

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Newhall School District

CDS Code: 19-64832-0000000

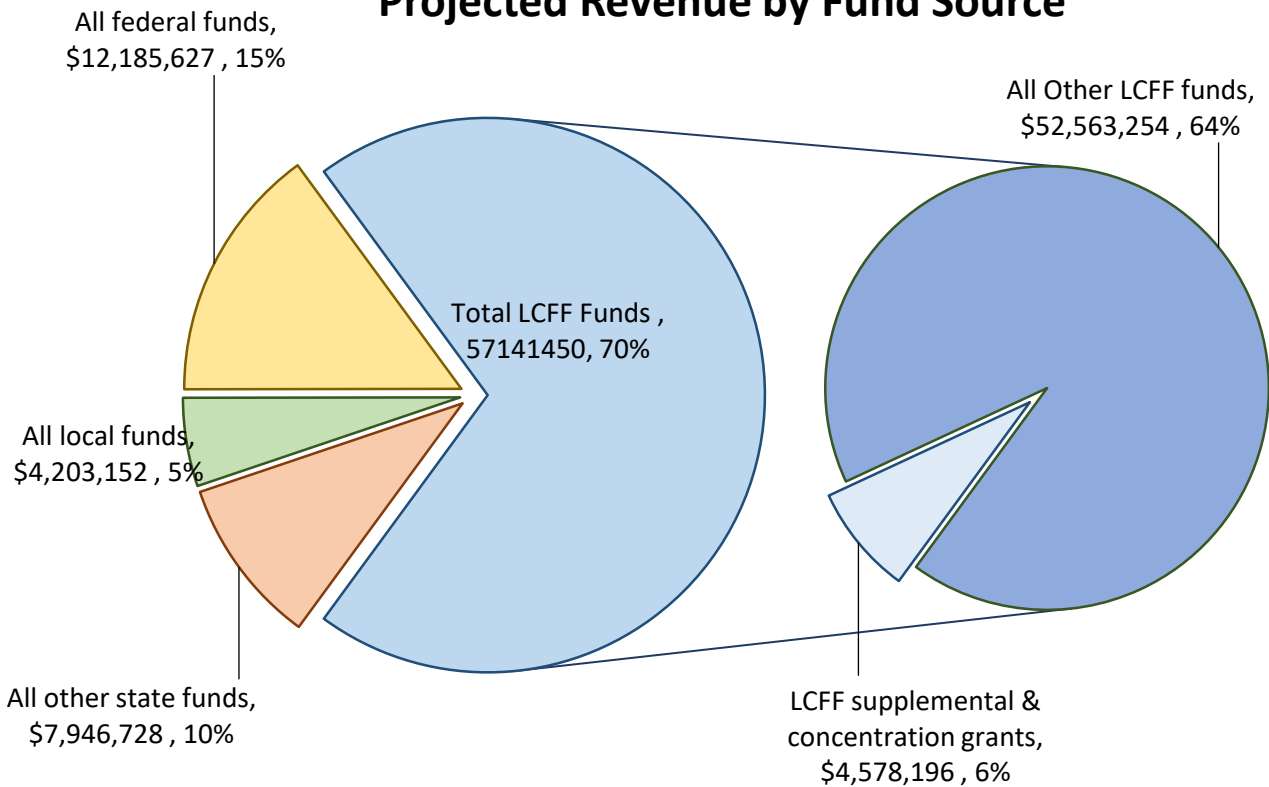
School Year: 2021 – 22

LEA contact information: Sheri Staszewski, (661)291-4000, sstaszewski@newhallsd.com

