,500 Chromebooks.  However, because the certificated and classified staff received a raise, the staffing costs were higher than budgeted resulting in an additional $166,990 during the 2019-2020 school year, more than accounting for unspent funds allocated to this goal.

When COVID-19 caused the closure of the district and our schools on March 13, 2020, our teams quickly shifted, and we were able to distribute Chromebooks for students to use at home.  Additionally, we provided weekly packets of work, by grade level, to provide continuity of instruction.  The IT Team developed a portal accessible on our website for parents and students with additional learning resources, learning supports, extension activities, and more.  District custodial staff sanitized and deep cleaned classrooms to provide safe environments for the teachers that chose to continue working in their classrooms during distance learning.

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

Achieving 1:1 Chromebook distribution was one of the district's greatest successes during this school year.  For students in grade K-2, we were able to provide devices with touch screens to increase accessibility for these students. While all students had access to a device, not all students had access to the internet due to lack of available connectivity, and unreliable internet connectivity. The lack of internet for a significant number of students presented challenges to our teachers when planning and delivering instruction to their students.  An additional challenge was negotiating the terms of distance learning with our Associations and the initial agreement was not achieved until May 2020 which meant that some students were on independent study supported by a principal, assistant administrator, or district administrator rather than their classroom teacher for an extended period of time. All actions were implemented as planned.

# Goal 2

Pupil Outcomes:
Student achievement will increase in ELA, Math, Science, and Social Studies/History, with a focus on closing the achievement gap for struggling students.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:     n/a

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>State Metric: CAASPP and ELPAC assessments<br>Local and State Metric: STAR Renaissance Early Literacy, Reading, and Math; District Benchmarks<br><br>**19-20**<br>Increased number of students (measure by subgroups) meeting or exceeding grade level standards by 5% as measured by CAASPP and STAR Renaissance assessments for grades 3 - 8 students<br><br>**Baseline**<br>24% of students in grades 3--8 scored Met or Exceeded on the SBAC ELA assessment and 13% of students in grades 3--8 scored Met or Exceeded on the SBAC Math assessment. 25.6% of students in grades K--8 scored Met or Exceeded on the STAR Reading and 33.1% of students in grades 1--8 scored Met or Exceed in STAR Math. Use ELPAC to increase reclassification by 10% or more. | The district was unable to administer the CAASPP test during the 19-20 school year because of COVID. As a result, we relied on Renaissance STAR to measure student progress in math and reading. The number of students meeting or exceeding standards in Reading is 23.8% which is a decline from 25.6% during the 2018-19 school year. In Math, 35.3% of our students are meeting or exceeding the standards, an increase of 2.2% but that is still below the goal of increasing by 5%. The decline can be attributed to school closures in March of 2020. Though we provided students with packets and distributed Chromebooks, it was a slow adjustment for the remainder of the year to distance learning. |
| **Metric/Indicator**<br>2. State Metric: CAASPP assessments | The numbers of students in grades 3-8 in the lowest bands, as measured by STAR Reading and math, has actually increased, |

| Expected | Actual |
|---|---|
| Local Metric: STAR Renaissance Reading and Math, Benchmarks<br><br>**19-20**<br>Decreased number of students performing at the lowest band by at least 20% as measured by CAASPP and STAR Renaissance assessments for grades 3-8.<br><br>**Baseline**<br>50% of students in grades 3--8 scored in the lowest band on the SBAC ELA assessment and 62% on the SBAC Math assessment<br><br>38% of students in grades K--8 scored in the lowest band on the STAR Reading and 31% scored in the lowest band on the STAR Math assessment. | growing from 35.1% in Math and 39.8% in Reading when the prior year the percentages were 31.0% and 38.0%, respectively. We attribute this decline to the learning loss that students experienced between March and through the summer related to COVID 19. |
| **Metric/Indicator**<br>3. State Metric: EL Reclassification Rate, Number of ELs scoring Proficient on ELPAC<br><br>**19-20**<br>100% of English Learners will have high quality and integrated ELD in order to be reclassified within 3--5 years.<br><br>5% increase in reclassification rates for EL students.<br><br>**Baseline**<br>100% of English Learners received integrated and designated ELD.<br><br>In 2016--17, 19.1% of students were reclassified. | • Every elementary school has scheduled 30 minutes each day to provide ELD instruction. The middle schools provide all EL students with one ELD class in addition to their ELA Class. The district has continued the practice of Individual Learning Plans (ILPs) for students in grades 4-8 that have been identified as Long-term English Learners (LTELs) as a way to monitor progress and provide individual support for students that have not yet been reclassified.<br><br>• During the 2018-2019 school year, the percent of ELs was 15.1% and the reclassification rate was 11.7%. For the 2019-2020 school year, the percent of ELs was 13.48% and the reclassification rate was 6% which did not meet the target of increasing the rate of reclassification by 5%. |

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>4. Local Metric: Documentation of actions/services by the Foster Youth Counselor<br><br>**19-20**<br>100% Foster Youth and families will be given additional support.<br><br>**Baseline**<br>69% of Foster Youth and families were given additional support. (173 of 252) | 100% of all foster youth received support from the foster youth counselors and social work interns supervised by the foster youth counselors as measured by the counseling notes entered in Aeries.  Support includes individual and group counseling, regular check-ins, case management, enrollment assistance, attending SST's and IEPs, and more.  Once the district closed due to COVID, the support transitioned to virtual sessions, phone check-ins, and written notes.  For those students who could not access computers or the phone, the counselors arranged drive-by caravans, pen-pals, and "adopt-a-grad" celebrations. |
| **Metric/Indicator**<br>5. Local Metric: Documentation of walkthrough State Metric: implementation of CCSS for all students<br><br>**19-20**<br>100% of students, including EL students, use CCSS curriculum.<br><br>**Baseline**<br>100% of students, including EL students, use CCSS curriculum. | The district has provided all teachers with CCSS aligned curriculum for all ELA and math classes, including ELD.  In grades 6-8, students also have access to English 3D.  Teachers are piloting standards-aligned history and science curriculum. |
| **Metric/Indicator**<br>6. Local Metric: Chapter tests, unit tests, common assessments<br><br>**19-20**<br>100% of students, including EL students will be enrolled in History and Science classes and be required to take exams in the class and the common benchmarks and assessments developed and implemented in 2018-19. Additionally, all teachers will be trained in the History/Social Science Framework and NGSS standards.<br><br>**Baseline**<br>100% of students, including EL students, are enrolled in History and Science classes and be required to take exams in the class. | 300 (98%) EL students were enrolled in history and science classes in grades 6-8.  578 (98%) students in special education were enrolled in history and science classes in grades 6-8. All general education students were enrolled in history and science classes, as reported by Aeries.<br><br>Due to COVID, State assessments and district benchmarks/other district-created formative assessments were not administered during the 2019-2020 school year.  The district provided 15 professional development sessions on the Next Generation Science Standards (NGSS) and six professional development days for the history standards verified by the Professional Development Calendar for the 2019-2020 school year. |

| Expected | Actual |
|---|---|
| | |
| **Metric/Indicator**<br>Assess student progress on grade level formative assessments developed and implemented in 2018--19.<br>**19-20**<br>5% increase in the number of students showing proficiency in grade level formative assessments developed and implemented in 2018--19.<br>**Baseline**<br>Established baseline at 50% of students being proficient. | The Assistant Superintendent of Academic Services who spearheaded and guided the formative assessment project left the district in October 2019, and the district did not fill her position until March 2020. The week after her replacement joined the district, we shut down due to COVID-19. As a result, we did not administer grade-level formative assessments during the 19-20 school year. |

## Actions / Services

| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| MTSS support:<br><br>a. Academics – intervention curriculum and/or programs (Lexia, Phonics for Reading, Renaissance, Rewards, ESGI etc.) Continue to provide support to kindergarten teachers with the use of ESGI for ongoing assessment<br><br>b. Enrichment and intervention elective teachers at the middle school (MTSS sections)<br><br>c. Data analysis and monitoring programs - use of EADMS/IO as our assessment system for building out and implementation of teacher-made common formative assessments and data analysis.<br><br>d. Behavior Support – PBIS support and professional development, (CAHELP contract)<br><br>e. Continue with Follet Destiny System<br><br>f. Continue with middle school counselors<br><br>g. Continue with Coordinators of Curriculum support subject area expertise and site training with all core content and electives<br><br>h. Continue with Assistant Administrators of Instructional Improvement and Academic Coaching (AAIIAC)s at each school site to support site-level training and instructional oversight | a. Licenses<br>Teacher (Certificated) Salaries<br>Classified Salaries<br>Benefits<br>Books and Supplies<br>Services/Operating Expenditures<br>  LCFF 205,500<br><br>b.  LCFF 1,563,000<br><br>c.  LCFF 46000<br><br>d.  LCFF 76,500<br><br>e.  LCFF 28,000<br><br>f.  LCFF/Title I 617,000<br><br>g.  LCFF & Title I & Title II 436,000<br><br>h.  LCFF/Title I 1,755,000<br><br>i.  Res 6500 and 3310 1,880,900<br><br>j.  Title IV 15,145 | a. Licenses<br>Teacher (Certificated) Salaries<br>Classified Salaries<br>Benefits<br>Books and Supplies<br>Services/Operating Expenditures<br>  LCFF 197,047<br><br>b.  LCFF 1,570,000<br><br>c.  LCFF 41,324<br><br>d.  LCFF 78,200<br><br>e.  LCFF 28,000<br><br>f.  LCFF/Title I 815,343<br><br>g.  LCFF & Title I & Title II 423,485<br><br>h.  LCFF/Title I 1,853,494<br><br>i.  Res 6500 and 3310 3,697,879<br><br>j.  Title IV 8,957 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| i. Continue with Special Education paraprofessionals<br><br>j. Continue to fund training for restorative practices for teachers counselors and administrators | | |
| 2.Enrichment opportunities:<br>a. Continue STEM and STEAM Academy (PLTW)<br>b. Continue VAPA Magnet (1 VAPA teacher)<br>c. Continue AVID for 6 schools and training for teachers<br>d. Maintain 3 Itinerant Music and 2 Itinerant Art teachers<br>e. Increase field trip opportunities for each school to visit colleges and other industries or employment sites as part of our District's goal of College and Career readiness & GATE<br>f. Provide after-school tutoring and other services at each of the school sites using district assigned curriculum.<br>g. Continue GATE services to support acceleration<br>h. Provide CTE training and support for all middle schools | 2a.<br>Teacher (Certificated) Salaries<br>Classified Salaries<br>Benefits<br>Books and Supplies<br>Services/Operating Expenditures<br>  LCFF 75,399<br><br>2b.  LCFF 85,000<br><br>2c.  LCFF 35,000<br><br>2d.  LCFF 472,990<br><br>2e.  Title I 4500<br><br>2f.  Title IV 53977<br><br>2g.  LCFF 12,000<br><br>2h.  Title I 20,000 | 2a.<br>Teacher (Certificated) Salaries<br>Classified Salaries<br>Benefits<br>Books and Supplies<br>Services/Operating Expenditures<br>  LCFF 65,000<br><br>2b.  86,848<br><br>2c.  LCFF 30,109<br><br>2d.  LCFF 466,509<br><br>2e.  Title I 4,500<br><br>2f.  Title IV 67,177<br><br>2g.  LCFF 1,560<br><br>2h.  Title I 15,734 |
| 3. Professional Development for Staff:<br>a. Training in Common Core State Standards in ELA, Math, and CFAs (1 day spring PD and rest Sub days)<br>b. Training in NGSS and Social Studies framework and the use of the DBQ project<br>c. Academic & Behavior Intervention Restorative Practices (SEL curriculum, PBIS training, anti-bullying)<br>d. Data analysis and Data -driven instruction – time for data chats at each of the school sites<br>e. CTE teacher training<br>f. Accelerated Math teacher training along with time for honors teachers to collaborate | 3a.  LCFF/ LPSBG 239529<br>3b.  LCFF/ LPSBG 48,805<br>3c.  67,058<br>3d.  Title II 90,871<br>3e.  LCFF/ LPSBG 10,000<br>3f.  LCFF/ LPSBG 11,288<br>3g.  LPSBG 30,291<br>3h.  RS 6500 4,900<br>3i.  LPSBG 10,000<br>3j.  Title III 10,000 | 3a.  LCFF/ LPSBG 239,529<br>3b.  LCFF/ LPSBG 102,200<br>3c.  56,058<br>3d.  Title II 69,570<br>3e.  LCFF/ LPSBG 10,000<br>3f.  LCFF/ LPSBG 11,288<br>3g.  LPSBG 27,824<br>3h.  RS 6500 4,900<br>3i.  LPSBG 10,000<br>3j.  Title III 12,030 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| g. ERWC teacher training for those who have not been trained and a review for others<br>h. Training for special education teachers and paraprofessionals and content areas<br>i. Continue ACE training with after school options and sub-time<br>j. Training for EL staff on Ellevation and teaching strategies<br>k. Focus on Best First Practices with the admin with Research from Marzano and training<br>l. Introduce administrator support with leadership growth- Coaching Language, SBCSS data coaches<br>m. Focus on Elementary Grades GO Math strategies | 3k.  LPSBG 10,500<br>3L.  LPSBG 10,500<br>3m. (part of a)   0.00 | 3k.  LPSBG 10,000<br>  LPSBG 10,000<br>(see Goal 2, 3c)   0.00 |
| 4. EL Progression toward proficiency:<br>a. Supplemental instructional materials for ELD as needed<br>b. Continue with programs to monitor EL students--purchase Elevation for monitoring<br>c. Continue with EL Coordinator at each site<br>d. Continue with Clerk for EL programs and compliance<br>e. CABE conference for Staff and Parents | 4a.<br>Teacher (Certificated) Salaries<br>Classified Salaries<br>Benefits<br>Books and Supplies<br>Services/Operating Expenditures<br>  LCFF 10,000<br><br>4b.  Title III 49,000<br><br>4c.  LCFF 120,000<br><br>4d.  LCFF 46,000<br><br>4e.  Title III 20,000 | 4a.<br>Teacher (Certificated) Salaries<br>Classified Salaries<br>Benefits<br>Books and Supplies<br>Services/Operating Expenditures<br>  LCFF 10,000<br><br>4b.  Title III 49,000<br><br>4c.  LCFF 120,000<br><br>4d.  LCFF 43,852<br><br>4e.  Title III 20,000 |
| Support for Foster Youth:<br>a. Continue with two foster youth counselors<br>b. Professional Development for Staff and Parents for Restorative Justice Practices, out reach for Trauma informed behaviors<br>c. Provide before or after school tutoring at each site with site allocation using district required instructional material/programs for consistency and equity to provide access to Foster Youth (appears in goal 3)<br>d. Provide opportunities for increased family engagement for foster youth and families | 5a.<br>Teacher (Certificated) Salaries & Benefits<br>Classified Salaries & Benefits<br>Books & Supplies<br>  LCFF/Tilte I/ASES 196,575<br><br>5b.  LCFF 15,000 | 5a.<br>Teacher (Certificated) Salaries & Benefits<br>Classified Salaries & Benefits<br>Books & Supplies<br>  LCFF/Tilte I/ASES 205,207<br><br>5b.  LCFF 15,000 |

| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| | 5c.<br>(covered in Goal 2 c)<br>  0.00 | (see Goal 2c)  0.00 |
| | 5d.  Title I 10,000 | 5d.  Title I 4,230 |
| 6. Special Education student progress towards proficiency:<br><br>a. Supplemental instructional materials training for Special Education teachers<br>b. Continue with paraprofessional training<br>c. Continue to provide district special education coordinators to monitor special education student programs<br>d. Continue to provide speech services through Presence Learning.<br>e. Continue professional development for district and site administrators for special ed monitoring<br>f. Provide transportation for students with IEPs.<br>g. Continue to provide Reliable Nursing services to support school sites.<br>h. Provide monthly collaboration for teachers to address processes and programs<br>i. Continue support for Speech Interns | 6a:<br>Teacher (Certificated) Salaries<br>Classified Salaries<br>Benefits<br>Books and Supplies<br>Services/Operating Expenditures<br>  6500 5,750<br><br>6b.  6500 14,000<br>6c.  LCFF/6500 286,370<br>6d.  6500 600,000<br>6e.  6500 5,000<br>6f.  LCFF 2,000,000<br>6g.  6500 250,000<br>6h.  6500 10,000<br>6i.  6500 45,000 | 6a.  6500 5,750<br><br><br><br><br><br><br>6b.  6500 14,000<br>6c.  LCFF/6500 254,870<br>6d.  6500 641,000<br>6e.  6500 5,000<br>6f.  LCFF 1,984,383<br>6g.  6500 256,432<br>6h.  6500 10,000<br>6i.  (see 6d)  0.00 |

## Goal Analysis

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

CTE courses were offered at every middle school and George Magnet School, a K-8 school that aligns with the pathways offered at the feeder high schools.  While the teachers did not receive specified training in CTE courses, the teachers did receive training in Coding provided by TechSmart, and training was made available for Restorative Practices and Trauma-Informed Strategies and other site-based training.  CTE-specific training was intended to be offered during the 20-21 school year.

Though the LCAP stated that the district would provide 3 itinerant music teachers, we only budgeted for two itinerant art and two itinerant music teachers assigned to the elementary schools on a rotational basis.  Two art and two music teachers provide enough staffing to allow each elementary school and El Mirage School (a K-8 school) to have a weekly art or music class each week.  The

program affords one semester of weekly art classes and one semester of weekly music classes to district students.  A third itinerant music teacher is not needed at this time.

Though the District allocated money to support Speech interns, the Speech and Language Pathologist (SLP) supervising the interns left the district on October 5, 2019, displacing all interns.  As a result, additional money was allocated to the Presence Learning Contract allowing them to service all students needing speech services first through eighth grade.  Using Presence Learning rather than the speech interns caused an increased cost of $41,000.  San Bernardino County Superintendent of Schools provided the program for students in pre-kindergarten and kindergarten classes.

The funds that were not spent on allocated services under this goal were spent to increase after-school tutoring services, increasing from $53,977 to $67,177.  Additional funds were spent on Common Core State Standards training, originally budgeting $48,805 but actually spending $102,200.  However,  the largest discrepancy is in the area of paraprofessionals for Special Education.  We budgeted $1,880,900 and actually spent $3,697,879.  Some of the increase is attributed to a rise in employee wages and additional paraprofessionals allocated to sites to meet the needs of students through the IEP process.

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

Perhaps the most notable success was how staff at the district and school sites mobilized to support students and families throughout the COVID-19 pandemic. The counseling team pivoted from in-person to virtual counseling, including the six social work interns they supervised. Bringing in a team of interns allowed for additional services to foster youth, homeless youth, receiving special education services, English Learners, and those in crisis. During the pandemic, the team
- provided bags of groceries and household items to 30 families
- adopted more than 100 foster youth-promoting from kindergarten, fifth or eighth grade and personally delivered large goodie baskets to each student
- coordinated drive-by caravans to celebrate the birthdays of foster youth, giving each family a gift card for pizza, and each youth a gift
- coordinated funds to help offset funeral costs for families experiencing the death of a loved one

Our CNS team provided weekly food bags with three meals a day for each student available for pick up at each school site. They also carried out weekly USDA commodity box giveaways to hundreds of families. The after-school program supported students through virtual tutoring sessions, after-school homework help, virtual sports, and art classes. Teachers facilitated virtual field trips and learned several new technology platforms. STEAM, STEM, AVID, and VAPA remained in effect at designated schools. Itinerant art and music continued at assigned schools. The District provided FEV services for 24-hour tutoring and homework help.

While we experienced great successes, we also faced many challenges but perhaps our greatest challenge was losing one of our key

leaders. Shortly after the year began the Assistant Superintendent of Academic Services accepted a position in another district and the opening created was not filled until March 2020. Best laid plans were placed on the back burner, including the Academic Services Department's ambitious program of professional development for teachers, administrators, and other district staff. Additionally, other initiatives were also placed on hold including the expansion of the CTE program and furthering of the Coding project. These issues were further compounded by the impact of COVID-19 that caused a full closure of the district on March 13, 2020. However, before the school closures, the district could use time and resources to train administrators, teachers, and service providers working with students in the special education programs with the information and tools necessary to support all students in increasing their skills. Since the NGSS standards and Social Studies standards were not shared with districts, the completion of the curriculum adoption was planned; however, but not completed, and the current effort has not brought about the progress expected. As the district continues to increase student learning and close the achievement gap for struggling students, the district needs to continue building upon the training that started during the 19-20 school year.

All actions were implemented as planned.