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

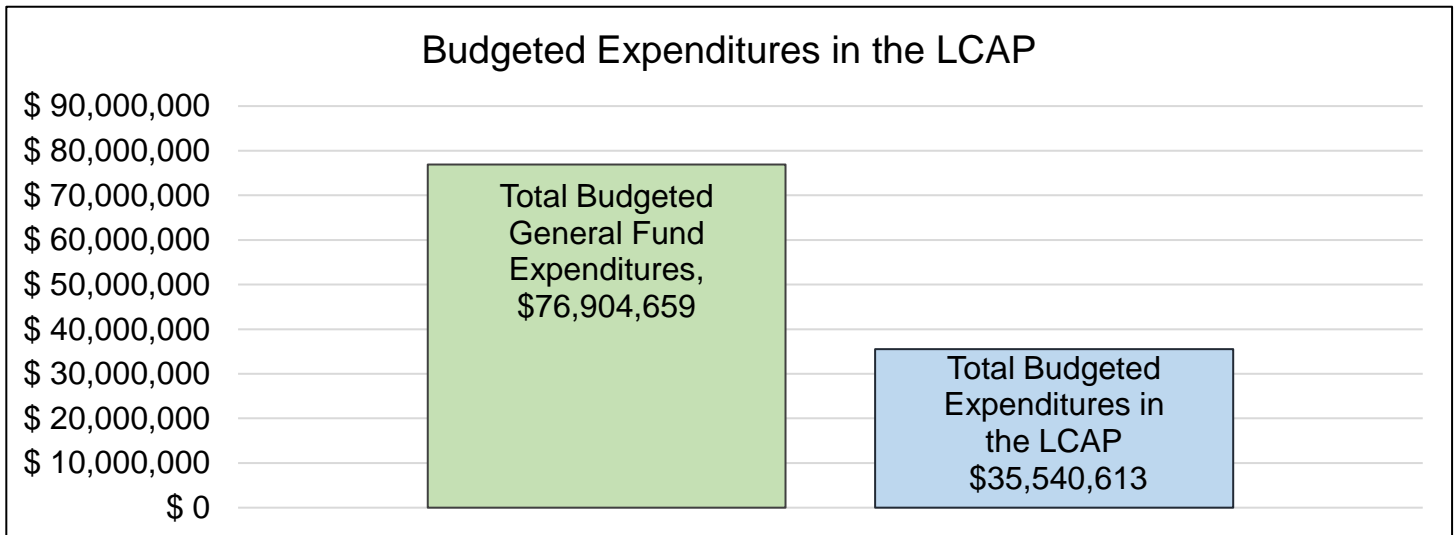


This chart shows the total general purpose revenue Newhall School District expects to receive in the coming year from all sources.

The total revenue projected for Newhall School District is \$81,476,957.00, of which \$57,141,450.00 is Local Control Funding Formula (LCFF), \$7,946,728.00 is other state funds, \$4,203,152.00 is local funds, and \$12,185,627.00 is federal funds. Of the \$57,141,450.00 in LCFF Funds, \$4,578,196.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Newhall 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.

Newhall School District plans to spend \$76,904,659.00 for the 2021 – 22 school year. Of that amount, \$35,540,613.00 is tied to actions/services in the LCAP and \$41,364,046.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not included in the LCAP support the base programs and general operational services for the District and includes all the following: All District level functional department salaries and benefits, materials and contracts. Departments Include Administrative Services, Instructional Services, Human Resources & Business Services. School Site level positions such as classroom teachers, office staff and school administrator salaries and benefits are paid from non LCAP funds. All of Facilities, Maintenance and Operations and Custodial staffing, materials and services are basic services. All utilities, core textbooks and materials and contracted repairs/leases are part of base services. Contracts for technology services and software programs that support the District operations including (but not limited to) the financial system, the student information system, library systems and educational data are paid by non-LCAP funding.