# Goal 3

Engagement:
Increase student engagement by providing a safe school environment which fosters increased communication between home and school, encourages parent and community involvement, and focuses on improving the school climate for all students.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>1. State Metric: Attendance Rate, Chronic absenteeism rate, Middle school dropout rate<br><br>**19-20**<br>District will strive to reach 97% student attendance rate.<br><br>District will strive to reach less than 5% chronic absenteeism rate<br><br>District will strive to reach less than 3% dropout rate<br><br><br>**Baseline**<br>94.7% Attendance Rate<br><br>No baseline for Chronic absenteeism<br><br>No baseline for Middle School dropout rate | Overall attendance remained steady for the 19-20 school year compared to the 18-19 school year, at a rate of 94.6%.  We fell short of the 3% improvement.  However, attendance for students in special education improved from 93.7% to 94.1%, and for students who are African American, attendance also improved from 93.66% to 93.95%.  We attribute the lack of improvement to COVID-19 and an outbreak of Noro-Virus that hit multiple schools but actually closed Gus Franklin School for a day in September.<br><br>Chronic absenteeism rates also increased 1.2% overall, moving from 13.0% to 14.2%.  Foster youth demonstrated an overall improvement from the prior year rate of 9.0% and were well below the district average at 8.2%.  However, the rate for English Learners was also below the overall rate at 13.2 for 19-20, and it increased nearly 4% from the prior year's rate of 9.7%.  The rate for African American students was 20.6%, increasing from 18-19 to 19.8%.<br><br>The total number of dropouts for the district was 5 students equaling a rate of 0.33%, which is well below the 3% target. |

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>2. Other Local Measures - Local Metric: Survey<br><br>**19-20**<br>Increase the total number of parents who indicate that they believe the school is a safe place by 10%<br><br>**Baseline**<br>86% of parents indicated they believe the school is a safe place. | We were not able to reach the goal of increasing the numbers of parents feeling our campuses provide safe learning environments, however, the survey was conducted while our students were engaged in distance learning and our school sites were completely closed.  Our district closed all schools to student attendance on March 13, 2020, and we were unable to reopen to students during the 20-21 school year.  86.9% of the stakeholders surveyed responded with "agreed" or "somewhat agreed" when asked if they believe that district schools provide "safe places for students to learn," 10.1% responded with "neither agree nor disagree," 2.1% of the respondents reported that they do not believe our schools provide safe learning environments. |
| **Metric/Indicator**<br>3. State Metric: Suspension rate & Expulsion rate Local Metric: Aeries report<br><br>**19-20**<br>Reduce the number of suspensions to less than 4%<br><br>Continue with less than 1% Expulsion Rate<br><br><br><br>**Baseline**<br>9.7% Suspension Rate<br><br>Less than 1% Expulsion rate | The metric for the 19-20 school year was a 4% suspension rate.  Though we achieved success in decreasing the suspension rate for the fourth consecutive year, we missed the mark by 0.28%. We ended the year with a suspension rate of 4.28%, attributed to a rate of 8.80 among the three middle schools.  The elementary schools had a rate of 2.37%, and the two K-8 schools had a rate of 2.09%.<br><br>The overall expulsion rate for the district was 0.07% for the 19-20 school year. |
| **Metric/Indicator**<br>4.State Metric: Promotion of parental participation & effort to seek parent input<br><br>Local Metric: Board agenda, DELAC /PTA/ SSC/ ELAC sign-in sheets, and surveys to increase parent input and feedback | 454 parents participated in one or more classes through the Family Engagement Centers, an increase of 148.9% during the 19-20 school year. Parents attended five classes in English as a Second Language (ESL) offered at four different school sites, Nutrition and Parenting Academy classes at three different locations, Citizenship classes offered at one school site, and weekly Zumba classes held at two schools.  Unfortunately, we |

| Expected | Actual |
|---|---|
| **19-20**<br>Increase the total number of parents participating in parent trainings/programs and District approved Parent Volunteers.<br><br>**Baseline**<br>305 parents attended one or more classes at the Family engagement center.<br><br>545 parents were approved by the Board as volunteers. | experienced an 18.9% decline in the total number of volunteers, only approving 451 parents for the same period. The increase was obtained by offering parent engagement classes at the school sites. In doing so, we made it easier for the parents to access them. With the classes at the school site, parents were more comfortable because the locations were familiar. Lastly, classes were offered for parents and their students to do together. |

## Actions / Services

| Planned<br>Actions/Services | Budgeted<br>Expenditures | Actual<br>Expenditures |
|---|---|---|
| Promote Attendance and reduce chronic absenteeism:<br>a. Maintain the Clerk for Attendance (SARB letters, Saturday School, state compliance items)<br>b. Continue with School Attendance Officer (Focus on Homeless and Foster Youth)<br>c. Continue Saturday School program support for lost instruction due to absences<br>d. Continue with Busing Transportation (Focus on Homeless and Foster Youth)<br>e. Continue with Health Clerks for school sites to support students<br>f. Continue District attendance and academic recognition awards<br>g. Continue with the Family Resource Laison position to support home visits | 1a.<br>Classified Salaries<br>Benefits<br>Books and Supplies<br>Services/Operating Expenditures<br>Contracts<br>  LCFF 64,719<br><br>1b.  LCFF 77,168<br>1c.  LCFF 107,000<br>1d.  LCFF 2,000,000<br>1e.  LCFF 131,469<br>1f.  LCFF 10,000<br>1g.  Title 1/ ASES 42,376 | 1a.  18,225<br><br><br><br><br><br>1b.  77,490<br>1c.  147,122<br>1d.  2,050,866<br>1e.  144,998<br>1f.  10,775<br>1g.  56,651 |
| Promote school safety:<br>a. Continue with Campus Security | 2a.<br>Teacher (Certificated) Salaries<br>Classified Salaries | 2a.  987,628 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| b. Continue with Crossing Guards<br>c. Continue with Proctor to Student ratio of 100:1<br>d. Gate duty for 20% of FTE per school<br>e. Continue to provide one probation officer at each of the three middle schools to reduce campuswide discipline | Benefits<br>Services/Operating Expenditures<br>  LCFF 945,028<br><br>2b.  LCFF 200,000<br>2c.  LCFF 635,812<br>2d.  LCFF 114,215<br>2e.  LCFF 97,500 | <br><br><br><br>2b.  200,000<br>2c.  504,384<br>2d.  84,744<br>2e.  91,239 |
| Promote School and District connectedness:<br>a. Continue with Library Media Personnel<br>b. Professional development for Management, Certificated, and Classified staff regarding organizational wellness and building a positive school culture<br>c. Each school will receive money to use towards continuing with their school focus<br>d. Provide assemblies and workshops for social-emotional and student access to units of studies in SEL | 3a.<br>Teacher (Certificated) Salaries<br>Classified Salaries<br>Benefits<br>Books and Supplies<br>Services/Operating Expenditures<br>  LCFF/Title I 603,000<br><br>3b.  LCFF 40,000<br>3c.  LCFF 270,000<br>3d.  Title IV 30,000 | 3a.  593,634<br><br><br><br><br><br><br>3b.  40,000<br>3c.  270,000<br>3d.  23,939 |
| Decrease suspension district-wide:<br>a. Professional Development to Staff on Alternative Means of Correction, De-escalation, PBIS, Restorative Practices, etc.<br>b. Research and pilot Social and emotional learning programs at schools with a Dashboard indicator of Red in the category of Suspension<br>c. CPI for all administrators and all teacher leader groups at each site<br>d. Equity training for administrators (Generation Ready)<br>e. Trauma-Informed Training and support for teachers and administrators<br>f.  Anti-bullying training at all sites<br>g. Continue to provide mindfulness at the campuses as well as for parent support paid for by school focus funds as needed | a.  (covered in goal 3 Action 3b)<br>Teacher (Certificated) Salaries<br>Benefits<br>Books and Supplies<br>Services/Operating Expenditures<br>  0.00<br><br>b.  LCFF 5,000<br>c.  Title II 15,000<br>d.  Title I 15,000<br>e.  Title I 10,000<br>f.  Title I 10,000<br>g.  0.00 | a. (see Goal 3b)   0.00<br><br><br><br><br><br>b.  5,000<br>c.  15,000<br>d.  15,000<br>e.  10,000<br>f.  10,000<br>g.  0.00 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| | | |
| Promote and expand parent and family participation in parent programs:<br>a. Continue Fingerprinting for approval as Board approved District Parent Volunteers<br>b. Continue Family Engagement Center and increase class offerings and maintain the family Resource Liaison position<br>c. Continue with two District Translators and continue with Bilingual translation/interpretation at sites<br>d. Continue with the community resource fair and community thanksgiving feast to support our Homeless and Foster families | 5a.<br>Classified Salaries<br>Benefits<br>Books and Supplies<br>Services/Operating Expenditures<br>  LCFF 15,000<br><br>5b.  Title I 59,000<br><br>5c.  LCFF 147,000<br><br>5d.  LCFF 3,150 | 5a.  38,000<br><br><br><br><br><br>5b.  78,595<br><br>5c.  154,446<br><br>5d.  3,150 |
| Continue the Adelanto Virtual Academy to serve students who are experiencing lack of success in traditional school setting:<br>a. Teachers (3)<br>b. supplies<br>c. Online and virtual curriculum ( Edgenuity- 28k, accelus 5500)<br>d. Virtual management system (CANVAS) | a.<br>Certificated Salaries, Benefits<br>Supplies Materials<br>Services/Operation Expenditures<br>  Title I 356,000<br><br>b   5,000<br><br>c.   25,000<br><br>d.  LPSBG 7700 | a.  365,865<br><br><br><br><br>b.  2,478<br><br>c.  28,000<br><br>d.  0.00 |

## Goal Analysis

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

The budget for this Goal was $5,798,137.  In the end, the actual expenses totaled $5,606,957, a difference of $191,180.  The largest amounts of unused funds were due to the loss of the District's Attendance Clerk in October, the lack of need for proctors to supervise lunch once we closed schools related to COVID-19, and the lack of a need for teachers to serve Gate Duty from March 13 through the last day of school.  However, the funds were used to support students through additional transportation costs, especially among foster and homeless, because we made a concerted effort to maintain these youth at their school of origin even after moving to new homes within or outside of our district.

Additional increases were incurred by expanding the Parent and Family Engagement program, which increased by more than 140%. This expansion primarily supported parents, though classes were offered for parents and students because we could offer the classes at school sites rather than a centralized location. Classes for the family included preparing a healthy meal and making a claiming bottle to promote social-emotional wellness. The role of the Family Resource Liasion also increased to provide additional support to parents through the coordination of additional class offerings, babysitting during the classes, coordinating classes based on parent interest, and assisting with home visits. She also started to provide support to families through the ACRC, a community partner of the district that provides food, clothing, and utility assistance to families in need.

In January 2020, we implemented the Attention 2 Attendance (A2A) Program from School Innovations and Advocacy, a company that assists with the generation and mailing of truancy letters, as well as data and trend analysis to improve overall attendance. This allowed our district to increase communication with parents about their students more timely and efficiently. Additionally, the District continued with perfect attendance trophies, developed districtwide perfect attendance procedures, offered incentives for students and families, leveraged community partnerships to support attendance programs, and increased the School Attendance Review Board (SARB) Program by conducting more School Attendance Review Team (SART) meetings and SARB hearing.

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

Despite the efforts made, the district did not meet the 97% attendance goal. Based on the data from our analytics program, we ended the year at 94.7%, an improvement from the prior year of 94.3%. The middle schools increased their overall attendance by 0.32%, but the elementary and K-8 schools remained. Chronic absenteeism also declined from 18.1% during the 2018-2019 school year to 14.3% for the 2019-2020 school year, moving toward a 5% decline goal. CDE changed how a district could recover attendance days through the Saturday School process. While we continued to offer the program, it did not benefit our overall attendance rate or help us improve our attendance as anticipated. Additionally, the loss of the District Attendance Clerk had an impact on the failure to improve our overall attendance and chronic absence rate because we lost the primary person compiling weekly reports that were being sent to the sites, making them aware of their data, monitoring the accuracy of the data being entered, building relationships with families and identifying barriers to student attendance and supporting school sites with their day to day attendance needs. Once COVID-19 impacted the district, attendance recovery was further impacted because our team, including administrators, probation officers, and the District's School Attendance Officer, was no longer able to conduct home visits to determine if a student lived within our boundaries for purposes of dropping the student or identifying barriers for which the family needed support.

Despite the challenges, we did have some successes. For example, the overall suspension rate declined from 4% to a rate of 2.4%. This decline can be attributed to the implementation of Restorative Practices, the increased awareness of Trauma-Informed Practices and Strategies among teachers and administrators, the implementation of mindfulness practices at many of the District's schools, and the emphasis on the importance of building relationships with students and families. Moreover, by continuing with the second district counselor, we now have the capacity to supervise counseling and social work interns, which has allowed us to build a comprehensive school counseling program within the District, increasing the counseling support for students and making it available at all District schools. Lastly and perhaps most exciting is the success we have seen at the Adelanto Virtual Academy, specifically in the Bridges to Success Program, "Bridges." The Bridges Program is a program built on Restorative and Trauma-Informed Practices, heavily infused

with Social-Emotional Learning (SEL), daily counseling, and mandates parent support.  As a result, we have seen tremendous academic and personal growth within the students.  Additionally, during the summer before the 2019-2020 school year, one of the teachers attended the Freedom Writers Foundation Training and is now the first Freedom Writer Teacher in the High Desert.  This training has allowed an intensive collaboration between the Freedom Writers Foundation, Erin Gruwell (the original Freedom Writer's Teacher), several of the original students, our teacher, and Bridges students to build a growth mindset within each student, increasing their resiliency and letting them know that they are loved and cared about.

All actions were implemented as planned.

# Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|----------|--------|
|          |        |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--------------------------|-----------------------|---------------------|
|                          |                       |                     |

## Goal Analysis

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

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

# Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|----------|--------|
|          |        |

## Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--------------------------|----------------------|---------------------|
|                          |                      |                     |

## Goal Analysis

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

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

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

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

# In-Person Instructional Offerings

## Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Professional Development: Training teachers in Google Classroom 101, Google Classroom plus, online lesson design, Zoom, online digital core content in Go Math, Reading Wonders, Collections, etc. | $450,000 | $789,828.00 | Yes |
| Health Materials: Additional thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness. | $20,000 | $345,602.00 | Yes |
| Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering school sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. | $75,000 | $150,373,21 | Yes |
| Purchase of Chromebook devices and hotspots for access and connectivity. In addition, purchase of warranty insurance for each device. | $1,300,000 | $1,534,159.00 | Yes |
| Portable classrooms and/or other classroom spaces or workspaces shall be equipped with portable H13 HEPA filtration systems with a large enough capacity and flow rate for the square footage of the room. | $110,000 | $215,522.00 | Yes |
| Plexiglas to provide barriers when close contact is possible and does not allow for physical distancing of 6 feet such as the front desk. | $21,000 | $474,241.00 | Yes |
| HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice. | $20,000 | $252,644.00 | Yes |

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectants, paper towels, gloves, goggles, and masks. | $35,000 | $331,166.05 | Yes |

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

We have not implemented in-person schooling for our students due to safety concerns presented by COVID. Our county, San Bernardino County, was in the Purple tier for 39 weeks. During the major surge of December, January, and February, the two cities that our district serves were two of the hardest hit by COVID in the County. While the overall rate in the County began to decline in January, the rates in our cities continued to climb into February; with a peak in the daily case rates on February 9 of 159 in Adelanto and 183 in Victorville. We did not break through the case rate of 25, the required threshold (which previously was 14) to consider reopening until March 2. The County entered the Red Tier on March 14, 2021, and after four weeks, moved to the Orange tier on April 5, 2021.

In addition to the high case rates in the community, our district documented 338 incidents of exposure and 84 positive cases in employees. As a result of the high rates of COVID among staff, the district closed all schools and district facilities, except for those required essential workers, effective November 30, 2020, and we did not reopen to staff until April 19, 2021. Our leadership committed to the stakeholders that once we reopened to students, we would remain open. They decided in April that we would not reopen to students until Summer, adhering to our Core Values and maximizing the ability to keep everyone safe, increase the numbers of students and staff able to obtain vaccines, and allow our team to complete the distribution of protective equipment such as protective barriers, hang signs and decals, They include:
1. Adhere to COVID-19 safety guidelines to protect students and staff's health, safety, and wellness.
2. Identify and develop supports to meet the social and emotional needs of students and staff.
3. Provide school leaders, teachers, and support staff with training, resources, and support to successfully implement a high-quality instructional program.
4. Provide differentiated instructional supports to meet the needs of all students.
5. Provide timely, transparent, and informative communication to staff, parents, and community members related to COVID-19 and school re-opening.

Our district will reopen to students for in-person attendance beginning on June 7, 2021, for our Learning Recovery Summer Program. At that time, the preparation taken during the school year will help our staff maximize the safety and well-being of all, support or efforts in adhering to our District's Core Values, and begin to address learning loss and/or enrichment for our students. The necessary professional development to support teachers in delivering high-quality instruction, maintain engagement, and meet the needs of our students exceeded the budget by $339,828. We provided teachers with four professional development days with teacher clarity,

social-emotional learning, educational technology, and early literacy.  Additional professional development included micro-credentialing for educational technology, ongoing training in social-emotional learning and mindfulness, curriculum support, English Language Learners, and more.  Each school site also developed its own professional learning foci and customized professional development to support these goals.  Examples of site learning foci include Early Literacy, teacher clarity, and social-emotional learning.

In preparing the campuses to welcome students and staff while adhering to COVID-19 safety guidelines, the District has exceeded the total budgeted funds in nearly every area, including:
1.  Providing HEPA filtration systems for portable classrooms and other workspaces (increased from $21,000 to $215,522.00).  This cost has also increased because HEPA filtration systems have been purchased for all classrooms, district offices, and facilities.
2.  Placing plexiglass barriers to minimize close contact when the area does not allow for six feet of physical distancing  (increased from $20,000 to $474,241.00).  Initially, Plexiglass barriers were only going to be placed at the reception areas in each office to protect office staff from visitors.
However, it has since been placed in all open workspaces when physical distancing is impossible, on teacher desks and work areas and student desks in all classrooms.
3.  Replacing HVAC filters 2-3 times a year as recommended rather than once per year (increased from $35,000 to $252,644.00)
4.  Health materials increased from the allocated $20,000 to $345,602.00 resulting from the purchase of multiple temperature kiosks.  These kiosks were placed at every school to allow for the temperatures of students and guests to be taken as they enter campus.  Thermometers were purchased for every employee so that they can take their temperature before they leave the house.  Many employees commute 40 minutes or more one way to work each day, so allowing them to take their temperatures at home before they leave increases employee and student safety.

We also incurred additional expenses that were not originally budgeted for but were included in the initial LCP, including disinfecting materials, which the district planned to purchase in the amount of $35,000. In actuality, that expenditure required the district to spend $331,166.05 to secure disinfecting materials. Disinfecting materials are used to support effective and routine disinfection of high-touch areas such as counters, desks, and doorknobs.  The district also purchased signage to provide visual cues for students and visitors, which helps to direct traffic flow, remind everyone about social distancing, reinforce hand-washing and mask-wearing, and more. The district did not plan signage as an expenditure, but spent $50,760 on signage to promote the heath and safety of students, staff, families, and community.

## Analysis of In-Person Instructional Offerings

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

In-person instruction was not provided during the 2020-2021 school year.

# Distance Learning Program

## Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Purchase of N2Y Curriculum and provide teacher training on the curriculum | $50,000 | $49,955 | No |
| Additional Technology to Support Distance Learning: Wifi hotspots, headsets, and laptops/devices for staff | $95,000 | $138,928 | No |
| Assistive technology for Students with Disabilities to access distance learning instruction from home. | $6000 | $15,058 | No |
| Consultants: supports to facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective development of district's curriculum documents, integration technology | $80,000 | $85,500 | No |
| Collaboration Time: Continue weekly "walk in hours" for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID. | 300,000 | $0.00 | No |
| Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs. | $17,000 | $27,563 | No |

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

There were significant differences in the total amount spent related to the Distance Learning Program in several areas. Perhaps the area with the biggest discrepancy is the amount allocated to collaboration time. The District's Memorandum of Understanding (MOU) with the teacher's union, Adelanto District Teacher's Association (ADTA) provides two, 45-minute collaboration sessions per week for every teacher. However, the collaboration time is embedded into the teacher's contracted workday resulted in no COVID funds being used. If we were to allocate a cost, the average teacher hourly rate is $81.60 an hour. We have 385 teachers that collaborate 90 minutes a week and work for 38 weeks which cost the General Fund $1,790,712.00. Additional collaboration time was allocated by

the site administrators during the two staff meetings each month through the use of breakout rooms to allow the teachers to work on the site's Professional Development Foci.

An additional $43,928 was spent on Technology to support Distance Learning such as headsets and laptops for staff.  We purchased headphones for every student to decrease the disruptions caused by learning at home.  Additionally, laptops had to be purchased for staff when the district closed in November because teachers were no longer allowed to work from their classrooms.  We incurred more than $9,000 in increased expenditures for assistive technology to support students with special education, specifically purchasing IPADS which were easier for these students to access than Chromebooks. Lastly, instructional supports for English Learners exceeded the $17,000 estimated because we provided three sessions on the instructional component of the Ellevation program to include strategies to use with EL was provided to administrators, English Learner (EL) Coordinators, and selected teachers were provided. In addition, English Learner training on high-impact strategies for integrated and designated ELD was provided during our all full-day Professional Development.  Site EL Coordinators met with district coordinators monthly to receive training and guidance on strategies and compliance areas necessary to effectively meet the needs of our English Learner students.  A full-day training on ELPAC security and protocols was provided to site administration and ELPAC test administrators.

## Analysis of the Distance Learning Program

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

Successes:
The district opted to have the teachers use district-adopted curricula to develop and implement their daily synchronous and asynchronous lessons.  This allowed for continuity of instruction between grades and schools if students transferred between teachers or schools during the year.  Two 45-minute sessions built into their workweek allowed professional development and PLCs to build digital tools, increase alignment and rigor of the lessons within grade levels, and refine intervention protocols for students demonstrating learning loss.  Teachers also participated in their weekly walk-in hours to collaborate on approaches to improve student engagement and achievement. While in distance learning, collaborations focused on assessing student learning and progress and learning recovery as well. The staff made efforts by integrating SEL strategies in content areas to respond to identified needs of students, especially those who are most vulnerable to disproportionate impacts of the pandemic.

Additional continuity was afforded to homeless and foster youth despite moving or placement changes because the distance learning platform allowed the students to continue learning from their teacher(s) and current school regardless of where they lived.  Maintaining school stability at least until the end of the school year for at-promise student populations was an additional strategy to minimize learning loss for these student populations.  Students identified as foster or homeless remained eligible for tutoring, the after-school program, and other extra-curricular programs even if they no longer lived within district boundaries.  Case management and support were provided by the homeless clerk and foster youth liaisons.

This year, the district partnered with SBCSS to offer our teachers micro-credentials in educational technology. We had 100 teachers start the program and all but two complete credentials. During the course, they learned about technology platforms and how to embed them in their daily teaching. This provided both face-to-face training and the application of learning through asynchronous assignments completed as part of the course. Additionally, we provided four district-wide Professional Development Days that offered "Voice and Choice" Sessions for our teachers. Sessions included embedding social-emotional learning into lesson design, Kami, Hyperdocs, Student Engagement thru Zoom, Using Data to Drive Instruction, Literacy, Teacher Clarity, Trauma, High Impact Strategies for EL and Language Arts, Flipgrid, CUE, and more. Additional offerings were provided throughout the year, such as training on our science and social studies pilots through SAVAAS, training on the Ellevation program on how to support our English Learners, and administration of State assessments like ELPAC, alternative ELPAC (VCALPS), CAASPP, CAA, ICA's and IAB's

We also were successful in repurposing staff such as bus drivers and security team members. CNS used bus drivers to deliver weekly meals to students in areas where parents did not have transportation. We also assigned bus drivers and security team members to school sites where they were used to deliver Chromebooks and hotspots to students, support student attendance by conducting outreach to families when students were absent, and support teachers in other ways needed. District and school site counselors created virtual offices and Google Classrooms so students could access support as needed. Though the staff was working from home, the support and assistance offered could not waiver. All school sites and all-district divisions developed virtual offices accessible during regular hours so the parents could seek assistance through these channels. We were also able to access district extensions and phones directly from home computers providing continuity of service to parents and the community.

Students in special education were supported in distance learning through the services specified in their IEP's. N2Y was purchased for all SDC teachers to support distance learning and provide a standard aligned curriculum in all subject areas and an assessment component to monitor student growth. A thorough implementation was inhibited by distance learning as well as technical problems with the N2Y program. Assistive Technology was provided for Students with Disabilities. SDC teachers received training after school as well as a session during our full-day PD. Meetings were held to discuss implementation and address concerns. The district provided additional technology (e.g., headsets and laptops/devices) for staff and students to support Distance Learning.

English Learner students were supported through designated as well as integrated ELD. Each student identified as an English Learner received designated ELD supports during their ELD course, in addition to their designated supports in their classes. Three sessions on the instructional component of the ELlevation program, including strategies to use with EL, were provided to administrators, EL Coordinators, and selected teachers. In addition, during the full-day PD, teachers received training on high-impact strategies for integrated and designated ELD. EL coordinators met with district coordinators monthly to receive training and guidance on strategies and compliance areas necessary to meet our EL students' needs effectively. A full-day training on ELPAC security and protocols was provided to site administration and ELPAC test administrators.

Schools offered site-based tutoring Monday through Thursday for ELA and Math and middle schools also offered science and history tutoring. Eleven of our 14 schools also were able to pull from a bank of hours provided by FEV tutoring. FEV also provided 24/7 homework help.

Challenges:
Despite being 1:1 with devices and providing 1,216 hotspots to those families in need, many families still experienced issues with connectivity.  We purchased 323 new laptops and 500 CPUs for teachers, in addition to 3,560 additional Chromebooks to replace broken, outdated, and/or missing Chromebooks. Even with these upgrades, teachers and parents reported that Zoom would frequently drop students.  Spectrum and Verizon regularly experience equipment failure resulting in loss of connectivity. Our district experienced a 111% increase in chronic absenteeism, as reported by A2A in the mid-year report. At the end of the year, the chronic absenteeism rate is 28.4%, with the higher rates among African American students at 41.9%, Homeless students at 52.6%, students in special education at 35%, and those who are socio-economically disadvantaged at 32.3%.

Between the three middle schools, the virtual academy, and two K-8 schools, 43.22% of the students have D's or F's with the highest distribution of D's and F's assigned at Mesa Linda (42.1%), followed by Columbia (40.7%) and El Mirage (40.4%).  Eighth-grade students received the highest number by grade, with 39% of all eighth graders receiving D's or F's.  Science was the course assigning the most D's and F's with a rate of 44.5%, followed closely by History at a rate of 43.5%.  We also measure progress through STAR assessments.   As reported by our data analytics company, 5Lab, STAR Reading scores 29.2% of our students at the K-5 schools are performing "at/above benchmark," 28.3% of the students at the K-8 schools, and 16.9% of the middle school students are performing in the same band.  The two highest-performing schools were the Adelanto Virtual Academy, with 40.0% of their students "at/above benchmark" and Gus Franklin School, with 35.1% of their students "at/above benchmark."  Other notable student groups are students in first grade with 44.6% of the students performing "at/above benchmark," African American with 23.5% of the students performing "at/above benchmark," EL students with 16.4% of the students performing "at/above benchmark," students in special education with 15.4% of the students performing "at/above benchmark," and socio-economically disadvantaged students with 24.7% of the students performing "at/above benchmark."  The STAR Math scores for students performing "at/above benchmark" were 32.4% for the K-5 schools, 34.8 for the K-8 schools, and 24.4% for the middle schools.  Notable schools are Gus Franklin, with 40.7% of their students in the band, and George Magnet, with 38.4% of their students also in the band.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Student Intervention & Acceleration Strategies and Support - To provide students with appropriate and relevant intervention supports that meet the needs of students as they progress towards mastery of academic achievement. | $180,000 | $86,555.16 | Yes |
| Purchase Supplemental programs to meet the needs of students, Renaissance Learning, Lexia, IXL, Core Curriculum consumables. | $649,000 | $472,159.00 | Yes |

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

The District provided the supplemental programs intended, as well as NextGen Math, N2Y, Kami, Google Suite and Classroom, and ESGI.  We also provided ELlevation to support English Learners.  The district attributes the substantive difference between the planned $649,000 and the actual $472,159 spent on supplemental programs to the district's use of a variety of free programs, including Flipgrid, EdPuzzle, Jamboard, Screencastify, Padlet, Nearpod, Canva, Mentimeter, Seesaw and PearDeck. Use of the free programs allowed the district to remain significantly under budget.

Additionally, while we budgeted $180,000 for teachers to provide after-school tutoring, we only spent $86,555 in this area.  We attribute this substantive difference to lack of engagement, students being overwhelmed by the amount of time on Zoom, and the additional support being embedded in the daily schedule through office hours and tutoring from our after-school program provider.  We have also contracted with FEV Tutors to provide 1:1 tutoring and homework assistance to students in 11 of our 15 schools.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The sites offered before and after school intervention via zoom, which we consider to be a success. The after-school program, AYA, offered small group tutoring during the school day based on teacher referrals at each school site. In an average month, they serve 493 students in the small group tutoring program.  They also provided enrichment, tutoring, and homework help via Zoom after the school day.  An average of 448 students attend the after-school homework help and enrichment component of the program this year which is a decline from prior years and the reason we determined that mid-day tutoring, supported by the classroom teacher, would be a better

intervention for the students most impacted by learning loss.  FEV tutoring was added as an intervention at 11 schools.  They have a 19% attendance rate during the 1:1 tutoring sessions and 57.7% of the hours purchased have been used.  They also provide on-demand homework assistance and a total of 188 on-demand lessons have been utilized since the contract began in February.  Students accessing the services are demonstrating 85% proficiency in English and 78.6% proficiency in Math.

The district purchased many supplemental programs to help mitigate learning loss.  Some programs were purchased districtwide and some were individual to school sites to meet their needs.  These programs included RENLearn, IXL, MyON, NextGen Math, Google Suite, Pear Deck, Teachers Pay Teachers, NEWSELA, Nearpod, SeeSaw, Zoom, Freckle, NoRedInk, MobyMax. The district considers the provision of these programs to be a success.

Some of the challenges that the District faced were lack of student attendance, with an overall rate of  88.87%, and engagement in the tutoring/programs being offered, consistency from staff in providing tutoring times, internet connectivity for teachers and staff, and for students.

Perhaps the most significant challenge to addressing learning loss was lack of engagement and student attendance. Our chronic absenteeism increased from 14.1% to over 28% which presented challenges in providing support to those students that needed it most.  Additionally, even though the District provided 1:1 Chromebooks and hotspots to those students in need, connectivity remained an issue in many areas.  Zoom reliability also presented a challenge many days, making consistency an issue. These challenges compromised the overall effectiveness of the district's Distance Learning program.

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

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Our district has worked diligently to provide for and support our student's mental health and social-emotional needs. The district considers the implementation of programs to support the mental health and social-emotional well-being of students and staff to be a success.

Care Solace provides mental health support for all students, parents, staff, and district employees and then monitors to ensure the person referred has accessed services. Based on the dashboard, our team made 112 warm hand-off referrals from October to May through the CareSolace platform, however, parents, students, and staff may also self-refer. In September, we opened our Virtual Wellness Center that has been accessed by students and staff and copied by other districts. The Virtual Wellness Center (https://sites.google.com/aesd.net/wellnesscenter/home) allows students to access mindfulness, exercise, art activities, animal cameras, and more. It also has resources for virtual field trips. Families report taking the field trips as a family. Parents report having their children using the activities to pass the time while waiting for doctors and other appointments. We also have social work and counseling interns maintaining Google Classrooms at every school to provide virtual groups and 1:1 counseling, social media pages, home visits, care packages, and other necessary counseling services. The district counselors and interns facilitated groups for students to support them in dealing with isolation, promoting relationship building, helping facilitate peer-to-peer connections, and increasing positive engagement with virtual learning. Our counseling team has provided crisis intervention and support, including creating an online referral and virtual office with immediate access from 8:00 a.m. to 3:00 p.m. daily. They have also supported students with academic, social-emotional, and attendance concerns to increase their motivation and participation in the virtual setting. We leveraged our partnership with the Desert Mountain Children's Center/SELPA to provide a Grief Support Group for Staff. Additionally, we have also utilized programs such as CarePortal, a platform that can link students and families to resources that meet their basic needs, support our most vulnerable families with rental assistance, utility assistance, and help with funeral costs. By meeting students' basic needs through CarePortal and connecting families to other support services, families and students are better equipped to focus on their social and emotional well-being. Lastly, we have provided ongoing professional development from Mindful Leaders Project, who focuses on the neurobiology of trauma. Professional development from Thriving You University has focused on embedding SEL practices into daily instruction and core curriculum.

While we have had some great successes this year, we have experienced many challenges as well. Perhaps the biggest concern this year was the significant increase in students in crisis or expressing suicidal ideations. Many students expressed the intent to harm themselves, and across the district, we had more than 135 students assessed by our counselors for making such statements. These students highlight the need for increased supports and services within the district and surrounding community. As far as student support, we often are dependent on teacher reporting or parents asking for help to identify students in need of mental health and/or counseling support. The lack of regular and ongoing access to students was a challenge. We did not have the ability to observe students in class or on campus unless the teacher or principal asked for assistance from a counselor. Once a student was identified as "in need," if he/she did not want to participate or engage, they could opt not to log into the counseling session. It was difficult to read body language on Zoom, further complicated by many students opting not to turn their cameras on, making it hard to determine

home situations, their status, and wellness needs. Additionally, we had many student outcries through Zoom, and the County's Community Crisis Response Team was also working virtually, making it even more challenging to support the most vulnerable students.

In terms of supporting the district's staff, challenges included the complexity of providing mental health and social-emotional resources through email during remote work, and holding virtual staff meetings to promote human connectedness also proved challenging.

As additional support to families, the district conducted a drive-thru Back to School Resource Fair in which students received backpacks, school supplies, care bags with homemade blankets and hygiene kits, socks, books, food bags, and dental exams/cleanings. Approximately 250 students attended. We also hosted a drive-thru Thanksgiving Festival with drive-thru game booths, photo booths, and Thanksgiving baskets for nearly 500 families. Lastly, in April, we hosted a drive-thru Easter Basket and toy giveaway providing 207 students with Easter Baskets and new toys.

## Analysis of Pupil and Family Engagement and Outreach

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

During the 2020-2021 school year, one of the district's greatest challenges surrounded the ability to re-engage students who were chronically absent. Between 2019-2020 and 2020-2021, chronic absenteeism increased from 13.3% to 28.2% according to A2A's report provided on February 24, 2021, a rate of change of 111.1%.  The overall attendance rate for the district was 88.4% for the school year, a decline from last year of 94.4%.

Beginning September 1, we began taking positive attendance and students had two opportunities each day to receive a present mark for attendance, participate in Zoom (synchronous) or complete the asynchronous assignment for the day.  85.6% of the attendance recovered was from synchronous attendance while 2.0% was from asynchronous activity.  9.2% of district attendance is attributed to unexcused absences, 1.1% is from technical difficulties for which the students were not penalized and 0.8% of the excused absences were reported as COVID.  One of our most significant challenges in attendance was in middle school with the teachers actually marking positive attendance.  As of June 1, we had 115,000 incomplete attendance marks which had a significant impact on our overall attendance.  Additional challenges related to the ongoing updates to the Attendance FAQs provided by CDE.  Initially, our teachers were directed that the cameras had to be on for a student to be marked present but as of February 2021, the guidance from CDE was revised allowing new guidance to teachers that the cameras could be off.  Some teachers rapidly made the change but some teachers were reluctant and felt that the cameras should be on for attendance.  Additionally, teachers struggled with the definition of engagement versus participation and how to define attendance credit versus completing the Weekly Engagement Record for the student. This struggle caused some schools to have significantly higher absenteeism that other sites where teachers were willing to be more flexible.

Although the district created a tiered reengagement plan, a challenge was presented in implementing the plan. Tier III of the reengagement plan included a home visit, however as of November 30, 2020, all District and school facilities were closed and all

business was conducted virtually due to the high rate of COVID-19 within the community.  Tier I was a call from the teacher after the student's third absence, with follow-up from the site's attendance clerk.  This also initiated the first SARB letter if the absences were unexcused or Distance Learning Letter is they were excused or a combination of excused/unexcused.  Tier II was a referral to the administrator for parent contact and a personalized attendance intervention plan.  SARB/Distance Learning Letter two would also be mailed by the district inviting the parent to a SART meeting at the school site.  Tier III was triggered when there was a third week of three or more absences at at this time, our team would conduct a home visit to conduct an empathy interview and respond accordingly.  However once visits were stopped, all we could do was make a phone call and/or send a personalized letter based on the information within the Student Information System.  Many parents were slow to respond, if at all.  Schools were requested to complete a SARB packet but we could not hand deliver the subpoenas for appearance at SARB, further complicating matters.

A key success the district experienced was that district counselors and interns facilitated small groups on study skills, good attendance habits, and social skills for students with multiple absences.  They would conduct weekly check-ins with the students and parents; offering support as needed and connecting the families to local resources to remove any barriers to regular attendance.  The overall chronic absenteeism improved at Adelanto Elementary School, George Magnet School, Morgan Kincaid Elementary School, and Gus Franklin School.

## Analysis of School Nutrition

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

The team in Child Nutrition Services (CNS) has continued to feed our students throughout the duration of COVID-19 through the "Grab N Go" Meal Programs.  In fact, they have increased participation in some programs like Supper, Snack, and fresh fruits and Vegetable programs.  To assist parents with transportation issues and minimize exposure risks to COVID, we provide weekly meal pick-ups for our families.  The food bags are provided with three meals and two snacks a day for each student which is more food than most students receive when they are in school.  Parents are provided the opportunity to take bulk items to make at home with their students.  We have been able to offer more fresh fruits and vegetables. During the weekly food pick-ups, the CNS team had the opportunity to interact with parents and guardians, developing relationships to support good and improved health for our students.  We used our buses to deliver the meals to drop-off locations throughout the district for those families with transportation issues.  This ensured that all students had access to the weekly meal program.  The USDA made it possible for our district to provide meal kits for families and help our community.  In addition, the district provided Thanksgiving Food baskets with a turkey or ham and all the fixings to nearly 500 families.

Among the challenges were finding the best ways to distribute to families, serving safe meals following time and temperature rules, and finding containers and distribution methods to make it easy for storage and transportation.  At times, we also faced food shortages from vendors and distributors, as well as increased costs.  Our CNS team also reported that it was nearly impossible to follow the regulations for all requirements. Once the Pandemic EBT cards were widely distributed, we also saw a dramatic decrease in

participation which caused a significant decrease in our reimbursement rates (revenue), making it even more challenging to address the increased expenses.  Lastly, staffing shortages were also a significant hurdle for the department.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|---|
| School Nutrition | Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines, i.e., canopies. | $5,000 | $35,526.24 | Yes |
| Pupil Engagement and Outreach | Home Visit Program: Work with schools sites to target students with the highest percentage of high chronic absenteeism. | $2,000 | $8,363.81 | Yes |

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

The district identified that additional Nutrition Services materials and supplies were required to be able to provided meals during school closures, and to prepare to distribute meals in a way that would be safe and consistent with public health guidelines. These materials and supplies were more expensive than the district anticipated, which explains the substantive difference between the budgeted $5,000 and the estimated actual expense of $35,526.24.

The district planned to use $2,000 to implement the home visit program in collaboration with school sites, however, the materials and supplies needed to implement that program were more expensive than planned. The district had a higher number of chronically absent students than was anticipated, which explains the substantive difference between the planned $2,000 and the actual expense of $8,363.81.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Since March of 2020, AESD has pivoted from in-person learning to distance learning and is now preparing to return to in-person learning. Throughout the changes, the district has tried to offer a high-quality educational program for students that included academic

support, technology, mental health services, meals, social-emotional support, and supports for students with special circumstances. We found that we needed some staff members to shift focus in terms of their daily responsibilities. For example, some of our campus security personnel joined with attendance to make phone calls and assist students with accessing technology, classes, and curriculum. It was important for us to reach out to every student that didn't engage in online learning every day, to maintain a strong presence in their lives, and to encourage them with their academic goals.

Fall 2020 distance learning instructional schedules were developed based on best practices in the research and the data and feedback received from students, parents, teachers, and administrators who participated in distance learning during spring 2020. These enhanced schedules developed to specifically address areas of learning loss and include daily differentiated lessons, especially at the elementary levels. Two weeks of community-building activities/lesson plans were developed for elementary and secondary teachers to start the year off by creating a positive classroom culture from day 1 to 2020-21 school year. Also, mindfulness lessons, professional development on SEL strategies, and the Virtual Wellness Center were added to support social-emotional health throughout the school year. Daily instructional schedules struck a delicate balance between providing live interactions with teachers and avoiding excessive screen time during the school day for students. These structured schedules provided students with daily live instruction and interaction with their teachers and classmates and living interactions in small groups where teachers could support students' individual needs and address learning loss.

Students also had time built into the school day to complete independent work, engage in physical activity, ask teachers questions during office hours, participate in clubs, or check in with a counselor or other support provider to address social/emotional well-being. Students with special needs participated in Special Education supports as indicated on their IEP. Students designated as English learners received daily instructional support through Integrated and Designated English Language Development. Teachers used ongoing assessments to target student needs. Address learning loss such as elementary teachers assessed students in a variety of settings with a variety of tools including ESGI (1-on-1 Assessments), Running Records, weekly and Unit exams, small Group assessments, checking for understanding on whiteboards, and formative assessment tools such as Nearpod, Seesaw, Google Forms and district adopted curriculum.  The AESD proposed instructional schedules that provided students and families with a structured schedule that included synthesizing synchronous and asynchronous learning to provide students with a robust, standards-based instructional program at the elementary and secondary levels.  For parents and students needing more flexibility, we offered a virtual academy where students could access the courses 24/7 and check in with the teacher anytime during the school day.