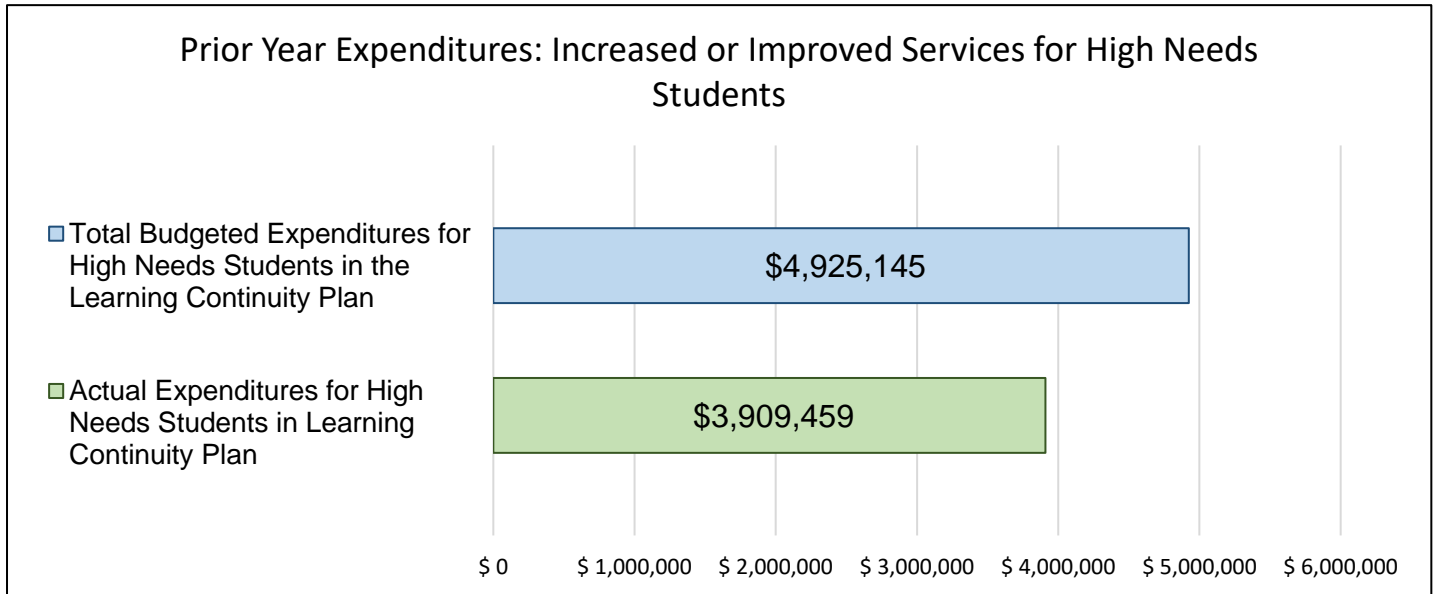
Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

LCFF Budget Overview for Parents

In 2021 – 22, Newhall School District is projecting it will receive \$4,578,196.00 based on the enrollment of foster youth, English learner, and low-income students. Newhall School District must describe how it intends to increase or improve services for high needs students in the LCAP. Newhall School District plans to spend \$5,380,486.00 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



This chart compares what Newhall 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 Newhall 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, Newhall School District's Learning Continuity Plan budgeted \$4,925,145.00 for planned actions to increase or improve services for high needs students. Newhall School District actually spent \$3,909,459.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$1,015,686.00 had the following impact on Newhall School District's ability to increase or improve services for high needs students:

All actions and services for high needs students in the Learning Continuity Plan were implemented with the exception of extending the learning day for English Learners, low socio-economic students and foster youth. Both staff and students did not express an interest in participating in extended day opportunities. In response, the District provided interventions during the school day delivered by grade level teams at no additional cost. Salaries and benefits associated with the implemented actions were lower than anticipated and some positions were not filled, though services were still provided. Childcare participation was lower than anticipated and reduced the overall cost of providing the services.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Newhall School District	Dee Jamison, Assistant Superintendent	djamison@newhallsd.com. 661-292-4177

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

Goal 1

All Newhall District students will be taught by a properly credentialed teacher, have access to standards-aligned instructional materials and attend class in school facilities that are kept in good repair during the 2019-20 school year.

State and/or Local Priorities addressed by this goal:

State Priorities: 1- Basic ; 2 –Implementation of State Standards

Local Priorities: Rate of teacher misassignments, student access to standards-aligned instructional materials, school facilities in good repair

Annual Measurable Outcomes

Expected	Actual
Teacher assignment	According to Human Resources we had 100% correct teacher assignments.