AESD continues to measure pupil learning loss through Weekly Professional Learning Communities (PLCs) to enact a systematic cycle of assessment, data analysis, and creating meaningful plans of action to measure and address pupil learning loss. PLCs will have structured collaboration time weekly to engage in these improvement cycles. Site-level PLCs will work together to select appropriate initial diagnostic assessments and common formative assessments to measure status, learning gains, and losses.

Assessments were utilized to monitor student progress and provide actionable data to help customize instruction and academic supports to meet learner variability and address learning recovery. In addition to daily whole group instruction, elementary teachers engaged in small group instruction with students daily to target individual learning needs. Site-specific intervention plans were

developed to provide ongoing, targeted interventions focused on student needs measured by diagnostic, formal, and informal assessment data. Middle school teachers had intervention time built into the schedule daily to address individual and small group student needs. The results of diagnostic and teacher-made formative assessments were used to inform these targeted small group activities and lessons. Results of assessment data have provided valuable data for the 2021-24 LCAP goals. The information gained for all stakeholder surveys helped inform the 2021-24 LCAP.

As the situation surrounding the COVID-19 pandemic continues to evolve, the district has worked to embed its ongoing response to resulting issues into the 2021-2024 LCAP. Actions such as the provision of expanded learning opportunities (tutoring, summer school), professional development focused on addressing gaps in student learning, and a continued focus on physical and emotional health and safety, demonstrate the district's commitment to addressing ongoing needs arising from the pandemic.

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

With feedback from the District and LCAP Leadership Team, the superintendent has identified Summative and Formative Key Performance Indicators to focus on the next three years. The Indicators are quantifiable and measurable and will be used to evaluate the success of our district, our site leaders, our managers, and our teachers. As Peter Drucker said, "What gets measured gets done." In some areas, the lagging indicators are significantly behind the state and county comparisons. We have set challenging growth targets through the 21-24 LCAP to provide significant support and high expectations that our students and schools will succeed. In other areas, the lagging indicators are only slightly behind or are on par with the state and county comparisons, but we still have disproportionality with our subgroups. In these instances, again, through the LCAP, we still have set high expectations for growth targets because, in the end, the expectation is about support students and addressing learning loss.

The Summative Measures for AESD are:
1. % that Meet or Exceed on CAASPP ELA
 a. Homeless, English Language Learners (ELL), African American
2. % that Meet or Exceed on CAASPP Math
 a. Homeless, ELL, African American
3. English Language Learners
 a. ELPAC (Level 4), Reclassification Rate
4. Suspension Rate
 a. Percent students with 1 suspension, % students w/ multiple suspension
 b. African American: Percent students with 1 suspension, % students w/ multiple suspension
5. Attendance
 a. African American
6. Chronic Absenteeism Rate
 a. African American

7. Enrollment
8. School Climate and Learning Survey (EDSCLS)
9. Parent Engagement Survey

The formative Measures for AESD
10. % Met/Exceed on Benchmark ELA (Gr TK-2)
 a. ELL, African American
11. % Met/Exceed on Benchmark ELA (Gr 3-8)
 a. ELL, African American
12. % Met/Exceed on Benchmark Math (Gr TK-2)
 a. ELL, African American
13. % Met/Exceed on Benchmark Math (Gr 3-8)
 a. ELL, African American
14. Core Course Grades (D-F rate)
 a. ELL, African American


Six Theories of Action will drive all decisions, work, budgets, programs, and initiatives to support our teachers and students to overcome learning loss and achieve at the highest levels. The Six Theories of Action are as follows:

1. Improve the practices and mindsets of teachers to provide high-quality instruction.
2. Provide intervention, enrichment programs, and services to close learning gaps for students.
3. Implement systems, artifacts, and practices to shift the mindset of staff to focus on getting better.
4. Implement few high-quality, multi-year initiatives.
5. Recruit, hire, and retain high-quality staff.
6. Develop and implement a high-quality performance management system to improve the system of feedback.

All goals and actions within the LCAP were implemented with the Six Theories and 14 KPI's in mind. Examples of addressing student learning loss include:
- Continuing with summer school for students identified as having learning gaps
- Contracted tutoring services
- Implementing MTSS in place of RTI
- Providing academic coaches to support good first instruction. They will provide professional development to teachers on how to improve instruction. They will also support effective strategies, including data chats, collaboration, instructional rounds, peer coaching, and coaching cycles.
- Developing a system of Professional Development where teachers are provided training, an opportunity to implement with support from coaches, then an opportunity to evaluate with ongoing monitoring and support. Professional development will be based on data and needs analysis. It will be focused on identifying strategies to accelerate learning and align with the Six

Theories of Action to drive improved student achievement and close the learning gaps. It will also include Early Literacy training for teachers, SEL and self-care, Growth Mindset for teachers, and Coaching strategies for administrators.
- Quarterly data chats where teachers are taught how to evaluate data followed by directed PLCs where they are guided and coached about how to implement appropriate, standards-based instruction to meet the needs of the students based on their performance.

With this said, immediate action was taken through the Expanded Learning Opportunities Grant, with sustainability was addressed through the LCAP to implement a Learning Recovery Summer Program available to all students with priority to foster and homeless youth, socio-economically disadvantaged youth, English Learners, students with disabilities and those identified with learning gaps by their teachers. The district will run two, four-hour sessions, and the after-school program will immediately follow a two-hour enrichment program. On opening day, more than 1,130 students have enrolled. Pre and post-assessments will be administered through Standards Plus for students in grades 1-8.

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

No substantive difference.  All actions planned for were carried out.

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

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

After a thorough analysis of the goals and outcomes of the 2019-20 LCAP and the 2020-21 Learning Continuity Plan, and in conferring with all stakeholder groups and site and district leadership, AESD placed a strong focus on meeting the academic and social-emotional needs of all students, specifically English learners, Foster Youth, and Low-Income students. As a result of COVID-19, the needs of these students have compounded due to factors such as language, accessibility, connectedness, and self-confidence. Increased support and access to additional instructional opportunities and activities, small group interventions and technology connectivity access were provided to all students to help mitigate these obstacles and to help increase access to learning, support learning recovery, and promote student achievement and social, emotional well-being. Addressing these specific needs was a priority in developing the new 3-year LCAP Plan.

Due to the learning loss, historical data showing low student achievement, lack of progress in the areas of attendance and discipline, the District Leadership Team has identified Six Theories of Action that will drive the work during the next LCAP cycle and our efforts for continuous improvement. They include:

1. Improve the practices and mindsets of teachers to provide high-quality instruction.
2. Provide intervention, enrichment programs, and services to close learning gaps for students.
3. Implement systems, artifacts, and practices to shift the mindset of staff to focus on getting better.
4. Implement few high-quality, multi-year initiatives.
5. Recruit, hire, and retain high-quality staff.
6. Develop and implement a high-quality performance management system to improve the system of feedback.

# Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

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

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

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

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

Goal Analysis

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

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

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

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

## Annual Update

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

## Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

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

## Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

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

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

# Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

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

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

# Analysis of Pupil and Family Engagement and Outreach

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

# Analysis of School Nutrition

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

# Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

| Total Expenditures by Funding Source | | |
|---|---|---|
| **Funding Source** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| All Funding Sources | 27,289,492.00 | 30,112,768.00 |
|  | 597,058.00 | 11,741,217.00 |
| 6500 | 929,750.00 | 932,182.00 |
| LCFF | 18,648,757.00 | 9,512,152.00 |
| LCFF & Title I & Title II | 436,000.00 | 423,485.00 |
| LCFF/ LPSBG | 309,622.00 | 363,017.00 |
| LCFF/6500 | 286,370.00 | 254,870.00 |
| LCFF/Tilte I/ASES | 196,575.00 | 205,207.00 |
| LCFF/Title I | 2,975,000.00 | 2,668,837.00 |
| Lottery | 14,600.00 | 0.00 |
| LPSBG | 68,991.00 | 57,824.00 |
| Res 6500 and 3310 | 1,880,900.00 | 3,697,879.00 |
| RS 6500 | 4,900.00 | 4,900.00 |
| Title 1/ ASES | 42,376.00 | 0.00 |
| Title I | 486,136.00 | 24,464.00 |
| Title II | 234,335.00 | 69,570.00 |
| Title III | 79,000.00 | 81,030.00 |
| Title IV | 99,122.00 | 76,134.00 |
|  | 99,122.00 | 76,134.00 |

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

| Total Expenditures by Object Type | | |
| --- | --- | --- |
| **Object Type** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| All Expenditure Types | 27,289,492.00 | 30,112,768.00 |
| | 27,289,492.00 | 30,112,768.00 |
| | 0.00 | 0.00 |

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

| Total Expenditures by Object Type and Funding Source | | | |
|---|---|---|---|
| **Object Type** | **Funding Source** | **2019-20 Annual Update Budgeted** | **2019-20 Annual Update Actual** |
| All Expenditure Types | All Funding Sources | 27,289,492.00 | 30,112,768.00 |
| | | 597,058.00 | 11,741,217.00 |
| | 6500 | 929,750.00 | 932,182.00 |
| | LCFF | 18,648,757.00 | 9,512,152.00 |
| | LCFF & Title I & Title II | 436,000.00 | 423,485.00 |
| | LCFF/ LPSBG | 309,622.00 | 363,017.00 |
| | LCFF/6500 | 286,370.00 | 254,870.00 |
| | LCFF/Tilte I/ASES | 196,575.00 | 205,207.00 |
| | LCFF/Title I | 2,975,000.00 | 2,668,837.00 |
| | Lottery | 14,600.00 | 0.00 |
| | LPSBG | 68,991.00 | 57,824.00 |
| | Res 6500 and 3310 | 1,880,900.00 | 3,697,879.00 |
| | RS 6500 | 4,900.00 | 4,900.00 |
| | Title 1/ ASES | 42,376.00 | 0.00 |
| | Title I | 486,136.00 | 24,464.00 |
| | Title II | 234,335.00 | 69,570.00 |
| | Title III | 79,000.00 | 81,030.00 |
| | Title IV | 99,122.00 | 76,134.00 |
| | | 0.00 | 0.00 |

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

| Total Expenditures by Goal | | |
|---|---|---|
| Goal | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| **Goal 1** | 9,640,007.00 | 10,432,250.00 |
| **Goal 2** | 11,608,348.00 | 13,653,289.00 |
| **Goal 3** | 6,041,137.00 | 6,027,229.00 |

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

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

| Total Expenditures by Offering/Program | | |
|---|---|---|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | $2,031,000.00 | $18,980,483.05 |
| Distance Learning Program | $548,000.00 | $317,004.00 |
| Pupil Learning Loss | $829,000.00 | $558,714.16 |
| Additional Actions and Plan Requirements | $7,000.00 | $43,890.05 |
| All Expenditures in Learning Continuity and Attendance Plan | $3,415,000.00 | $19,900,091.26 |

| Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement) | | |
|---|---|---|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | | |
| Distance Learning Program | $548,000.00 | $317,004.00 |
| Pupil Learning Loss | | |
| Additional Actions and Plan Requirements | | |
| All Expenditures in Learning Continuity and Attendance Plan | $548,000.00 | $317,004.00 |

| Expenditures by Offering/Program (Contributing to Increased/Improved requirement) | | |
|---|---|---|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | $2,031,000.00 | $18,980,483.05 |
| Distance Learning Program | | |
| Pupil Learning Loss | $829,000.00 | $558,714.16 |
| Additional Actions and Plan Requirements | $7,000.00 | $43,890.05 |
| All Expenditures in Learning Continuity and Attendance Plan | $2,867,000.00 | $19,583,087.26 |

# Local Control Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Adelanto Elementary School District | Kennon Mitchell, Ph.D.<br>Superintendent | Kennon_Mitchell@aesd.net<br>(760) 246-8691 Ext. 10269 |

# Plan Summary [2021-22]

## General Information

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

The Adelanto Elementary School District serves approximately 7,700 students in grades TK--8. There are 15 schools in the district serving the cities of Adelanto and Victorville. The schools are comprised of nine elementary schools serving TK--5 grade students, two schools serving K--8 grade students, three middle schools serving grades 6--8, and one alternative school serving students in grades 4--8. The alternative school, called the Adelanto Virtual Academy (AVA), was opened in 2018--19. We have a new Cabinet to relaunch a re-envisioned AESD with new Core Values that have high expectations for all students and a clear vision of what needs to happen to improve achievement for students during this LCAP cycle. Their collective vision makes this an exciting time to be a leader and educator in the Adelanto Elementary School District because we are being afforded the opportunity for capacity building rather than status quo, provided the resources, motivation, and shared vision to expand upon our visions of the wildest possibilities on behalf of what our students can do and then told to aim higher because we know that we will have the support, as a team, to help the students achieve these levels.

AESD serves a community with high poverty, and 40% of the population is below the Federal poverty level. There are two large prisons and three ICE detention centers. Attendance spikes and dips at certain times each year, and the district is continuing to show declining enrollment. The district has a high transiency rate. The district serves students from diverse backgrounds with 66.2% Hispanic, 19.0% African- American, 6.1% Caucasian, and 8% other. 76.7% of our students participate in NSLP (National School Lunch Program/ Free and Reduced Lunch), 15.1% of our students are identified as English Learners, 13.1% receive Special Education services, 4.7% are identified as Foster Youth, and 81.81% of our students are identified as unduplicated as defined in the Local Control Funding Formula.

Each school in AESD offers a unique focus for their students, such as AVID (Advancement Via Individual Determination), STEM (Science, Technology, Engineering, Mathematics), STEAM (Science, Technology, Engineering, Arts, and Mathematics), VAPA (Visual and Performing Arts), DI (Dual Immersion), and CTE (Career Technical Education). Additionally, each school has identified one to two areas of focus for professional development through their Professional Development Learning Plans. The district has also identified social-emotional learning and teacher clarity as to the overarching focus for the district. The district is committed to providing exciting and cutting-edge education

options for all students. All middle schools will continue to offer CTE-aligned exploratory and Honors courses.

The COVID-19 pandemic, closure of physical school sites, and implementation of distance learning have had profound and lasting impacts on the district. The challenges faced by families include food and housing insecurity, lack of access to technology/connectivity, unemployment, and lack of access to health care. These issues have exacerbated existing inequities and helped shine a light on the gaps that were already present. Addressing the learning loss experienced by students during the pandemic will require intensive and focused effort at all grade levels during the coming years. As the district prepares to resume in-person instruction during the summer and looks ahead to 2021-22 and beyond, there are a significant number of unknowns. The full scope of learning loss experienced by students is yet to be fully understood.

These unknowns introduce uncertainly and are themselves a potential source of anxiety within the community. In responding to the challenges of school closures and distance learning, the district did accelerate its progress in providing technology to students and taking advantage of the opportunities available in the digital space. This growth in digital resources happened in classroom instruction and for multiple types of district operations. The district intends to build upon this learning to accelerate our progress forward. Before and throughout the pandemic, AESD has remained committed to applying the principles of Continuous Improvement in planning and implementation at the district, program, and site levels. The intent is to transform the district's culture into data-based decision-making, coherence, and equity-driven resource allocation. Implementing an effective Multi-Tiered System of Support at all school sites is an essential part of this aim. In considering the implementation of specific actions, three key questions are asked:
(1) What specifically are we trying to accomplish?
(2) What changes might we introduce and why? and
(3) How will we know that a change is an improvement?

 AESD has identified six Theories of Action to drive our system of continuous improvement.

1. Improve the practices and mindsets of teachers to provide high-quality instruction.
2. Provide intervention, enrichment programs, and services to close learning gaps for students.
3. Implement systems, artifacts, and practices to shift the mindset of staff to focus on getting better.
4. Implement few high-quality, multi-year initiatives.
5. Recruit, hire, and retain high-quality staff.
6. Develop and implement a high-quality performance management system to improve the system of feedback.

To support these Theories of Action, the Board has identified Core Values that guide all we do, including budgeting, and that will bond the entire district together in a shared mission and transcend both time and individuals.

Home, School, & Community Partnerships

1. The Board believes that our students, parents, and members of the community are our most valued resource. Every effort will be made by District and school staff to assist and interact with our students, parents, and community in a "family-friendly" environment.
2. The Board believes that all members of our school community should treat one another with consideration, integrity, and honesty. We

honor each person's individuality, celebrate our community's diversity, and support school cultures of mutual acceptance and respect.
3.      The Board values collaborative, productive, and meaningful relationships with all stakeholders to include parents/legal guardians, students, teachers, staff, administrators, Board members, state and local elected officials, and members of the community at large.


Emphasis on Student Success

4. The Board believes that we have a duty to foster the complete growth and development of each student's personal and academic potential. We, therefore, are committed to:
  • Individualized opportunities that respond to the uniqueness of our learners
  • Rigorous academic standards that ask for the best that each student can offer
  • Providing learning experiences that will bring our students eventual success in a global economy

5. The Board believes in upholding high standards and expectations for each student. We work to engage students through excellent teaching in a positive, caring, and challenging learning environment that prepares students for future success by supporting their capacity for using technology, thinking independently, solving problems, and learning throughout life.
6. The Board values equity and inclusion as a personal and professional responsibility and will strive to create inclusive learning environments in which every child is able to achieve their highest potential.
7. The Board believes that all members of the school community share responsibility for the learning of all students. Teaching and learning take place in collaborative school and classroom cultures that are based on trust, respect, and mutual accountability. Collaboration and effective communication with parents and community members are foundational to our culture.


Safe, Respectful, & Well-Maintained Schools & Facilities

8. The Board believes the District has a responsibility to provide safe, secure, and well-maintained schools and facilities that are accessible to our students, parents, staff, and community members.
9. The Board believes that our schools must be warm, welcoming, and promote a positive school climate. We, therefore, are committed to: High behavioral and academic expectations; Fair and reasonable consequences; and Patient and respectful support and encouragement for all students.
10.     The Board values and promotes practices that ensure a safe and orderly learning and work environment.


Highly Quality Staff

11. The Board believes in recruiting, training, and retaining highly qualified employees who maintain high moral and ethical character and consistently exhibit a positive example, exemplary attitude, genuine caring, and great enthusiasm.
12.     The Board believes in holding high expectations for each staff member. Staff are responsible for continuing their professional learning and embracing research-based educational and business practices that enables continuous growth and improvement.

13.    The Board believes that excellence requires hard work, patience, and persistence. We value a school community where all members never give up on themselves or each other, where obstacles are seen as opportunities, and where all members continually strive to achieve more than was
 thought possible.


Fiscal Responsibility

14. The Board believes every fiscal decision the District makes will be weighed against ALL of our core values.
15. The Board believes in ensuring the long-term fiscal health of the District by exercising fiscal responsibility, maintaining operational efficiencies, and implementing careful budget development and long-range planning.
16. The Board believes in allocating appropriate resources necessary to support successful teaching and learning, and we use our resources responsibly for the maximum benefit of students.

These Core Values guided the team as we reflected on the results from the 19-20 LCAP and 20-21 LCP, the feedback from the stakeholders' and analyzed data from the last three years. They also drove the decisions made in this LCAP as we strive to improve outcomes for all students and close the significant performance gaps between student groups. We are the "Best at Getting Better!"


# Reflections: Successes

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

Due to the COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in fall 2020. The successes and progress described in this section are based on AESD's 2019 Dashboard results and more recent data (state and local) from 2019-20 and 2020-21. Overall, there are some key areas in which AESD has made progress and has successes to highlight. These include increasing test scores across math and ELA, a robust professional development program, and increasing access to technology. It is important to note that significant performance gaps between student groups persist for all Dashboard indicators and other local metrics in highlighting any progress.

Test Scores (Successes)
Based on the 19-20 California Dashboard data, below is the district performance compared to the state performance. In ELA, the District was in yellow, and seven schools increased their overall scores; in math, the District was in yellow, and the State was in orange, and 7 schools increased overall. The District increased 3.1 points overall in ELA and 3.2 points in Math.
The following student groups increased in ELA
- All Students
- African American
- White
- Two or more races

- Homeless
- SWD
- SED

The following student groups increased in Math
- All Students
- Asian
- White
- Two or more races
- Native American or Pacific Islander
- Homeless
- SWD

Success with Suspensions:
In 2019-20 before school closures (August 2019 to February 2020), Suspension rates for all students and every student group were lower than those during the same period in 2018-19. (Note: these 2019-20
end-of-year results discussed in the previous paragraph.) The rate for all students had decreased from 6.7% to 4.9%, and similar progress was made for target student groups. The rate for African American students had decreased from 13.4% to 10.4%, the rate for students with disabilities from 10.8% to 8.2%, Foster Youth from 10.1% to 7.7%, and English Learners from 4.1% to 2.8%. These decreasing rates are evidence of continued progress. However, multiple student groups still had suspension rates well above that of 'All' students and their peer student groups. With the move to distance learning and significant change in Suspension practices, data for the end of 2019-20 and 2020-21 is not comparable to that from the 2019 Dashboard and the first part of 2019-20. AESD looks forward to building upon the overall progress as in-person learning resumes, and schools are reopened in full.]