Maintain 100% correct teacher assignment based on staffing assignments from Human Resources	
Maintain school facilities Maintain zero Williams complaints to the Governing Board	There were zero complaints during the 2019-2020 school year
Aligned instructional materials Utilize CCSS-Aligned ELA, mathematics and other content instructional materials and resources in 100% of the classrooms	100% of the classrooms utilized standards aligned instructional materials

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>Continue to train new teachers on the CCSS-aligned ELA/AELD and math curriculum</p>	<p>\$12,500 – Other State Revenues – 1000-1999 Certificated Salaries; Inst Staff Dev Lottery Training on ELA/ELD materials</p> <p>\$5,000 – Other State Revenues – 4000-4999 Books and Supplies; Supplemental Materials-Restricted Lottery funding</p> <p>\$2,500 – Other State Revenues – 3000-3999; Employee Benefits ,Inst Staff Dev Lottery benefits costs</p>	<p>\$459 – Other State Revenues – 1000-1999 Certificated Salaries</p> <p>\$94 – Other State Revenues – 3000-3999 Employee Benefits</p> <p>\$26 – Other State Revenues – 4000-4999 Books and Supplies</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p>	<p>\$2,880 – Other State Revenues – 1000-1999 Certificated Salaries; Inst Staff Dev Lottery</p>	<p>\$340 – Other State Revenues – 1000-1999 Certificated Salaries</p>

<p>NGSS Implementation Committee continues to meet to oversee implementation of new NGSS resources and provide recommendations for support</p>	<p>Committee to review pilot</p> <p>\$578 – Other State Revenues – 3000-3999 Employee Benefits; Inst Staff dev Lottery Benefits extra hourly</p>	<p>\$70 – Other State Revenues – 3000-3999 Employee Benefits</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide on-line instructional materials resources at all 10 schools. Resources designed to support differentiation to meet the needs of all students.</p>	<p>\$131,797 – Other State Revenues – 4000-4999 Books and Supplies; Restricted Lottery Subscription to one year Reading A-Z; one year Razz Kids; one year Safari Montage</p>	<p>\$125,170 – Other State Revenues – 4000-4999 Books and Supplies</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Human Resources Department will review assignment monitoring and reporting system to ensure 100% of the teachers are properly credentialed.</p>	<p>\$0 – LCFF – 2000-2999 Classified Salaries; No additional costs as this is part of the Certificated Human Resources Technician’s job responsibilities.</p>	<p>\$0</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Quarterly monitoring and reporting to the Governing Board on the Williams Act report from the Executive Assistant to the Superintendent.</p>	<p>\$0 – LCFF – 2000-2999 Classified Salaries; No additional costs as this is part of the job description of the Executive Assistant to the Superintendent.</p>	<p>\$0</p>

Goal Analysis

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

During the 19-20 school year, all actions were implemented but did not require the amount of funds originally budgeted. Far fewer teachers were hired for the 19-20 school year and the majority of their training was addressed during their required pre-service days as well as during instructional planning time within their contractual day. The amount that was not expended was part of the overall \$350,000 total that was set aside when schools closed in March. At that time we were advised to save funds in order to meet student, family, teachers, and staff needs as any future funding was unknown. These funds were not reallocated during the 19-20 year but instead went to support specific needs as indicated in the Learning Continuity Plan to support expanded professional development for teachers.

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

There were not any challenges in achieving this goal. All actions were fully implemented and successful in supporting the achievement of the goal. The metrics demonstrate that all metrics were met as designed. This goal was fully met.

Goal 2

Instruct and assess student in grade TK-6 based on all California State Academic Standards and English Language Development Standards during the 2019-2020 school year.

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic; 2-Implementation of State Standards; 4-Pupil achievement; and 7-Course access

Local Priorities: Implementation of academic content and performance standards for all students as adopted by the State Board of Education

Annual Measurable Outcomes

Expected	Actual
<p>Implementation of state standards</p> <p>Instruct and assess students in grade TK-6 based on California Common Core Standards (CCSS) , state content standards and English language development standards based on teacher survey data. Increase each area by 5% until 100%</p>	<p>Survey results indicated that all CCSS , state content standards and ELD standards were at a full implementation and sustaining level, 100% .</p>
<p>District benchmark assessments</p> <p>Increase by a least 3 percentage points on each assessment based on data from EADMS</p>	<p>Prior to school shutdowns in March, there was only one benchmark testing date at the end of the first trimester. Due to a change in our data system that data is not available to determine percentage growth for that one point.</p>
<p>100% of teachers will meet 200 minutes of PE instructional minutes every ten days.</p>	<p>Based on school site records 100% of the teachers met the 200 minutes of PE instructional minutes every ten days.</p>

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>Provide and maintain required areas of study or English Language Arts, Mathematics, Science/Health, History/Social Science, Physical Education, Visual and Performing Arts</p>	<p>\$24,227,124 – LCFF – 1000-1999 Certificated Salaries; All components of the base instructional program excluding special education</p> <p>\$7,225,479 – LCFF – 2000-2999 Classified Salaries; All components of the base instructional program excluding special education</p>	<p>\$41,451,306 – LCFF – 1000-1999 Certificated Salaries</p> <p>\$xxx – LCFF – 2000-2999 Classified Salaries</p> <p>\$xxx – LCFF – 3000-3999 Employee Benefits</p>

	<p>\$9,211,065 – LCFF – 3000-3999 Employee Benefits; All components of the base instructional program excluding special education</p>	
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools</p> <p>Provide teachers long-term sustainable support in implementing the Common Core State Standards in math and technology integration. The Newhall School District will continue with a math coaching position (Teacher on Special Assignment (TOSA) The TOSAs will be responsible for: 1.Supporting the implementation of the Bridges and CPM math curriculum, 2.Deepening teacher knowledge of the standards by helping teachers ‘unpack’ standards, 3.Modeling lessons that integrate the instructional shifts and research based instructional practices, 4. Coaching teachers to –be a facilitator of learning, maximize the use of academic discourse, utilize formative assessment date, create 21st century classrooms using collaboration, critical thinking, creativity and communication, and 5.Creating systems for analyzing assessment data</p>	<p>\$0 – LCFF – 1000-1999 Certificated Salaries; Supplemental 2.0 FTE Teacher on Special Assignment(TOSA)</p> <p>\$0 – LCFF – 3000-3999 Employee Benefits; Supplemental 2.0 FTE Math TOSAs Benefits</p>	<p>\$0</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools, Specific Grade Spans: 6th Grade</p> <p>New 6th grade teachers will attend CPM training and be paired with a peer to assist them during the first year of their curriculum implementation. With their grade level team members they will engage in planning by unwrapping standards for upcoming chapters, examining formative assessments and then taking actions to support struggling learners.</p>	<p>\$9,999 – Other State Revenues – 1000-1999 Certificated Salaries; Inst Staff Dev Lottery-extra duty hourly teacher costs</p> <p>\$2,007 – Other State Revenues – 3000-3999 Employee Benefits;</p>	<p>\$769 – Other State Revenues – 1000-1999 Certificated Salaries</p> <p>\$157 – Other State Revenues – 3000-3999 Employee Benefits</p>

	<p>Inst Staff Dev Lottery- CPM training benefits extra duty</p> <p>\$3,000 – Other State Revenues – 5000-5999 Services and Other Operating Expenses; CPM Workshop and Mileage</p>	
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>Provide students with access to required consumable materials for continued implementation of Bridges, CPM and Benchmark resources.</p>	<p>\$60,000 – Other State Revenues – 4000-4999 Books and Supplies; Rest Lottery Consumable math materials</p>	<p>\$49,728 – Other State Revenues – 4000-4999 Books and Supplies</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools</p> <p>Provide all teachers long-term sustainable support in implementing the upcoming Next Generation Science Standards (NGSS) and technology integration in classroom activities and science labs. The Newhall School District will retain two Teacher on Special Assignment (TOSA) to lead the District planning and implementation on the Next Generation Science Standards in grades 1-5 in the 2019-20 school year. One position will support primary teachers and one position will support upper grade teachers. The TOSA will be responsible for: 1.Implementing a District-wide K-6 NGSS framework, 2.Training and supporting science curriculum specialists at all school sites, 3.Modeling lessons that integrate the instructional shifts, 4. Coaching teachers to –be a</p>	<p>\$26,572 – Other State Revenues – 1000-1999 Certificated Salaries; Inst Staff Dev Lottery One full day and two half-day trainings for K, 1st, 2nd and 6th grade teachers; 2 ½ day trainings for 4th grade teachers with District science coach</p> <p>\$5,333 – Other State Revenues – 3000-3999 Employee Benefits; Inst Staff Dev Lottery NGSS PD Benefits</p>	<p>\$52,578 – Other State Revenues – 1000-1999 Certificated Salaries</p> <p>\$6,836 – Other State Revenues – 3000-3999 Employee Benefits</p> <p>\$147,307 – LCFF – 1000-1999 Certificated Salaries</p> <p>\$45,847 – LCFF – 3000-3999 Employee Benefits</p>