Success with Professional Development:
This year each principal administered a survey to staff to determine PD needs for their sites and then developed a Professional Development Learning Plan that will be the learning focus for the next two to three years. Each site identified two areas to focus on: teacher clarity, SEL, early literacy, and more. The District has also identified areas of focus, including SEL, teacher clarity, microslicing, and data analysis. The District was able to provide professional development to classified, certificated, and management personnel.

Increased Access to Technology:
The District increased technology to all students to achieve a 1:1 device/student ratio. We will continue using technology to support parent involvement.

# 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.

In the period of 2019-20 before school closures, Chronic Absenteeism rates were on track to be near or below 2018-19 rates. The rate for all students through February 2020 was 11%. Following school closures and distance learning, attendance was measured differently, making any end-of-year 2019-20 rate and 2020-21 rates less comparable to prior data. However, Chronic Absenteeism during 2020-21 does indicate the need to refocus efforts in this area and continue building upon the progress made in 2018-19 and leading to school closures during 2019-20. The 2020-21 rate for all students in 2020-21 was 28%.

Overall, AESD's performance results for all students and specific student groups show that improvement is needed on a systemic level and that significant inequities persist. Data from the California School Dashboard, other state reporting, and local results fail to show the accelerated growth rates that will close persistent performance gaps and achieve the district's guiding principles and embody the district's core values. Community stakeholders have emphasized the extreme urgency of this situation and repeated their call for action that the district do better for all students and especially those student groups who have the highest needs. This call for action has included the demand that an equitable and inclusive educational program be provided to all students regardless of zip code, school, classroom, or program choice. The call for action has also included the critical need for intensified services to demonstrate the highest needs and equitable resource allocation through data-based decision-making. This call has also emphasized the need to disrupt the status quo. A recurring theme has been, "What we were doing before wasn't working, so we should think about how to do things differently." It has also been emphasized that to address some of the district's most urgent needs fully, incremental change will not be sufficient and that a larger, systemic redesign will be needed. Implementing an effective Multi-Tiered System of Supports (MTSS) at all school sites will need to be launched in the fall of 2021. The implementation and sustainability of an effective MTSS is a major through-line that connects to the need for an equitable and inclusive program, intensified services for students with high needs, data-based decision-making, and redesigning systems to serve students better. An effective MTSS will also serve as an overarching means of addressing chronic absenteeism, college/career preparedness, suspension, English Languages Arts, and Mathematics. As stated by Katie Novack, "We need MTSS in our school(s) so that we can minimize or eliminate barriers and improve student outcomes by designing equitable, tiered, universally designed systems of support to address student's academic, behavioral, and social-emotional needs in ways that are culturally sustaining. It is a system for educating all of our students and educating them completely as a "whole" person." As the district can design and provide equitable, tiered, and universally designed systems of support, it is expected that a broad range of students' needs can be met. This will support improved outcomes for all students and, in particular, those student groups who have continued to experience persistent performance gaps.

Assessment of Students Needs:

Due to the COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in 2020. Therefore, the areas of need described in this section are based on AESD's 2019 Dashboard results and more recent data (state and local) from 2019-20 and 2020-21. AESD's performance on the 2019 Dashboard and the district's outcomes on the previous dashboards (2017, 2018) demonstrate that the district needs to improve significantly across multiple dashboard indicators and many student groups. In addition,

more recent outcomes from 2019-20 and to-date in 2020-21 reaffirm these needs.

California School Dashboard Results
Note: The California School Dashboard uses five 'colors' to represent levels of performance. The lowest level of performance is represented by RED, followed by ORANGE, YELLOW, GREEN, and BLUE as the highest level of performance. A given color is determined based on the student group's outcomes from the most recent year and the change in outcomes from the previous year. This method acknowledges the growth being made by schools and districts for specific student groups, even if their overall outcome is not yet at a 'high level. Overall, AESD's 2019 Dashboard results demonstrate a broad need for improvement across all areas. On the 2019 Dashboard (the most recent year in which performance levels were reported), AESD has an 'ORANGE' performance level for All students in Chronic Absenteeism Rate, 'YELLOW' for Math and English Language Arts (ELA), and 'RED' for Suspension Rate. AESD did not reach the 'GREEN' or 'BLUE' level in any state indicators. This performance speaks to the need to improve within each aspect of the system and improve the system.

Specific instances where a student group's performance level was 'RED' (the lowest performance level) are noted below:
- Foster Youth: Suspension, English-Language Arts, Math
- Homeless Youth: Chronic Absenteeism, Suspension,
- Socio-economically disadvantaged: Suspension, Math
- Students with Disabilities: Chronic Absenteeism, Suspension
- English Learners: Math
- African American students: Chronic Absenteeism, Suspension
- American Indian or Alaska Native students: Chronic Absenteeism, Suspension
- Two or More Races: Chronic Absenteeism
- Native Hawaiian or Pacific Islander: Chronic Absenteeism
Link: California Department of Education (CDE) Dashboard Reporting Site (AESD Student Group Report)

When the results of the 2019 Dashboard and more recent data from 2019-20 and 2020-21 are reviewed as a whole, some clear trends emerge:
1. Seven student groups often perform below that of the 'All Students' level. Frequently this performance is significantly lower. These groups include English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students.
2. Two student groups (Socioeconomically Disadvantaged students and Hispanic/Latino students) also demonstrate performance gaps. Their performance is usually below the 'All Students' level, but generally not as disparate as the student groups listed above.
3. Four student groups (Asian students, White students, Filipino students, and students of Two or more races) consistently perform above - and often significantly above - the 'All students' performance level.

Additionally, when the academic performance of the 'English Learner' student group is disaggregated, the performance of English Learner Only students shows a very significant gap from that of Reclassified Fluent English Proficient (RFEP) students. These trends describe a performance landscape of student groups that exist in three clusters. Most notable is the gap between the cluster that consistently and significantly underperforms across all indicators and the group that consistently - and usually significantly - outperforms across all indicators.

This pattern embodies why we need to "Get Better at Getting Better" for our students; our system is inequitable by design - and is visible evidence of the inequities that need to be interrupted.

A critical need that has emerged as a priority across stakeholder groups and district staff is reading proficiency by third grade. In the most recent STAR Reading assessment, only 26.5% of third-grade students were above standard. In addition, several student groups had less than 25% of their cohort perform above standards (15.4% Students with Disabilities, 16.7% for 7th grade, 21.2% for 5th grade, and 24.7% for SED). These results demonstrate a critical need for immediate and intense focus on Early Literacy so that all students, and especially those students who are performing below their peers, can accelerate progress and become proficient readers by third grade (and those who are currently in or beyond third grade can accelerate progress towards grade-level proficiency). This need to focus on early literacy has often been discussed in tandem with the need for all students to have individualized learning plans and/or supports. This requires consistent assessments and data analysis to identify student needs and determine what supports are needed. These practices are foundational parts of an effective Multi-Tiered System of Support.

Chronic Absenteeism (Needs)
In the area of Chronic Absenteeism, AESD's 2019 Dashboard results showed a 1.8% increase to an 18.1% overall rate. The increase was slightly above the 1.1 increase for the state of California and, given the loss of attendance days to both the COVID-19 before the closure of all schools and nearly two weeks of heavy absences resulting in the closure of a school from norovirus, is cause for reflection. Overall, the white, Asian, and Filipino subgroups declined in examining local data, as did Gus Franklin, Melva Davis, and Mesa Linda. At the same time, Morgan Kincaid, Ted Vick, West Creek maintained.

While some schools demonstrated success on the 2019 Dashboard, this is an area in which significant improvement is needed. To ensure that students can fully engage in school and access instruction, they and their families must be provided the support necessary to attend school consistently.
The most recent dashboard performance color (ORANGE) for Chronic Absenteeism indicated that significant improvement was needed across the district. Significant performance gaps among student groups on 2019

Dashboard includes:
- Homeless Youth (60.2% rate and 16.9% increase), African American students (28.2% rate and 4.1% increase), and Native Hawaiian or Pacific Islander students (21.9% rate and 2.4% increase), Students with Disabilities (25.0% and 2.6% increase), and English Learners (12.4% and a 3.4% increase) all received a RED performance level on the 2019 Dashboard.

Relative to All Students:
(18.1% rate, 1.8% increase), these groups were chronically absent at extremely disproportionate levels.
- Additionally, while Foster Youth (14.6% rate, 0.4% increase) and Socio-economically disadvantaged students (19.4% rate, 2.2% increase) both were in the ORANGE performance level, their rates were disproportionately high a level similar to the five groups that were RED.
The effects of the pandemic and experience of students and families during distance learning have further reinforced the disparities in attendance/engagement. More focused efforts are needed to ensure that all students, especially those with historically disproportionate rates of chronic absenteeism, are provided the individual, wrap-around supports needed to keep them in school. The connection between

attendance and academic performance is well established, and improvement in this area will support other efforts to improve academic outcomes.

The 21-22 school year will bring renewed efforts and a districtwide attendance plan to include direct support to site leadership teams to review data and coordinate actions, as well as supporting/facilitating improved communication between home and school. The district's implementation of MTSS will also lead to increased coordination of services across school sites, supporting improved attendance and decreased chronic absenteeism.

Actions to Support Students with Disabilities:
We have started monthly Special Education collaborative meetings for teachers and administrators to brainstorm on policies and processes that need to be revisited. This team identified six areas of priority as follows:
- Accommodation/Modifications
- Addressing behavior/disproportionality
- .Curriculum: What do we use in our classes
- Teaching strategies- how do we support improvement?
- Professional Development-
- Identifying students for service- when, how, who?

Special Education collaboration has resulted in developing clear and consistent Exit criteria to support the seamless transition between programs to meet the student needs best.

We have started and will continue to build the capacity of the leaders to become better leaders. First, professional development will not be a package but a journey in AESD. Our consultants will be walking alongside our team as coaches, visiting our classrooms, and cultivating relationships to focus our efforts on "Getting Better" rather than attending PD. Our superintendent says that he is "investing in humans, not programs because talent is the difference maker!" However, we cannot raise student outcomes without raising teacher outcomes. Evident in the Six Theories of Action and the Core Values, a high-quality staff is essential to this work. Research shows that a teacher's mindset about the students he/she is working with has a greater impact than their content knowledge and pedagogy combined! Success begets success. This LCAP is built with supports and services that will allow the students to show everyone how great they are and achieve great things.

# LCAP Highlights

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

Recognizing the fundamental inequities in our system and the need to confront and interrupt inequities to level the playing field are key elements of multiple LCAP goals. The vision that all students will promote from AESD proficient in math and English Language Arts and ready for success in high school and beyond is a driving force across the new LCAP goals. The revised goals reflect the district's commitment to a Multi-Tiered System of Supports (MTSS) framework, the capacity building/training necessary to effectively train our teachers and staff to rise to the challenges ahead and to support the social-emotional and mental health needs of our students as we re-open

for the first time since March 2020. An overview of AESD's LCAP Goals are below:

Goal 1: Student achievement will increase in ELA, Math, Science, and Social Studies/History, focusing on closing the achievement gap for struggling students.
- The district will increase instructional personnel for grades TK-3, beyond what is required, to reduce class sizes and support early literacy for English Learners, Foster Youth, and Low-Income students
- The district will provide additional technology to Low-Income students and families, in order to increase access to the curriculum and support additional assessments
- The district will provide access to additional elective courses, including Cadet Corps and AVID, to improve academic engagement in Low-Income students
- Academic Services will increase staff capacity and teacher clarity through ongoing professional development, including training on best practices, mindset, identification of high-priority standards, and instructional delivery to improve the educational experiences of English Learners, Foster Youth, and Low-Income students
- Assistant Administrators of Instruction Improvement and Academic Coaching (AAIIAC) will provide instructional leadership to teachers and other site staff to improve the instructional program for English Learners, Foster Youth, and Low-Income students
- The district will provide a robust library at each school to provide Low-Income students with access to media, additional technology, and opportunities for STEAM exploration
- Sites will improve the instructional program for English Learners, Foster Youth, and Low-Income students through the implementation of supplemental programs, technology, and professional development based on the needs outlined in their School Plan for Student Achievement, which aligns to the district LCAP
- The district will provide personnel who will coordinate English Language Development, progress monitoring, and professional development to increase English language acquisition for English Learners

Goal 2: Provide every student the specific academic, behavioral, social-emotional, and mental, and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction.
- Foster Youth Counselors will provide access to academic services, physical health services, and mental health services for Foster Youth to improve their overall health, wellness, and access to the curriculum
- Itinerant Music and Art teachers will provide opportunities for Low-Income students to participate in fine arts in order to encourage self-expression and creativity
- Additional counselors will provide support to improve the mental health and social-emotional wellness of English Learners, Foster Youth, and Low-Income students
- The Student Services Coordinator and Student Attendance Officer (SAO) will create systems to address student attendance in order to reduce the chronic absenteeism rate for Low-Income students
- The district will provide health supports, including health clerks, to improve physical wellness in Low-Income students
- The district will provide professional development to increase the capacity of staff to support the social-emotional well-being and mental health of English Learners, Foster Youth, and Low-Income students
- The district will provide transportation services to ensure access to in-person instruction for Low-Income students

Goal 3: Parents, families, community stakeholders will be informed, engaged, and empowered as partners with the Adelanto Elementary School District to support student learning and improve student outcomes.
- The district will host meetings, trainings, and events to families and caretakers of English Learners, Foster Youth, and Low-Income students to provide opportunities for family engagement in the Adelanto Elementary School District community
- The Public Information Officer will advertise and share information about district programs, meetings, and initiatives that benefit Low-Income students and families, in order to increase community involvement
- The district will provide supplemental interpretation services and bilingual support to families in their home languages, to increase two-way communication between families of English Learners and the district

The five identified Goals align to the Eight State Priorities as identified below:
- State Priority 1 (Basic Conditions): LCAP Goal 5
- State Priority 2 (Common Core State Standards Implementation): LCAP Goals 1 and 4
- State Priority 3 (Parent Engagement): LCAP Goals 2, 3 and 4
- State Priority 4 (Pupil Achievement): LCAP Goals 1, 2, and 4
- State Priority 5 (Pupil Engagement): LCAP Goals 2, 3, and 4
- State Priority 6 (School Climate): LCAP Goals 2 and 5
- State Priority 7 (Course Access): LCAP Goals 1, 2, and 4
- State Priority 8 (Pupil Outcomes): LCAP Goals 1 and 4

This LCAP represents the district's vision for the next three years to continue its efforts to level the playing field and provide opportunities for all students to learn, grow, and reach their greatness to transition into high school prepared as a 21st-century global learner. The district is committed to changing systems ' deep and complex work to progress towards the vision laid out in the district's Six Theories of Action and 16 Core Values. The actions in this LCAP set out to improve outcomes for all students, disrupt inequities between schools and across the district, and address significantly disproportionate performance gaps for student groups. Through the few identified initiatives that research has shown to improve student achievement, we have given our teachers and administrators the tools, resources, and support they need to address student learning loss and begin to close the significant achievement gap for the students in the Adelanto Elementary School District,

# 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.

Adelanto Elementary School (AES)
Columbia Middle School (CMS)
Donald F. Bradach School (DFB)
El Mirage School (ELM)

| Westside Park Elementary (WSP) |
| --- |

**Support for Identified Schools**

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

The district is supporting the identified schools in developing Comprehensive Support & Improvement (CSI) plans by providing clear CSI guidelines from the California Department of Education (CDE) School Improvement and Support Office (SISO) and the San Bernardino County Superintendent of Schools (SBCSS). AESD provides multiple support layers for school sites to engage in a Cycle of Continuous Improvement (CCI). These include tools that scaffold the needs assessment, goal setting, implementation, and resource allocation processes. The Assistant Superintendent and Coordinators of Academic Services incorporate significant time to support these processes in their one-on-one meetings to support site leadership and the meetings with the principals from the CSI schools.

Additional district staff provides support by reviewing school plan content and through individual consultations with leaders on an as-needed basis. In past years, principals have utilized an online tool to guide their CSI (and overall School Plan for Student Achievement (SPSA) process. This tool engaged leaders in a scaffolded process to build capacity in the following areas. Assistance for these elements remains available through the support provided by the Academic Services staff.
- Problem Statement Formation – Definition of problem to be addressed including target student group(s) and measurable outcome with baseline data
- Use of Fishbone Diagrams – Articulation of Root Causes, contributing factors, and selecting the highest priority root cause. This is a key step in which resource inequities can be identified and placed in the larger context of the problem statement. These resource inequities can then be articulated into the subsequent driver diagram and specific actions to address them included as change ideas.
- The 5 Why's - Asking "Why" and then answering it, asking "Why" to that question until you get to the root of the problem.

Early in the process, the district brought the CSI schools together and created a PLC, so to speak, that would be brought together many more times, with the coordinator of Academic Services and the Assistant Superintendent, for training, discussion, and ongoing support. Over the course of the year, the composition has changed, and going into the 2021-2022 school year, the Director of Student Services has joined the team. However, the intent and level of support will remain. The site leadership team will have ongoing access to the Academic Services team, the SIS administrator for support with data, and the Business Services team. This includes support to conduct data analysis using the district's various reporting systems. They are provided training, then asked to provide a draft that is reviewed by a district team, and then asked to revise and back and forth until they have a suitable final product. Sites are encouraged to review their overall performance by dashboard area (Chronic Absenteeism, Suspension Rate, ELA/Math, and English Learner Progress) and select those areas of greatest need. With the absence of 2020 Dashboard data, sites will be provided with support to consider what other state and local data they might consider in their needs assessment and goal-setting processes.

The district is preparing a presentation that captures the details and expectations of the CSI grant, including the school eligibility criteria, allowable/non-allowable expenditures guidance, grant reporting requirements, sample CSI plan timeline, and the School Plan for Student Achievement (SPSA) template, and program plan requirements (e.g., comprehensive needs assessment inclusive of root cause analysis;

evidence-based interventions aligned with the goals, actions and services in the LEA LCAP; resource inequities review; description of monitoring and evaluation processes; identification of targeted underperforming student groups; improvement goals; and school-level metrics related to targeted student groups). CSI principals will seek the involvement of various stakeholders (School Site Council (SSC) and English Learner Advisory Committee (ELAC) members, parents, staff). District leadership will meet and collaborate with various stakeholders representing each of the identified CSI schools to ensure alignment and coherence with the district's Professional Learning and Collaboration Plan (PLCP). This year, however, the requirements for the SPSA will change a bit in that the school sites will be required to have the SPSA as a standing agenda item on the SSC agenda each month. This will allow the committee to discuss budgetary changes and needs and make changes to the SPSA as they go rather than in the event of an FPM. They will be trained that the SPSA is a living document that needs to be modified as the needs of the schools change, as the schools' budgets change, etc. Additionally, the Academic Services team will review the SPSA's quarterly to make sure that the spending aligns with the SPSAs in case the schools are not updating them as they should, the team can "catch it" and provide the support as necessary in an ongoing manner rather than when it comes to an audit finding at the end of the year.


The elements of the district's PLCP include:
- Professional Learning--strategies, approaches, or mindsets teachers will learn, refine, and implement with high fidelity and quality (Success Criteria) to accelerate student outcomes
- Professional Collaboration--collaboration to provide teachers a forum to: apply professional learning to classroom practice; improve personal and collective practice, and plan action steps in response to student outcomes
- Performance Management--Key Performance Indicators (KPIs) of student progress that will be used to measure the impact of teacher practice on student outcomes
- Instructional Feedback--the process by which to assess, monitor, and improve teacher practice using Professional Learning foci (Success Criteria) to provide feedback about the impact of Professional Learning & Collaboration on teacher practice The district is further supporting the identified schools by providing comprehensive guidance and timeline for the development and implementation of CSI plans. The timeline includes ongoing "Drop-in Hours" that establish periodic dates when the district meets with site leadership for guidance, technical assistance, ongoing coaching and support model, and/or overall professional learning sessions.


In the development of their SPSA's, the site leadership teams solicited feedback from:
- Site stakeholders such as staff, parents, School Site Council (SSC), and English Learner Advisory Committee (ELAC).
- They conduct a comprehensive needs assessment and data analysis (Please note, the school sites will be trained on a protocol that will enable them to conduct the needs assessment and data analysis):
- Summative Assessments: Three-year data analysis on CAASPP (SBAC & ELPAC) and CA School Dashboard indicators
- Formative Assessments: Star Reading/Math, other pertinent data available to the site)
- They analyze the data gathered during the LCAP stakeholder process. The districtwide surveys, the Stakeholder sessions where we sought input on Jamboard, and the school sites took input on Google Forms. All data was sortable by the school site.