<p>facilitator of learning, maximize the use of academic discourse, utilize formative assessment data, create 21st century classrooms using collaboration, critical thinking, creativity and communication, and 5. Creating systems for analyzing assessment data, and 6. Leading review of potential NGSS aligned resources.</p>	<p>\$145,781 – LCFF – 1000-1999 Certificated Salaries; Supplemental 2 FTE Teacher on Special Assignment (TOSA)</p> <p>\$45,366 – LCFF – 3000-3999 Employee Benefits; Supplemental Science TOSA Benefits</p> <p>\$1,000 – LCFF – 4000-4999 Books and Supplies</p> <p>\$1,000 – LCFF – 5000-5999 Services and Other Operating Expenses</p>	<p>\$138 – LCFF – 5000-5999 Services and Other Operating Expenses</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: McGrath, Newhall, Old Orchard, Peachland, and Wiley Canyon</p> <p>Provide all teachers with long-term support in implementing the ELA Common Core State Standards and the English Language Development Standards. The</p>	<p>\$176,695 – LCFF – 1000-1999 Certificated Salaries; Supplemental 2.0 FTE ELD TOSA</p> <p>\$46,106 – LCFF – 3000-3999 Employee Benefits; Supplemental 2.0 FTE ELD TOSA Benefits</p>	<p>\$186,380 – LCFF – 1000-1999 Certificated Salaries</p> <p>\$47,997 – LCFF – 3000-3999 Employee Benefits</p> <p>\$69 – LCFF – 5000-5999 Services and Other Operating Expenses</p>

<p>focus will be on Title 1 schools with the majority of English Learners. The Newhall School District will retain two English Language Development/Literacy coaching positions.(Teacher on Special Assignment (TOSA) The TOSAs will be responsible for: 1.Supporting the Implementation of the new ELA/ELD curriculum, 2 Deepening teacher knowledge of the standards by helping teachers ‘unpack’ standards., 3.Modeling lessons specifically geared towards integrated and designated ELD supports aligned to research based instructional practices, 4. Coaching teachers to –be a facilitator of learning, maximize the use of sentence stems and academic discourse, utilize formative assessment date, create 21st century classrooms using collaboration, critical thinking, creativity and communication, and 5.Creating systems for analyzing assessment data, and 6. Shadowing students who are ‘at risk’ or LTELs.</p>	<p>\$1,000 – LCFF – 4000-4999 Books and Supplies</p> <p>\$1,000 – LCFF – 5000-5999 Services and Other Operating Expenses</p>	
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implement the use of STEMscopes, the NGSS –aligned curriculum in 6th grade classrooms to support the transition to an implementation of the Next Generation Science Standards. Continue to use STEMscopes in TK-5 grades along with Mystery Science which is integrated into the NGSS units of instruction.</p>	<p>\$40,957 – Other State Revenues – 4000-4999 Books and Supplies; Rest Lottery Purchase of STEMscopes for each student. Cost is \$5.95 per student plus ordering consumables and resources for each K and 6th grade teacher and \$100 for each 1st, 2nd, 3rd, 4th and 5th grade teacher.</p>	<p>\$48,329 – Other State Revenues – 4000-4999 Books and Supplies</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to provide all students opportunities to engage in inquiry-based science learning aligned to the Next Generation Science Standards in the science labs with science lab technicians at all 10 school sites.</p>	<p>\$156,166 – LCFF – 2000-2999 Classified Salaries; Supplemental 7.5 FTE Curriculum specialist salary</p> <p>\$61,106 – LCFF – 3000-3999 Employee Benefits; Supplemental 7.5 FTE Science</p>	<p>\$171,610 – LCFF – 2000-2999 Classified Salaries</p> <p>\$54,347 – LCFF – 3000-3999 Employee Benefits</p>

	Curriculum Specialist Benefits	
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to provide increased access to arts education at all schools for grades 3-6 with the addition of a second District-wide art teacher.</p>	<p>\$91,256 – LCFF – 1000-1999 Certificated Salaries; Supplemental 1.0 FTE Art Teacher salary</p> <p>\$26,369 – LCFF – 3000-3999 Employee Benefits; Supplemental 1.0 FTE Art Teacher benefits</p> <p>\$10,000 – LCFF – 4000-4999 Books and Supplies; Art Supplies</p> <p>\$1,500 – LCFF – 5000-5999 Services and Other Operating Expenses; Conference & Mileage</p>	<p>\$92,164 – LCFF – 1000-1999 Certificated Salaries</p> <p>\$26,733 – LCFF – 3000-3999 Employee Benefits</p> <p>\$19 – LCFF -4000-4999 Books and Supplies</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>In coordination with the new Arts for All Plan and some matching funds, implement discipline specific expansion of dance by incorporating dance residencies dance at all 10 schools in 4th grade. Continue to implement discipline specific expansion of dramatic theatre by incorporating theatre residencies at all 10 schools in 5th grade. Continue to implement discipline</p>	<p>\$120,000 – LCFF – 5000-5999 Services and Other Operating Expenses; Supplemental dance contracts</p>	<p>\$80,500 – LCFF – 5000-5999 Services and Other Operating Expenses</p>

<p>specific expansion of dance by incorporating Hip Hop dance at all 10 schools in 6th grade.</p>		
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Expand Kennedy Arts and TEAL (program for arts integration in the core curriculum) training to a new cohort of teachers. In addition and Arts Collaborative of trained teachers will provide focused arts workshops for K-2 teachers during the 2019-20 school year.</p>	<p>\$7,000 – Other State Revenues – 5000-5999 Services and Other Operating Expenses; Inst Staff Dev Lottery Kennedy Arts contract</p> <p>\$8,400 – Other State Revenues – 1000-1999 Certificated Salaries; Inst Staff Dev Lottery extra hourly salary for trainers and attendees</p> <p>\$1,686 – Other State Revenues – 3000-3999 Employee Benefits; Inst Staff Dev Lottery Benefits for extra hourly</p> <p>\$1,076 – Other State Revenues – 4000-4999 Books and Supplies; Inst Staff Dev Lottery Training supplies</p>	<p>\$2,187 – Other State Revenues – 1000-1999 Certificated Salaries</p> <p>\$340 – Other State Revenues – 3000-3999 Employee Benefits</p> <p>\$2,983 – Other State Revenues – 5000-5999 Services and Other Operating Expenses</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>\$2,016 – Other State Revenues – 1000-1999 Certificated Salaries; Inst Staff Dev Lottery 9 extra duty hours per grade level</p>	<p>\$0</p>

<p>Revise District ELA and math assessments to ensure continued alignment with Common Core State Standards</p>	<p>\$405 – Other State Revenues- 3000-3999 Employee Benefits; Inst Staff Dev Lottery benefits for extra duty hours</p>	
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools</p> <p>Provide additional professional development for curriculum specialists and guest teachers in ELA, Math, CCSS and Next Generation Science Standards.</p>	<p>\$8,400 – Other State Revenues – 1000-1999 Certificated Salaries; Inst Staff Dev Lottery 4 half-day trainings for 35 teachers</p> <p>\$1,686 – Other State Revenues – 3000-3999 Employee Benefits; Inst Staff Dev Lottery Benefits for half day trainings</p>	<p>\$0</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Students with Disabilities Location: All Schools</p> <p>Develop a comprehensive Professional Development Plan for Student Support Service to support SDC and RSP student access to core curriculum in math and ELA . Provide professional development to SDC and RSP teachers based upon feedback from teachers. Provide regular meeting times for all SDC and RSP teachers to collaborate with Student Support Service and as a District Professional Learning Community</p>	<p>\$13,800 – Other State Revenues – 1000-1999 Certificated Salaries; Inst Staff Dev Lottery extra hourly for trainers and attendees for PD</p> <p>\$2,770 – Other State Revenues – 3000-3999 Employee Benefits; Inst Staff Dev Lottery Benefits for extra hourly for PD</p>	<p>\$0</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Students with Disabilities</p>	<p>\$13,401 – Other State Revenues – 1000-1999 Certificated Salaries</p>	<p>\$12,364 – Other State Revenues – 1000-1999 Certificated Salaries</p>