ELD program effectiveness (determine whether ELD has been implemented effectively and whether adjustments are needed to assist ELs in overcoming language barriers within a reasonable amount of time)

- Needs-assessment survey results/data
- Identify trends/patterns and perform root cause analysis
- Meet with SSC and ELAC to present key findings from student achievement data and needs assessment and obtain input to develop the goals and strategies.


Complete the SPSA Template:

- Set vision and using data, identify needs, develop goals, measurable outcomes addressing the needs of student groups.
- Once the schools had the data, the SSC compiled and analyzed it based on trends to identify student needs and identified goals that aligned with the LCAP and aligned with the areas for which the school was identified as a CSI school.
- Include a specific goal for English Learners to improve student outcomes, identified through the needs assessment, which addresses the academic and language proficiency needs of ELs
- Provide evidence-based interventions, strategies, actions, and services and determine proposed expenditures

Note: Proposed expenditures should be based on the projected resource allocation from the district to address the findings of the needs assessment consistent with the state priorities and district LCAP, including
 identifying resource inequities.

- Provide an SPSA proposal with a projected budget for approval to SSC and ELAC (a quorum is required). SSC minutes must indicate that they discussed the school's budget, and a motion was made. All members must sign the document for it to be a final and approved SPSA.
- Upload plan to Document Tracking Services: Include: SSC agenda, sign-in/attendance record, and minutes indicating that the SSC developed/reviewed/approved the 2021-2022 SPSA and its proposed expenditures.


District and site leaders continued collaborating with previously mentioned stakeholder groups to develop the plan. As aforementioned, the types of data analyzed in the development of the CSI plans were the California School Dashboard state indicators data, and local indicator data focused on academic achievement, English learner's attainment of reclassification, attendance, discipline, and suspension data, and school climate data. The district provided a data presentation containing all of the school site data with state color indicators that indicate CSI eligibility. The district provided CSI school administrators with a data protocol to analyze their own data with stakeholders. The data provided to school sites outlined data for three years allowing for trend analysis and focused on data organized by all students, student groups, and grade levels. The District likewise held strategic leadership meetings to review resource inequities and select evidence-based interventions.

Stakeholders are involved in the planning and decision-making processes at the district through district events including Supper with the Superintendent and LCAP Team, and site-level parent advisory groups including School Site Council. The district also solicits feedback and input from stakeholders through surveys.

Some of the driving questions posed for resource inequity review were:
1. What the school identified actionable inequities?
2. Do all at-risk students have access to interventions and additional supports as needed?
3. How do you determine which students participate in interventions?

4. How are funds allocated to meet the needs of at-risk students?
5. How is personnel assigned to support at-risk students?
6. Do all students have access to technology and other instructional materials?

After identifying site needs, planning teams will determine relevant evidence-based interventions that will best serve their needs. Interventions will be selected based on strong evidence, moderate evidence, or promising evidence based on local capacity to implement the intervention (e.g., funding, staff, staff skills, stakeholder support). The district and sites will allocate funds to support the curriculum and instructional support systems, professional learning, and onsite coaching to address inequities. Instructional support aims to build content knowledge and pedagogical practices within the context of equity and inclusive access to learning for all so that educators can deliver culturally relevant and rigorous instruction to cater to all students' learning needs equitably and effectively. Furthermore, the district will ensure the development of site plans met certain expectations and requirements through a CSI plan/SPSA review process that will involve district department leaders (e.g., assistant superintendents--human resources, academic services, and business services; directors and coordinators). Particular attention was paid to the LCAP to address inequities in achievement, disproportionality in discipline and attendance, and

The CSI plan/SPSA review involved the following leadership roles and tasks as follows:
Assistant Superintendents (HR & Academic Services) & Coordinators & Directors review the SPSA to:
- determine if the needs of subgroups are appropriately addressed
- determine if targeted students' results are being fully monitored, evaluated for efficacy and that the monitoring process is described in clear, complete, and specific detail
- determine if the strategies and actions to support the strategies are of high quality (evidence-based, specific, and clear) and will likely result in the school meeting its goals and measurable objectives
- determine if the goals and measurable objectives are challenging but achievable
- determine if, overall, the SPSA is an actionable plan that will move the school toward its vision

Assistant Superintendent (Business Services Staff) review the SPSA to:
- determine if the cost is "necessary" (is it clearly tied to a measurable objective and strategy in the plan?)
- determine if the cost is "reasonable" (does it meet the prudent person's standard?)
- determine if the cost is "allowable" (does it address a need based on data? does it match the needs of the targeted population?)
- determine if the SPSA meets the legal requirements of the respective programs

**Monitoring and Evaluating Effectiveness**

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

The district will actively monitor and evaluate the implementation and effectiveness of the CSI plans to support student and school improvement with an annual comprehensive needs assessment, stakeholder surveys, and district/school-wide team meetings throughout the year to review student data and progress towards set goals. Various stakeholders (e.g., district/site leaders, staff, parents, SSC, and ELAC members) will continue to participate in a continuous improvement cycle: Plan-Do-Study-Act. Collaborative meetings will focus on

discussions around the metrics and indicators that each school's comprehensive needs assessment identified and strategies/ activities developed around addressing identified needs. The effectiveness of evidence-based interventions will likewise be reviewed and evaluated according to the Specific, Measurable, Achievable, Realistic, and Time-bound (SMART) goals set by each school in their SPSA. As stated above, beginning with the 21-22 school year, schools will be required to have the SPSAs as a standing agenda item on all SSC meetings so that the SSC can review the budget and determine if any revisions need to be made to the SPSA. Additionally, this will allow the SSC to determine if the district has increased site allocations. They need to adjust site-based expenditures in alignment with the goals of the SPSA. Additionally, the Academic Services team will review all of the schools' SPSAs to determine that they comply, have an up-to-date budget and that their goals are in alignment with the LCAP. Quality SPSA goal setting and plan implementation is a key focus of the district and is viewed as a key lever to improving outcomes for all students, and in particular those students who have historically performed disproportionately below their peers.

The district will continue to partner with stakeholders to monitor and evaluate the implementation of site-level and district plans as part of the annual SPSA development process, as well as the LCAP development process.

Collaboration outcomes from sites will be shared in school site presentations summarizing the progress and effectiveness of implementing the plan, evidence-based interventions, and vision for reform. In addition, sites will be required to have SPSA as a standing agenda item on their school's SSC agenda for review. The district will collect and analyze such types of data listed below to inform ongoing decision making:
- CAASPP-SBAC ELA, Math, and ELPAC
- CA School Dashboard indicators on academic achievement (ELA and math), chronic absenteeism, suspension rates, and English learner progress
- Local formative assessments/district benchmarks (e.g., Star Reading/Math, etc.)
- Professional development survey data and feedback comments
- End-of-team-meeting/conference/workshop feedback/ Plus-Delta-Missing (PDM) surveys
- Classroom instructional visits and walkthroughs data
- Parent involvement/engagement data

These data types will be collected and analyzed by student groups and ethnicity to evaluate the effectiveness of evidence-based interventions being implemented and address more specific needs that may require more strategic planning and implementation of more effective actions, services, programs, and professional development choices. Additional support will also be provided to build site and district stakeholder capacity for continuous improvement. For example, the district will continue collaborating and working with county consultants and curriculum coordinators to provide professional training and coaching sessions to teachers and site/district administrators. Other stakeholder groups such as SSC and ELAC/DELAC will also benefit from further training and workshops. Furthermore, the district will tap CSI school administrators who were given the opportunity to participate in the National Center on Education and the Economy (NCEE)'s National Institute for School Leadership (NISL) Program. The NISL program aims to: equip school leaders with the tools, knowledge, and skills needed to make their schools high-performing for all students, and develop agile leadership that can lead an ongoing process of change and leverage strategic and systemic processes to improve schools, among others.

# Stakeholder Engagement

Adelanto Elementary School District understands the importance and value of meaningful stakeholder input in developing the District's LCAP.  To engage stakeholders at a high level, AESD has implemented various meetings and activities to involve stakeholders in the LCAP process.  During each of these meetings, except for the Site Leadership and Union meeting, simultaneous translation was provided in Spanish.  All sessions were held via Zoom and were open to the public.  Invitations were sent via PeachJar (email), posted on our website, all calls were made, and notices were posted on social media.  All materials were also translated into Spanish and were also posted before the meetings. The district consulted with all statutorily required stakeholders including teachers, principals, administrators, other school personnel, local bargaining units, parents, students, DELAC, and the SELPA administrator, as outlined in the summary below.

Supper with the Superintendent/LCAP Team

During the 2020-21 school year, AESD began hosting Supper with the Superintendent.  This meeting was intended to engage the community in the LCAP planning process. These meetings provided an opportunity for certificated and classified staff, Administrators, Board Members, parent representatives of Low Income, Foster Youth and English Language Learners, and community members to collaborate in the development, monitoring, and celebration of district efforts to improve student outcomes, both academic and social/emotional areas. These meetings provide an overview of accomplishments, including student achievement data, survey results, student presentations, program presentations, and significant opportunities for stakeholders to discuss and recommend actions to strengthen or revise the district plan. This process becomes ingrained in the district culture and will continue developing, monitoring, and revising the district's LCAP. During this meeting, the district shared the district's response to the COVID pandemic, best practices in our distance learning model, and increased support planned in the next two school years with its stakeholders. During this meeting, the planning team reviews and gives input for the LCAP before submission to the hearings at the Board of Trustees meetings each June.

School Site Council Meeting - Week of 5/7

Surveys 2020-21
AESD LCAP team created parent surveys.  These surveys were available for parents and stakeholders throughout April and May.  The links were shared at all stakeholder meetings and promoted through the District All-Call system, the district's website, and social media.  Parents of all stakeholder groups, including foster youth, homeless, English learners, students in special education, and low socio-economic backgrounds, were included.  Of those that responded to the survey and that provided feedback to the essential questions, 15.4% of the parents indicated their student was homeless, 46.2% indicated their student had learning disabilities, 61.5% indicated their child was an English Learner, and 30.8% indicated that their student was a foster youth.  We did not ask about socio-economic disadvantages.

Communication with Stakeholders

AESD holds DELAC meetings regularly throughout the school year. At these meetings, the Council reviews and discusses the District's LCAP and its purpose. Members are encouraged to ask questions and provide input. At the last meeting of the school year, the DELAC reviews the District LCAP before going to the Board of Trustees in June.

Meetings for the 20-21 school year were held on the following dates:

April 15, 2021 - DELAC/ Supper w/the Superintendent/Management (The district held these meetings as Parent Advisory Committee meetings, and they included parents, Special Education Director, Student Services Director, principals, assistant administrator, Public Information Officer, Board Members)
April 21, 2021 - Site Leaders (includes all site administrators)
April 23, 2021 - Community Advisory Committee (Special Education parent group, special education teachers, Special Education administrators)
April 26, 2021 - ADTA (teacher's association) and CSEA (classified union)
May 4, 2021 - Supper w/the Superintendent/Community Stakeholders (included parents, Special Education Director, Student Services Director, principals, assistant administrator, Public Information Officer, Board Members)
May 7, 2021 - All Classified Staff (included union president and classified employees)

Each school site presented the LCAP to their SSC's, Coffee with the Principals and teachers at a staff meeting.  The middle school principals presented to students as well.

The AESD LCAP will be presented for a public hearing on June 15, 2021, and then presented for approval on June 29, 2021.  The draft of the LCAP was posted on the website for comments from June 10 through June 17, 2021, for public comments.  During the Public Comment session of the Board Meeting on June 15, the session was opened and closed with no comments being made.  No input was received through the open forum on the website.

A summary of the feedback provided by specific stakeholder groups.

The annual and ongoing engagement of stakeholders is a key part of AESD's LCAP development process. The goals, actions, expenditures, metrics, and targets within the LCAP must be informed by the voices of students, families, staff, and community members. The stakeholder engagement process for 2021-22 to 2023-24 LCAP was unique regarding timeline and scope as it built upon the engagement process for the 2020-21 Learning Continuity and Attendance Plan. As detailed in AESD's adopted Learning Continuity and Attendance Plan, various stakeholder engagement activities occurred throughout June and September 2020. These included listening sessions, meetings with district committees/groups, district surveys, virtual town halls for students and parents separately, and public comment at the public hearing and related board presentations. The engagement during this process was foundational to the 2021-22 LCAP as many of the priorities and recommendations raised during that process translated directly or supported stakeholder input during the remainder of the 2020-21 year.

Extending from the Learning Continuity and Attendance Plan engagement process, stakeholder engagement for the 2021-24 LCAP continued throughout 2020-21. The process included engagement with district committees/groups in their established meetings and special

meetings, engagement with the board, stakeholder surveys, community listening sessions, meetings with district staff, the opportunity to comment on the draft, and a public hearing. During each stakeholder session, feedback was gathered to four essential questions:
1. What actions or services do you recommend to accelerate student learning?
2. What actions or services do you recommend to support positive school culture and our students and staff's social, emotional needs?
3. What actions or services do you recommend to enhance and support stakeholder engagement, including the engagement of parents?
4. What actions or services do you recommend to support students in the English Learner Programs and accelerate their progress?

Responses from 444 participants were gathered and analyzed related to each goal area. A summary of recommendations across key stakeholder committees/groups was provided to district leadership in early April. These were shared with the executive cabinet, departmental leadership, and the representative stakeholder groups. The following themes emerged from stakeholder group input:

Teachers, Administrators, and other school staff:
- Provide training for teachers
- Address the social-emotional needs of students and staff, including increased counseling support
- Increase opportunities for student incentives and recognition
- Increase instructional technology
- Provide opportunities for teacher-led tutoring and/or contracted tutoring services

Parents, Families, and Community Members:
- Increase opportunities for parent involvement
- Provide high-quality extracurricular activities
- Provide supplemental programs for learning and intervention

District Parent Advisory Groups, Including CAC and DELAC:
- Improve the English Language Development Program for ELL students
- Increase home to school communication

Overall, the feedback provided by stakeholder groups reaffirmed and built upon many of the key priorities communicated in past input and the more recent Learning Continuity and Attendance Plan process. The following summary outlines the overarching themes that emerged across various input strands, specific recommendations, and priorities within LCAP goal areas. It provides links to additional and more detailed stakeholder feedback documents. Other themes that emerged during the collection of stakeholder feedback during the LCAP development process included:

Individualized Supports based on Identified Needs:
A theme across stakeholder group input was the need for more individualized support for students with a particular focus on those with the highest needs. The recommendation included assigning specific liaisons to provide a 1 to 1 source of support and each student a 1 to 1 teacher/staff connection for social and emotional, and academic support. Stakeholders emphasized the importance of effective assessment systems to ensure that student needs can be appropriately identified.

Increased Mental Health Supports
While SEL, as a theme, was present in previous LCAP input processes. It was significantly amplified during the input provided through the Learning Continuity Plan process, current LCAP engagement, and recent input supporting learning recovery planning. Stakeholders have emphasized the need for more awareness, regular check-ins and monitoring of student needs, and tiered support to address mental health. Specific feedback examples include the call for more counselors, mental health counseling at school sites, student support centers at all school sites, and the availability of SEL curricula at the school sites. Stakeholders have reiterated the importance of addressing mental health (including the effects of trauma) so that students can fully access any academic supports to be provided and fully engage in the process of learning.

Focus on Early Literacy and Developing a Strong Foundation
A focus on early literacy as a foundational requirement for later academic success was also a recurring theme. Specific stakeholder feedback pointed to the need to focus on reading proficiency by the 3rd grade as a key indicator for the district and expected deliverable for every student as a fundamental educational right. Similarly, feedback reiterated the importance of supporting English Learners to make clear progress towards fluency and ultimate reclassification in the early grades. Stakeholders also emphasized the need for clear progress monitoring and responsive intervention/supports in early elementary to address any gaps as soon as they are identified. Additional feedback specified the importance of supporting students with learning disabilities in reading and all struggling readers. The emphasis was placed on coaches as specialists to support teachers in teaching reading in the early grades.

Effective Implementation of a Multi-tiered System of Supports (MTSS)
A leading theme that echoed across stakeholder input was the importance of implementing and sustaining an effective Multi-Tiered System of Supports (MTSS) districtwide and at each school site. Key aspects of MTSS include a coherent and consistent Tier 1 (foundational) program, providing responsive services to students based on identified need (including individualized supports and reading supports), implementing systems that improve the culture and climate of schools and classrooms, equitable allocation of resources using data-based decision making, and monitoring the
effectiveness of actions to determine what is working and what needs to be changed. Included is a renewed commitment to PBIS.

Improvement of School and Classroom Culture and Climate
Across stakeholder groups, the importance of improving school and classroom culture and climate emerged as a theme. This manifested in recommendations for multiple types of professional development, including Social Emotional Learning, ELD training, and training on building relationships with students. They also reinforced the need for significant opportunities for parent engagement. Stakeholders reiterated the need for a continued focus on disproportionate suspension rates, particularly the disproportionate rates of suspension for African American students, Students with Disabilities, Foster Youth, and Homeless Youth. Also noted in feedback was the impact of curriculum on culture and climate. Specific examples included the stated need for curricular materials reflective of the Black/African American experience and consistency in providing culturally relevant instruction and historically accurate instruction.

Implementation Accountability
Another theme that connects to a broad range of stakeholder interests is the importance of building accountability measures for district initiatives and plans. A key aspect of this feedback strand is accountability to implement professional learning with fidelity. Stakeholders identified the district's current 'opt-in' culture as a limiting factor in effectively implementing programs. Feedback emphasized the need to

monitor how training is being provided and whether it effectively meets the stated goal(s). Stakeholders also reiterated the importance of linking specific metrics to planned actions to enable more effective monitoring of progress and return on investment. Stakeholder feedback specified the need to implement assessment practices with fidelity so that current initiatives can be successful.

Integrated Tier I supports
- Develop and implement an English Learner Master Plan and effectively provide designated and integrated ELD
- Increase access for all to sports, music, arts, and after-school programs
- Integrate reading, writing, and arithmetic across the curriculum – incorporate Math and ELA strategies into social science, Physical Education, science, and other electives.
- Implement district curriculum and programs with fidelity, including district common assessments. Implement additional assessments to provide data necessary to support students.
- Recruit and retain highly qualified staff, emphasizing multilingual staff and staff that reflect our district's demographics.
- Develop more metrics that enable progress monitoring of district initiatives/actions (e.g., the impact of professional learning, coaching, and other strategic actions)
- Increased access to GATE testing, training/certification, and instruction/programming

Integrated Supports (Tier 2 and 3)
- Prioritize mental health and wellness – implement regular mental health checks for students and explore the integration of mental health training for staff and curriculum for students
- Individual student progress monitoring and support for students with high needs – examples of recommendations include liaisons/case managers, individualized student success plans, and active case management
- Provide clear guidance and support to schools for the ongoing monitoring of reclassified students
- Professional development for instructional aids, RSP teachers, and General Education teachers in instructional methods for learning disabilities
- Improve/address transition planning for older students with disabilities
- Increased availability of academic supports to accelerate progress for students with learning gaps
- Increase the number of schools with student support centers that provide wrap-around services, including access to a social worker and counselor
- Professional development for staff across a range of areas including SEL, trauma-informed practices, and mental health

Culture and Climate
- Eliminate disproportionate suspension rates and practices
- Implement restorative practices and alternative behavioral intervention programs

Engagement and Empowerment
- Provide resources and capacity building opportunities for parents/caregivers to support learning at home
- Increased opportunities for students to provide authentic input. Opportunities for students to provide constructive feedback to staff.

- Engage students as primary agents in charge of their own education – implement a gradual release model. Students should receive all communications sent to parents/caregivers and, over time, become the primary recipient.
- Increase and improve translation and interpretation for families and students
- Include parents/caregivers in site and district decision-making processes

In addition to the overarching themes and summary of priorities and recommendations above,

Based on the Stakeholder Survey, the following questions stood out:

- My student feels that his/her feelings matter to the teacher.
70.9% responded that they Agreed or Strongly Agreed
- My child feels connected with and valued by the teacher.
65.5% responded that they Agreed or Strongly Agreed
- I am encouraged to share my concerns.
72.4% responded that they Agreed or Strongly Agreed
- The school clearly communicates rules for student behavior.
78.5% responded that they Agreed or Strongly Agreed
- The school immediately addresses teasing and/or bullying.
67.2% responded that they Agreed or Strongly Agreed
- The school is welcoming.
85.5% responded that they Agreed or Strongly Agreed
- The school provides a safe place for students to learn.
887.0% responded that they Agreed or Strongly Agreed
- I am satisfied with the instruction for EL students.
79.6% responded that they Agreed or Strongly Agreed
- I am satisfied with the materials for EL students.
84.1% responded that they Agreed or Strongly Agreed
- I am satisfied with the support and resources I receive to help my EL student learn.
79.7% responded that they Agreed or Strongly Agreed

As mentioned in prior sections, the District has adopted Core Values. The first three of the District's Core Values underscore the importance of Home, School, and Community Partnerships in impacting student achievement.

1. The Board believes that our students, parents, and community members are our most valued resource. Every effort will be made by District and school staff to assist and interact with our students, parents, and community in a "family-friendly" environment.
2. The Board believes that all school community members should treat one another with consideration, integrity, and honesty. We honor each person's individuality, celebrate our community's diversity, and support school cultures of mutual acceptance and respect.
3. The Board values collaborative, productive, and meaningful relationships with all stakeholders to include parents/legal guardians, students, teachers, staff, administrators, Board members, state and local elected officials, and community members at large. Just as the

district is committed

The LCAP, throughout the five goals, has solidified the feedback from the stakeholder into actions and the Core Values and other processes put into place, such as the Formative Key Performance Indicators shared in prior sections, will ensure that as we move forward, we will routinely continue to seek stakeholder feedback and analyze that feedback through the soon to be established data protocol (ADLI and LTCI) so that having data for LCAP is not a singular process but an on-going system of continuous improvement within our district for the benefit of our learning community.
...

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

Feedback from stakeholder meetings and surveys was used to add and or continue programs and services. Tutoring and intervention programs and supplemental programs and activities were identified as needs to support students academically and increase engagement and attendance. Recognition and awards for both students and parents will be included to increase and encourage student effort, participation, and engagement, along with parent/community involvement and engagement. The district will increase community and school events to promote stakeholder engagement and a positive culture. English Learner students and families will be supported through translators and paraeducators made available to both students and families.

Stakeholder input influenced the development of this LCAP significantly. With the transition to a new three-year plan coming after a one-year delay and building upon the experiences of school closures and distance learning, the voice of stakeholders shaped many aspects of the LCAP, from the high-level plan goals to specific metrics.

Goal 1: This goal specifically focuses on closing the achievement gap that exists between student groups. Lack of equity has long been a concern of parents, teachers, administrators, and the Board of Trustees. This goal identifies schools that have an accelerated growth target and metrics to help bring those with disproportionate achievement into closer alignment with other student groups. The actions directly influenced by the stakeholder feedback include tutoring, data chats, summer school, instructional coaches, and professional development for staff. Within Goal 1, Action 8 (English Learner Student Achievement) was developed based on the feedback from DELAC and the other stakeholder groups, our student achievement data, and the outcome of the most recent Federal Program Monitoring review ever-present. Goal 1 Action 8 was written to support our students first and foremost but then to support the parents and teachers and improve the overall English language development program within the district.

Goal 2: Provide every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction. This goal was written in direct response to the feedback from stakeholders. It addresses many of the themes that arose from the analysis of the feedback and specifically addressed the unduplicated students that we were called to address in this LCAP.

Goal 3: This goal was also aligned with the feedback received from the stakeholders. It was intentionally written to ensure that it would encompass the expectations of our parent groups and meet the needs of our parents and other stakeholders would be met over the next three years Parents, families, community stakeholders, will be informed, engaged, and empowered as partners with the Adelanto Elementary School District to support student learning and improve student outcomes.

Metrics and services specifically added in response to stakeholder feedback include:
- Monitoring the number of students suspended one or more times
- School climate metric
- Foster Youth Services
- Supper with the Superintendent will continue
- Promotion of parental participation and seek parental input from all stakeholder groups, especially unduplicated students
- Provide alternative meeting arrangements such as Zoom
- Parent Training and classes including technology classes, ESL, parent/child offerings, and more
- Parent classes geared toward
- Foster parents: behavior support, SST's, IEP, etc.,
- EL parents: the importance of participating, college readiness, how to help with homework
- Low-Income families - preparing healthy meals, community resources, etc.

Additionally, several actions were separated for more transparency, following feedback from stakeholders requesting that targeted funding be easily identifiable and distinct actions not be bundled together. These included:

Opportunities to Increase the Instructional Program: As identified in one of the Six Theories of Action, improving the instructional program is essential to improving student outcomes. This will be an essential area of focus for our district this year, and we will do so through coaching and instructional rounds.

SEL Integration: With the intent to build competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness, and growth mindset to help staff and students engage in learning communities that are safe, positive, inclusive, and welcoming. One (1) SEL Coach will provide professional learning opportunities to school sites, coaching support to the site leadership team, and direct support for implementing SEL programs, using district adopted program RETHINK, integrated into academics and climate goals. SEL has aligned to the Multi-Tiered System of Supports (MTSS) framework and foundational to the Universal Tier (Tier 1) support for ALL students.

Positive Behavioral Intervention and Supports (PBIS) implementation: With the re-launch of PBIS, we will promote a positive school climate by encouraging positive student behaviors. We will provide support for schools to effectively implement a PBIS framework focused on proactively intervening, emphasizing prevention and instruction rather than punitive discipline. Efforts are aligned to the district's overall MTSS framework implementation and implemented by a 1.0 FTE PBIS Coach and a contract with SBCSS for ongoing consulting.

Comprehensive Attendance Management - This includes the implementation of:
- Universal strategies to encourage good attendance for all students, including attendance incentives, positive attendance assemblies, student and parent recognition events, and teacher recognition
- Attendance recovery days
- Support school sites in focused efforts to reduce chronic absenteeism, including a Coordinator of Student Services to oversee truancy, a restorative School Attendance Review Board (SARB) process, district attendance office, the implementation of school attendance teams, collaborates closely with the Homeless Youth Services/Special Education/Foster Youth Services to and directly supports sites, leadership teams, to address attendance and engagement within the MTSS framework. This includes coaching to review data, conduct outreach, and develop and implement interventions.

The Parent Engagement Team will provide expanded opportunities for Parent Training, including technology classes such as Aeries online, parent coaching using our own parents as experts, and other classes identified through parent surveys. These classes could include parenting, ESL, cooking healthy foods, crafts, exercise, and more.

Consultants will be utilized to support the English Learner program. Partnerships with SBCCS, CABE, and other agencies will be leveraged to provide Professional Development, guidance, and support of coach/TOSA, teachers, aides, and parents.

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 1 | Student achievement will increase in ELA, Math, Science, and Social Studies/History, with a focus on closing the achievement gap for struggling students. |

An explanation of why the LEA has developed this goal.

An analysis of state and local data revealed that 50% of AESD schools improved in ELA and Math. However, 28% declined in ELA, and 21% declined in Math. The remainder of the schools maintained present levels of performance. The District as a whole falls below the state average in ELA and remains in the low-performing band for Math.

The following student groups are performing in the red band for ELA.
- Foster Youth

The following student groups are performing in the orange band for ELA
- African American
- EL students
- Homeless
- SWD

The following student groups are performing in the yellow band for ELA.
- SED

The following student groups are performing in the red band for Math
- African American
- EL students
- Foster Youth
- SED

The following student groups are performing in the orange band for Math
- Homeless
- SWD

An analysis of state and local data revealed performance gaps between the overall student populations and students classified as English Learners. Further, consultation with the District English Learner Advisory Committee (DELAC), and the site-level English Learner Advisory Committees reinforced the need for a districtwide focus on English Learner student academic achievement. There is a pronounced achievement gap between our English Learners (ELs) and our general student population.

In CAASPP ELA district-wide, 28% of our students met or exceeded standard or are proficient compared to only 3% of our EL subgroup. In CAASPP Mathematics, 17% of our students met or exceeded standard or are proficient while only 3% of our EL subgroup met or exceeded

standard. For this reason, the stakeholders determined that supporting the needs of the EL students would be the best way to address the identified achievement gap. With our EL students being a significant subgroup of our population, we must address their specific linguistic needs to close the achievement gap through actions, services, programs, and resources that ensure equitable opportunities and outcomes. It is likewise imperative that educator knowledge of the CA English Learner Roadmap principles and elements increase through professional development (PD) opportunities to bolster effective implementation of designated and integrated English Language Development (ELD) Program.

Through our Core Values, we are committed to providing students with individualized opportunities that respond to the uniqueness of our learners, rigorous academic standards that ask for the best that each student can offer, and having a shared responsibility for the learning of all students. While the metrics selected are aggressive over the next three years, we believe, with the appropriate supports for students and teachers, that our students will excel and move closer to closing the achievement gap. We have identified students with the greatest deviations from the standard, but we have also included actions that we believe will help our students achieve the desired success.

Academic Coaches will help train our administrators as well as our teachers. They will support the administrators on how to support their teachers to improve instruction, teach them how to collaborate, build PLCs, and assess their data. While they will coach teachers in their classrooms using the Plan, Do, Study, Act model, they will be debriefed with the coach for success and improvement. Not only will we have academic coaches, but we will have BCBAs to support with behavior, but we will also have a coach for SEL and PBIS.

Under the umbrella of MTSS, our students will be monitored and supported with Tier I, II, and III support designed to meet their learning, behavioral or social-emotional needs. Teachers will receive ongoing training and support from the coaches and the counseling/social worker teams and BCBAs provided through Goal 2 to develop and implement personalized learning plans that target and help the teacher monitor learning, academic or behavioral goals. The student is then monitored every six weeks to determine progress and success. The supplemental programs can be used as interventions provided through the learning plan, as can tutoring and summer school. Tutoring will help extend learning time for some of the lowest students. Summer School also extended the learning time but provided targeted instruction in math and/or English Language Arts for those students needing more intensive intervention. The intent is to identify barriers to the student's learning and remove those barriers to support the student in achieving academic success. For students from backgrounds of trauma, the barrier can be behavioral as an expression of that trauma, impacting the academics. It could be a lack of a sense of safety which could be remedied by a positive relationship with a teacher, coach, social worker, or counselor. Once we get to know our students, we can develop a plan to help that student achieve success.

Despite our district's best efforts to support students in distance learning, the impact of the COVID on all students is significant. As we resume instruction in the upcoming school year, we will need to address the significant social and emotional toll that the crisis has taken on our students and the widespread unfinished learning and learning losses sustained in the wake of school closures. Research on distance learning demonstrated that it was most effective when students had consistent access to the internet, which in many cases, was a challenge in our area. Students also received reduced teacher-led learning time and were expected to learn more independently or from their parents. An increase in chronic absenteeism rates, a lack of camera use when students were in attendance, and a high D/F rate demonstrated high levels of disengagement among students. And perhaps the biggest reason we need to focus on student achievement is that our district has been historically underperforming. However, we have pockets of excellence demonstrating that students in our district can excel with the right environment, right instruction, and high expectations. We will become the "Best at Getting Better" because our students deserve nothing

less.

By focusing on additional academic support to students, professional development to teachers, and the implementation of progress monitoring systems through the Goal 1 Actions, and by tracking the listed metrics in the coming years, AESD expects to see significant progress toward the goal of increasing student achievement and closing academic performance gaps.

Please note: In the metrics below, scores for only some subgroups are called out because those are the subgroups that we will be focusing on in our Key Performance Indicators.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| California Assessment of Student Performance and Progress (CAASPP) - Math | 2018-2019:<br>% of students the meet or exceed the standard in Math<br><br>All Students: 17%<br>Homeless: 6%<br>EL: 3%<br>African American: 7% | | | | AESD will increase the percentage of students meeting or exceeding the standard in Math:<br><br>All Students: by 5% to 22% Meets/Exceeds Homeless: by 5% to 11% Meets/Exceeds EL: by 5% to 8% Meets/Exceeds African American: by 5% to 12% Meets/Exceeds |
| California Assessment of Student Performance and | 2018-2019:<br>% of students the meet or exceed the standard in ELA | | | | AESD will increase the percentage of students meeting or |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Progress (CAASPP) - ELA | All Students: 28% Homeless: 21% EL: 3% African American: 18% | | | | exceeding the standard in ELA:<br><br>All Students: by 5% to 33% Meets/Exceeds Homeless: by 5 % to 26% Meets/Exceeds EL: by 5% to 8% Meets/Exceeds African American: by 5% to 23% Meets/Exceeds |
| California Science Test (CAST) | 2018-2019: % of students meeting or exceeding standards on CAST: 12% | | | | AESD will increase the percentage of students meeting or exceeding the standard as measured by the California Science Test (CAST) by 5% to 17% Meets/Exceeds |
| STAR (ELA) | 2020-2021: % of students At/Above Benchmark on STAR (ELA): 23.3% | | | | AESD will increase the percentage of students At/Above Benchmark on STAR (ELA) by 10% to 33.3% |
| STAR (Math) | 2020-2021: % of students At/Above Benchmark on STAR (Math): 35.4% | | | | AESD will increase the percentage of students At/Above Benchmark on STAR |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | (Math) by 5% to 40.4% |
| Points Below Standard in ELA | 2018-2019: Points below Standard - 2019 dashboard<br>• African American - 86.3<br>• EL - 66.4<br>• Foster Youth - 102.9<br>• SED - 62.1<br>• Homeless - 97.3<br>• SWD - 133.5 | | | | AESD will reduce the amount of students performing below standard in each student group by 15% as measured by total points below standard in ELA<br>• African American - 71<br>• EL - 51<br>• Foster Youth - 87<br>• SED - 43<br>• Homeless - 77<br>• SWD - 112 |
| Points Below Standard in Math | Points below Standard - 2019 dashboard<br>• African American - 126.1<br>• EL - 100.5<br>• Foster Youth - 137.6<br>• SED - 98.2<br>• Homeless - 126.5<br>• SWD - 171.3 | | | | AESD will reduce the amount of students performing below standard in each student group by 15% as measured by total points below standard in Math<br>• African American - 105<br>• EL - 75<br>• Foster Youth - 115 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | • SED - 63<br>• Homeless - 105<br>• SWD - 148 |
| • Implementation of academic content and performance standards adopted by State Board<br>• How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. | 2020-2021: 100% Implementation of Common Core State Standards for all students, including English Learners<br><br>Access to Common Core State Standards and ELD standards for 100% of English learners, for the purpose of gaining academic content knowledge and English language proficiency | | | | AESD will have 100% implementation of Common Core State Standards for all students<br><br>AESD will provide access to Common Core State Standards and ELD standards for 100% of English learners, for the purpose of gaining academic content knowledge and English language proficiency |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of English Learners receiving an overall score of 4 on the ELPAC/percentage of students who become English proficient through their ELPAC score | 2020-2021: 10% of EL students received a 4 on the ELPAC overall | | | | AESD will increase the percentage of English Learner students scoring 4 on the ELPAC by 5% to 15% |
| Reclassification Rate | 2020-2021:6% of students were reclassified | | | | AESD will increase the reclassification rate by 5% to 11% reclassified |
| Rate of teacher mis-assignment | 2020-2021: 0 findings of teacher mis-assignment | | | | AESD will have 0 findings of teacher mis-assignment |
| Student access to standards-aligned instructional materials | 2020-2021: 100% of students had access to board-adopted, standards aligned instructional materials | | | | 100% of AESD students will have access to board-adopted, standards aligned instructional materials |
| Course & Program Offerings:<br><br>• -Broad course of study that includes all subject areas described in 51210 and 51220(a)(i) as applicable | 2020-2021: Broad Course of Study: Baseline data will be collected during the 2021-2022 school year<br><br>Programs and Services Developed and Provided for Unduplicated Students: Baseline data will be collected | | | | AESD will provide 100% of students with access and enrollment in a broad course of study.<br><br>AESD will develop and provide services and programs to 100% of unduplicated students. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| • Programs and services developed and provided to unduplicated students<br><br>• Programs and services developed and provided to students with exceptional needs | during the 2021-2022 school year<br><br>Programs and Services Developed and Provided to Students with Exceptional Needs: Baseline data will be collected during the 2021-2022 school year. | | | | AESD will develop and provide programs and services to 100% of students with exceptional needs. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1** | Class Size Reduction | The district will increase instructional personnel for grades TK-3, beyond what is required, to reduce class sizes and support early literacy for English Learners, Foster Youth, and Low-Income students. | $4,652,894.00 | Yes |
| **2** | Supplemental Technology | The district will provide additional technology to Low-Income students and families, in order to increase access to the curriculum and support additional assessments. | $1,720,453.13 | Yes |
| **3** | Engaging Electives | The district will provide access to additional elective courses, including Cadet Corps and AVID, to improve academic engagement in Low-Income students. | $1,644,303.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| 4 | Professional Development | Academic Services will increase staff capacity and teacher clarity through ongoing professional development, including specific professional development surrounding the unique needs of English Learners, training on best practices, mindset, identification of high-priority standards, and instructional delivery, to improve the educational experiences of English Learners, Foster Youth, and Low-Income students. | $2,024,937.00 | Yes |
| 5 | Assistant Administrators | Assistant Administrators of Instruction Improvement and Academic Coaching (AAIIAC) will provide instructional leadership to teachers and other site staff to improve the instructional program for English Learners, Foster Youth, and Low-Income students. | $440,617.00 | Yes |
| 6 | Library and Media Access | The district will provide a robust library at each school to provide Low-Income students with access to media, additional technology, and opportunities for STEAM exploration. | $650,497.00 | Yes |
| 7 | Site Focus | Sites will improve the instructional program for English Learners, Foster Youth, and Low-Income students through the implementation of supplemental programs, technology, and professional development based on the needs outlined in their School Plan for Student Achievement, which aligns to the district LCAP. | $1,800,000.00 | Yes |
| 8 | English Learner Student Achievement | The district will provide personnel who will coordinate English Language Development, English language acquisition programs, dual language programs, and progress monitoring to increase English language acquisition for English Learners. | $44,836.07 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| **14** |  |  |  |  |

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 2 | Provide every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction. |

An explanation of why the LEA has developed this goal.

Analysis of student data from the Dashboard (2019) shows that 16.3% of students were chronically absent during the 2018-19 school year. Data from the 2019-20 school year before school closures were comparable, with 11% of students chronically absent through February 2020. However, the district ended the year at 14.1%. The chronic absenteeism rate for the current year is over 28%. Significant performance gaps exist for multiple student groups, including Foster Youth, Homeless Youth, Students with Disabilities, African American Students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students.

The need for targeted services and supports in AESD is high and has been increased during school closures and distance learning. Despite declining enrollment by more than 400 students, during the first part of 2020-21, Student Services staff recorded a 53% increase in the number of students served, a 25% increase in home visits before December 1, 2020, and a 100% increase in the provision of basic needs/services relative to the same time in 2019-20. These services are critical for ensuring that students can remain fully engaged in school in terms of attendance and receiving the social, emotional, and health supports they need to focus on their academics. In addition, targeted academic supports are critical for ensuring that students can fully access core instruction. Where assessments reveal gaps in content or conceptual understanding, targeted intervention can be provided that addresses the need as soon as possible with ongoing monitoring to measure progress.

Stakeholder input has emphasized providing wrap-around services for students at the individual level, focusing on student groups with the highest needs. As with other goals, input has specified that student groups with the highest needs should be called out in the goal. Input has also informed the specific inclusion of multiple forms of support in the goal, with mental and physical health being key priorities across stakeholder groups. This goal also aligns with the district's current efforts to implement an effective Multi-Tiered System of Supports (MTSS) across all schools. The goal speaks to providing effective Tier 2 and 3 supports that are specific to identified student needs. Doing this well is one of the primary reasons the district has used the term 'Data-based decision-making' to describe its MTSS efforts. Effectively using data to identify
specific student needs and connecting them to the appropriate resources/services must ensure their access to standards-aligned instruction.

The metrics and actions of this goal will allow us to succeed in providing every student with the academic, behavioral, social-emotional, and physical health supports to meet their individual needs so that they can fully engage with instruction by:

1.  providing wrap-around support for foster and homeless youth.  The liaisons provide case management to ensure that they have what they need to be successful, including tutoring, backpacks, school supplies, clothes, etc.
2.  The Wellness Centers also serve as learning hubs and support students as well as parents.  They are open until 6 p.m. each night. They provide onsite mental health and counseling services. In addition, the staff will provide case management for any student referred to them, which included following them throughout the year, monitoring academic, physical, and emotional health.
3.  Attendance and Engagement Strategies:  Ensuring students are in school will allow staff to check in with them, offer necessary support and services, and allow the teachers to support their academic success.  When students are absent, the district attendance procedures include a home visit conducted by the attendance officer. The addition of a Coordinator for the Student Services Department will allow for more comprehensive case management and closer monitoring that the schools are adhering to the district's attendance procedures.
4.  SEL integration will provide a platform to address social-emotional issues, an opportunity for students and teachers to discuss social-emotional topics, and monitor students' well-being. In addition, students will have an outlet to address their concerns and seek help from district counselors as needed.

Please note:  In the metrics below, scores for only some subgroups are called out because those are the subgroups that AESD will be focusing on in our Key Performance Indicators.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Average Daily Attendance Rate (ADA)/School Attendance Rate | 2020-2021:<br><br>Overall ADA: 88.4%<br>K-5 schools ADA: 89.2%<br>K-8 schools ADA: 95.5%<br>Middle Schools ADA: 87.7% | | | | AESD will increase the attendance rate:<br><br>Overall: by 3% to 91.4%%<br>K-5 schools: by 3% to 92.2%<br>K-8 schools by 3% to 98.5%<br>Middle schools by 3% to 90.7% |
| Chronic Absenteeism Rate | 2020-2021 Chronic absenteeism rate:<br><br>Overall: 28.8%. | | | | AESD will reduce the chronic absenteeism rate:<br><br>Overall: by 3% to 25% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | K-5 schools: 30.1%<br><br>K-8 schools:11.8%<br><br>Middle Schools: 43.3%<br><br>African American: 28% | | | | K-5 schools: by 3% to 27.1%<br>K-8 schools: by 3% to 8.8%<br>Middle schools: by 3% to 40.3%<br>African American: by 3% to 25% |
| Suspension Rate | 2019-2020: All Students: 69.9%<br><br>African American: 64.7% | | | | AESD will reduce the suspension rate:<br><br>For all students by 5% to 64.9%<br><br>For African American students by 5% to 59.7% |
| Facilities Condition<br><br>Number of schools where facilities do not meet the 'good repair' standards on the Facilities Inspection Tool (FIT)<br><br>Source: Facilities Services Department | 20-21:<br>November 2020 – 6 schools received a fair rating and 8 schools received a rating of Good.<br><br>Exemplary= The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or | | | | All AESD schools will receive a rating of "Good" or "Exemplary." |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | impact a very small area of the school. (99-100%)<br><br>Good = The school is maintained in good repair, with a number of non-critical deficiencies noted. These deficiencies are isolated and/or resulting from minor wear and tear and/or in the process of being mitigated. (90-98.99%)<br><br>Fair = The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or | | | | |
| School Climate/Other local measures, including survey of pupils, parents, and teachers on the sense of school safety and connectedness<br><br>• Percentage of positive responses | 2019-2020: During the most recent stakeholder survey, only 75% of the respondents "agreed" or "strongly agreed" that their children felt safe at school but 87% believe that the schools are safe places. | | | | AESD will increase the percentage of favorable responses by 5% to 80% of those surveyed responding that their children feel safe at school.<br><br>AESD will increase the percentage of favorable responses by 5% to 92% of those |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| in the areas of 'safety and 'connectedness' (Belonging)<br><br>Source: Local Climate Survey | 70.1% believe that their children feel that they matter to the teacher and 73% of the children feel that they matter to the teacher. | | | | surveyed responding that they believe district schools are safe places.<br><br>AESD will increase the percentage of favorable responses by 5% to 75.1% of those surveyed responding that their children feel that they matter to the teacher. |
| Expulsion Rate | 2019-2020 Expulsion Rate: 0.07% | | | | AESD will maintain an Expulsion Rate of less than 0.5%. |
| Middle School Dropout Rate | 2019-2020 Middle School dropout rate: 0.33% | | | | AESD will maintain a Middle School dropout rate of less than 1%. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Foster Youth Services | Foster Youth Counselors will provide access to academic services, physical health services, and mental health services for Foster Youth to improve their overall health, wellness, and access to the curriculum. | $113,470.26 | Yes |
| 2 | Music and Art | Itinerant Music and Art teachers will provide opportunities for Low-Income students to participate in fine arts in order to encourage self-expression and creativity. | $402,236.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3 | Counselors | Additional counselors will provide support to improve the mental health and social-emotional wellness of English Learners, Foster Youth, and Low-Income students. | $396,912.00 | Yes |
| 4 | Attendance and Engagement | The Student Services Coordinator and Student Attendance Officer (SAO) will create systems to address student attendance in order to reduce the chronic absenteeism rate for district students. | $66,569.96 | No |
| 5 | Physical Wellness | The district will provide health supports, including health clerks, to improve physical wellness in Low-Income students. | $191,164.00 | Yes |
| 6 | Social Emotional Learning | The district will provide professional development to increase the capacity of staff to support the social-emotional well-being and mental health of English Learners, Foster Youth, and Low-Income students. | $1,000,000.00 | Yes |
| 7 | Transportation Services | The district will provide transportation services to ensure access to in-person instruction for Low-Income students. | $3,571,519.00 | Yes |

# Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| **3** | Parents, families, community stakeholders, will be informed, engaged, and empowered as partners with the Adelanto Elementary School District to support student learning and improve student outcomes. |

An explanation of why the LEA has developed this goal.

Research shows effective family engagement is critical to student achievement. Family engagement is not just an add-on or a means for fundraising. Instead, it is a lever to move student achievement and support school improvement. When done well, family-centered engagement is about connecting families to student learning by sharing data, providing strategies to support learning at home, and providing opportunities for two-way communication. AESD developed this goal with research on family engagement in mind. Additionally, stakeholder survey results demonstrated the importance of regular and clear communication (including translation and interpretation where needed), structured opportunities for stakeholders to build capacity, and authentic opportunities to provide input and engage in the decision-making process. Stakeholders also expressed the need for ongoing parent training.

The district expects that the metrics (measuring district efforts to seek parent input in decision-making and promoting parent participation in programs for unduplicated students and individuals with exceptional needs), and the actions focused on parent trainings, family engagement opportunities, and home visits, will give the district the best opportunity to make progress toward Goal 3.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| Effort the school district makes to seek parent input in decision-making | Local Indicator: District's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: Baseline will be collected during the | | | | AESD will be at Full Implementation for the following Local Indicator: District's progress in building the capacity of and supporting family members to effectively engage in advisory |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 2021-2022 school year | | | | groups and decision-making. |
| Promoting parental participation in programs for unduplicated students and individuals with exceptional needs | Approved Parent Volunteers 19-20: 451<br><br>Parent attendance at district parent group meetings, including attendance via Zoom: 21-22 will be the baseline year | | | | AESD will increase the number of approved parent volunteers to 500 volunteers.<br><br>AESD will increase parent attendance at district parent group meetings by 1%. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Family Engagement | The district will host meetings, trainings, and events to families and caretakers of English Learners, Foster Youth, and Low-Income students to provide opportunities for family engagement in the Adelanto Elementary School District community. | $1,009,187.00 | Yes |
| 2 | Communication | The Public Information Officer will advertise and share information about district programs, meetings, and initiatives that benefit students and families, in order to increase community involvement. | $131,780.52 | No |
| 3 | Bilingual Support | The district will provide supplemental interpretation services and bilingual support to families in their home languages, to increase two-way communication between families of English Learners and the district. | $135,999.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 8 | | . | | |

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|---|---|
| 29.98% | 19,917,374 |

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

## Required Descriptions

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

Actions:
Goal 1 Action 1 Class Size Reduction
Goal 1 Action 2 Supplemental Technology
Goal 1 Action 4 Professional Development
Goal 1 Action 5 Assistant Administrators
Goal 1 Action 7 Site Focus

Needs, Conditions, and Circumstances:
Stakeholders expressed support for increased opportunities for teacher-led tutoring and contracted tutoring services through survey data. During the 2020-2021 school year, 6152 students scheduled tutoring sessions, demonstrating a need for additional tutoring services. Stakeholders also requested that the district continue to provide supplemental programs for learning and intervention. There is a need to improve student performance in ELA and Math, as indicated by 28% meeting/exceeding standards tested on the ELA CAASPP, and 17% of students meeting/exceeding standards tested on the Math CAASPP. There is a large gap between overall student performance (28% meets/exceeds – ELA; 17% meets/exceeds – Math) and English Learner student performance. Only 3% of English Learners met/exceeded standards tested on both the ELA and Math CAASPP. In terms of points below standard on the CAASPP, other glaring discrepancies in unduplicated student performance exist. According to the 2018-2019 ELA CAASPP, English Learner students scored 66.4 points below standard, Foster Youth scored 102.9 points below standard, and Low-Income students scored 62.1 points below standard. On the Math CAASPP, English Learner students scored 100.5 points below standard, Foster Youth scored 137.6 points below standard, and Low-Income students scored 98.2 points below standard. Our unduplicated students are performing below the state average in ELA and Math, as measured by the CAASPP. These data points demonstrate a need to provide academic services that will increase student achievement

and improve the instructional program. The demonstrated need for the actions above justifies their continuance.

Purpose and Expected Outcomes:
The actions mentioned above are principally directed toward improving academic outcomes for English Learners, Foster Youth, and Low-Income students. Professional development to increase the skill and knowledge of teachers, supplemental technology and technology support programs, assistant administrators focused on instruction, smaller class sizes, and site-based improvement of the instructional program (site-focus), are each designed to increase learning, improve unduplicated student academic performance, and close gaps in achievement between the overall student population and unduplicated pupils. AESD expects these actions to be effective in moving unduplicated pupils toward the district's goal of increasing student achievement. We will monitor the effectiveness of these actions through the ELA, Math, and Science state tests (CAASPP/CAST).

Actions:
Goal 1 Action 3 Engaging Electives
Goal 1 Action 6 Library and Media Access
Goal 2 Action 2 Music and Art
Goal 2 Action 5 Physical Wellness
Goal 2 Action 7 Transportation Services


Needs, Conditions, and Circumstances:
Stakeholders expressed support for student access to the arts, and for STEAM (Science, Technology, Engineering, Art, and Math) opportunities (through surveys, etc). Stakeholders, including parents, teachers, administrators, and community members, believe increased opportunities to access art, media, and STEAM, will improve student engagement and increase attendance. The district has an ongoing high chronic absenteeism rate, which was at 28.8% chronically absent for the 2020-2021 school year. The attendance rate for K-5 schools was 89.2%, K-8 schools: 87.7%, and 88.4% was the overall student attendance rate. The district identified two significant causes of the low attendance rate and high chronic absenteeism rate to be student connectedness (only 73% of students felt they mattered to their teacher, based on the 2020-2021 Local Climate Survey), and lack of engagement.

Purpose and Expected Outcomes:
The actions above are principally directed toward and effective in meeting the identified needs of Low-Income students. AESD understands that a huge part of student attendance relies on student connectedness and engagement. By providing low-income students with access to music and art, library and media, and engaging elective courses above what's required, and by creating districtwide systems to reduce the chronic absenteeism rate, AESD expects to see improvement in student attendance and connectedness. The district anticipates that the implementation of these actions will specifically benefit Low-Income students. We will monitor the effectiveness of these actions through local climate survey data and state metrics on the California Dashboard (attendance rate and chronic absenteeism rate).

Actions:
Goal 2 Action 3 Counselors
Goal 2 Action 6 Social Emotional Learning

Needs, Conditions, and Circumstances:
AESD identified the district's suspension rate as an area of critical need. According to the most recently available California Dashboard Data, 7.2% of all students were suspended at least once. Comparatively, 10.2% of the district's Foster Youth were suspended at least once, and 7.5% of Low-Income students were suspended at least once. The district scored Red in suspension for Foster Youth, and Socioeconomically Disadvantaged (Low-Income) students, along with other student groups. This data point indicates a need for actions that are principally directed at reducing the suspension rate for Low-Income students and Foster Youth. Along with the state data indicating this need, stakeholders expressed the need for social emotional learning, and a focus on mental health and wellness. The district considers the expression of this need as justification for the implementation and continuation of the actions listed above.

Purpose and Expected Outcomes
The actions above are principally directed toward and effective in meeting the identified needs of Foster Youth and Low-Income students surrounding social-emotional learning support. The district expects that utilizing additional counselors to identify, monitor, and address the social-emotional and mental health needs of students will contribute to students' ability to self-regulate, thus reducing the suspension rate. The district will implement Positive Behavior Intervention and Support (PBIS) through personnel who will provide social skills coaching to students, and professional development about best practices for positive behavior support and restorative practices. AESD expects the implementation of PBIS (along with the integration of social-emotional learning into site curriculum) to have a positive impact on students, especially those who are Foster Youth and Low-Income, and to see subsequent decreases to the suspension rates for student groups. We will monitor the effectiveness of these actions using the state-reported suspension rate for Foster Youth and Low-Income students.


Actions:
Goal 3 Action 1 Family Engagement
Goal 3 Action 3 Bilingual Support

Needs, Conditions, and Circumstances
In considering the needs, conditions, and circumstances of English Learners, Foster Youth, and Low-Income students, the district identified parent engagement as an area of need. AESD recognized a decline in parent attendance at district workshops that were offered virtually due to school closures. During the 2019-2020 school year 454 parents participated in district-led workshops, and that number dropped to 58 parents during the 2020-2021 school year. During the 2019-2020 school year, there were 451 registered parent volunteers, a number the district would like to increase. During the 2020-2021 school year, 612 parents participated in Supper with the Superintendent. Stakeholder feedback and district staff observation communicates a need to increase opportunities for parent involvement, to continue conducting home visits, and to provide additional trainings for families/caretakers of English Learners, Foster Youth, and Low-Income students. These actions are intended to develop relationships between district staff and families as a way to lead to a decreased suspension rate. The identification of this need as well as the support expressed for these actions by stakeholders justifies their need.

Purpose and Expected Outcomes
The actions above are principally directed toward and effective in meeting the identified needs of English Learners, Foster Youth, and Low-

Income students surrounding family engagement. Research shows that the most significant determining factor in student academic success is the presence of one involved caretaker. The district expects that providing more opportunities for family engagement, providing parent trainings to families/caretakers, providing additional support for bilingual families, and increasing communication about programs that benefit unduplicated students will lead to improved academic outcomes (higher grades, higher performance on the CAASPP in ELA and Math), as well as reduced suspension rates and increased attendance rates, specifically for English Learners, Foster Youth, and Low-Income students. To measure the effectiveness of these actions, we will use CAASPP data, suspension rates, and attendance rates as reported on the California Dashboard.

The following actions from the 2019-2020 LCAP are continuing for the 2021-2022 school year:
- Professional Development – Stakeholder feedback supports the continuation of this action, as increasing the skill and knowledge of teachers will undoubtedly lead to improved student academic performance over time.
- Foster Youth Support Services – There are gaps in suspension rate between all students and Foster Youth (indicated above), as in CAASPP performance in ELA and Math between all students and Foster Youth (indicated above). AESD staff observational data expresses the need to continue the implementation of this action to support the overall health and wellness of Foster Youth, as well as to support academic achievement for Foster Youth.

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

The following limited actions, coupled with the districtwide actions above meet the district's requirement to increase or improve services for English Learners, Foster Youth, and Low-Income students by the required 28.53%, both quantitatively and qualitatively.

Action Limited to Foster Youth:
- Goal 2 Action 1 Foster Youth Services – Foster Youth Counselors will serve as the district's Foster Youth liaisons, and will connect Foster Youth and families to physical and mental health resources. These Counselors will conduct progress monitoring, and regular check-ins, and will connect Foster Youth to academic support services (tutoring). This action is principally directed toward and effective in supporting the district's identified need to support Foster Youth academically, socially, emotionally, and mentally. Stakeholder feedback indicates that additional support is needed for Foster Youth. Further, the gap between CAASPP performance for all students (57.7 points below standard in ELA. 91.4 points below standard in Math), and Foster Youth (102.9 points below standard in ELA, 137.6 points below standard in Math), supports the need for this action, specifically the aspects surrounding progress monitoring and academic support services. AESD expects that the continued implementation of this action during the next LCAP cycle will lead to a smaller gap between overall student academic performance, and academic performance for Foster Youth. The district will monitor the effectiveness of this action through implementation data collected by Foster Youth Counselors.

Action Limited to English Learners:
The action below was developed to meet the unique needs of the district's English Learners. According to the 2019 California Dashboard, there is a gap between overall student CAASPP performance (57.7 points below standard in ELA. 91.4 points below standard in Math), and

performance on the CAASPP for English Learners (66.4 points below standard in ELA and 100.5 points below standard in Math). Only 3% of the district's English Learners met or exceeded standards tested on both the ELA and Math CAASPP, compared to 28% of overall students in ELA and 17% of overall students in Math. These data points indicate a need for the district to direct services to English Learners, to support their academic achievement. Stakeholder feedback also supports the implementation of the limited actions below. The district expects the implementation of this action to lead to gradual increases in academic performance for English Learners:

- Goal 1 Action 8 English Learner Student Achievement – District staff will coordinate English Language Development and progress monitoring for English Learners. They will also provide staff with additional professional development on best practices for improving English language acquisition for students who are English Learners. This action is principally directed toward and effective in meeting the needs of English Learners surrounding English language development and acquisition. The district will monitor the effectiveness of this action through metrics on the California Dashboard (reclassification rate, CAASPP ELA, CAASPP Math)

## Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|
| $19,997,374.94 | | | | $19,997,374.94 |

| Totals: | Total Personnel | Total Non-personnel |
|---|---|---|
| Totals: | $14,254,283.81 | $5,743,091.13 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | English Learners Foster Youth Low Income | Class Size Reduction | $4,652,894.00 | | | | $4,652,894.00 |
| 1 | 2 | Low Income | Supplemental Technology | $1,720,453.13 | | | | $1,720,453.13 |
| 1 | 3 | Low Income | Engaging Electives | $1,644,303.00 | | | | $1,644,303.00 |
| 1 | 4 | English Learners Foster Youth | Professional Development | $2,024,937.00 | | | | $2,024,937.00 |
| 1 | 5 | English Learners Foster Youth Low Income | Assistant Administrators | $440,617.00 | | | | $440,617.00 |
| 1 | 6 | Low Income | Library and Media Access | $650,497.00 | | | | $650,497.00 |
| 1 | 7 | English Learners Foster Youth Low Income | Site Focus | $1,800,000.00 | | | | $1,800,000.00 |
| 1 | 8 | English Learners | English Learner Student Achievement | $44,836.07 | | | | $44,836.07 |
| 2 | 1 | Foster Youth | Foster Youth Services | $113,470.26 | | | | $113,470.26 |
| 2 | 2 | Low Income | Music and Art | $402,236.00 | | | | $402,236.00 |
| 2 | 3 | English Learners Foster Youth Low Income | Counselors | $396,912.00 | | | | $396,912.00 |
| 2 | 4 | All | Attendance and Engagement | $66,569.96 | | | | $66,569.96 |
| 2 | 5 | Low Income | Physical Wellness | $191,164.00 | | | | $191,164.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 2 | 6 | English Learners Foster Youth Low Income | Social Emotional Learning | $1,000,000.00 | | | | $1,000,000.00 |
| 2 | 7 | Low Income | Transportation Services | $3,571,519.00 | | | | $3,571,519.00 |
| 3 | 1 | English Learners Foster Youth Low Income | Family Engagement | $1,009,187.00 | | | | $1,009,187.00 |
| 3 | 2 | All | Communication | $131,780.52 | | | | $131,780.52 |
| 3 | 3 | English Learners | Bilingual Support | $135,999.00 | | | | $135,999.00 |

## Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|---|---|---|
| **Total:** | $19,799,024.46 | $19,799,024.46 |
| **LEA-wide Total:** | $19,685,554.20 | $19,685,554.20 |
| **Limited Total:** | $158,306.33 | $158,306.33 |
| **Schoolwide Total:** | $0.00 | $0.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| 1 | 1 | Class Size Reduction | LEA-wide | English Learners Foster Youth Low Income | All Schools | $4,652,894.00 | $4,652,894.00 |
| 1 | 2 | Supplemental Technology | LEA-wide | Low Income | All Schools | $1,720,453.13 | $1,720,453.13 |
| 1 | 3 | Engaging Electives | LEA-wide | Low Income | All Schools | $1,644,303.00 | $1,644,303.00 |
| 1 | 4 | Professional Development | LEA-wide | English Learners Foster Youth | All Schools | $2,024,937.00 | $2,024,937.00 |
| 1 | 5 | Assistant Administrators | LEA-wide | English Learners Foster Youth Low Income | All Schools | $440,617.00 | $440,617.00 |
| 1 | 6 | Library and Media Access | LEA-wide | Low Income | All Schools | $650,497.00 | $650,497.00 |
| 1 | 7 | Site Focus | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,800,000.00 | $1,800,000.00 |
| 1 | 8 | English Learner Student Achievement | LEA-wide Limited to Unduplicated Student Group(s) | English Learners | All Schools | $44,836.07 | $44,836.07 |
| 2 | 1 | Foster Youth Services | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $113,470.26 | $113,470.26 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| 2 | 2 | Music and Art | LEA-wide | Low Income | All Schools | $402,236.00 | $402,236.00 |
| 2 | 3 | Counselors | LEA-wide | English Learners Foster Youth Low Income | All Schools | $396,912.00 | $396,912.00 |
| 2 | 5 | Physical Wellness | LEA-wide | Low Income | All Schools | $191,164.00 | $191,164.00 |
| 2 | 6 | Social Emotional Learning | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,000,000.00 | $1,000,000.00 |
| 2 | 7 | Transportation Services | LEA-wide | Low Income | All Schools | $3,571,519.00 | $3,571,519.00 |
| 3 | 1 | Family Engagement | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,009,187.00 | $1,009,187.00 |
| 3 | 3 | Bilingual Support | LEA-wide | English Learners | All Schools | $135,999.00 | $135,999.00 |

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

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

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

| Totals: | Planned Expenditure Total | Estimated Actual Total |
|---|---|---|
| Totals: | | |

# Instructions

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

# Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

# Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

*Goal Analysis:*

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

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

## Requirements and Instructions
This section must be completed for each LCAP year.

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

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

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

*Required Descriptions:*

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

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

# For School Districts Only:

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

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

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

**Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

# Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

- o **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.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.