<p>Location: All Schools</p> <p>Provide RSP and SDC teachers long term sustainable support through the hiring of a TOSA who will work with them through professional development delivered through a coaching model to ensure student access to core curriculum in ELA, Math and Science. To assist with improved student achievement in the areas of ELA and Math, professional development opportunities through a coaching model will be a collaboration between the Assistant Superintendent of Instruction, Director and Coordinator of Student Support Services and with TOSAs representing ELA, Math, Science and Special Education.</p>	<p>\$2,690 – Other State Revenues – 3000-3999 Employee Benefits</p> <p>\$86,320 – Other State Revenues – 1000-1999 Certificated Salaries</p> <p>\$25,378 – Other State Revenues – 3000-3999 Employee Benefits</p> <p>\$500 – Other State Revenues – 5000-5999 Services and Other Operating Expenses</p>	<p>\$227 – Other State Revenues – 2000-2999 Classified Salaries</p> <p>\$1,251 – Other State Revenues – 3000-3999 Employee Benefits</p> <p>\$637 – Other State Revenues – 4000-4999 Books and Supplies</p> <p>\$6,987 – Other State Revenues – 5000-5999 Services and Other Operating Expenses</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>To support students receiving resource services, the curriculum Steps to Advance a supplemental program to the district’s core program benchmark Advance will be purchased .RSP teachers will be trained and the program used in the 2019-20 school year.</p>	<p>\$80,000 – Other State Revenues – 4000-4999 Books and Supplies</p> <p>\$13,401 – Other State Revenues – 1000-1999 Certificated Salaries</p> <p>\$2,590 – Other State Revenues – 3000-3999 Employee Benefits</p>	<p>\$80,095 – Other State Revenues – 4000-4999 Books and Supplies</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p>	<p>\$13,401 – Other State Revenues – 1000-1999 Certificated Salaries</p>	<p>\$816 – Other State Revenues – 1000-1999 Certificated Salaries</p>

Goal Analysis

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

All funds were expended as planned however may not have required the budget planned due to a shift in how the action took place. In several cases, extra duty for professional learning or substitutes were factored into the original budget and that was not how the action was implemented. Instead professional development in Actions 12, 13 and 14 took place with the work day and did not require extra duty or a substitute. Action 15 which centered on the hiring of a Special Education coaching position had to be repurposed and redesigned . The need for this position was to support foundational skill development, specifically in reading. Unfortunately, we were not able to hire a teacher for this position, despite several job postings. When we determined that we were not going to be able to hire someone in this role, we looked at the student and teacher needs and used the funding to provide teacher professional development in Explicit Phonics instruction and Orton-Gillingham training. Teachers implemented these strategies with a high degree of success for students. The preschool teacher position was implemented but was paid out of special education funds. Some items came in as a

higher cost than originally planned. So there is not a 1-1 match of overage for any one item. Any remaining funds in the fund balance were saved when schools were closed in March. At that time we were advised to save funds in order to meet student, family teachers and staff needs as any future funding was unknown. These funds were not reallocated during the 19-20 year but instead went to support specific needs as indicated in the Learning Continuity Plan to support in person and distance learning, specifically the content support of using a digital platform for teachers, families and students to ensure state standards were still the focus of instruction and supported.

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

During the 2019-20 school year we had great success in implementing the actions with the exception of Action 15, however in hindsight the ability to provide teacher professional learning opportunities for staff had a bigger impact than the hiring of one position. Each of our actions were implemented the success of each outlined below.

Actions 1-8, 13, 14 and 16 all center on basic student needs for curriculum materials, support for school sites and teachers with professional learning and coaching. Professional learning opportunities are provided for all school staff and coaching was also provided for teachers of students with special needs as requested. Intervention and support staff were provided multiple opportunities to be trained in the curriculum so that they could assist students with confidence. During the year, the coaches that we had in place, in science/technology and math/ELA-ELD continued to meet with site teams in planning and analysis sessions. They worked to support

provided professional learning in the Google Classroom and suite of tools so that a transition to digital learning was possible. This was a huge success!

Actions 9-11 center on our programming in the arts. All of our arts programming was implemented as planned. Our relationship with Kennedy Arts, TEAL, the art residencies and our district programming in music and art took place up until the time of school closures. When schools closed, District art and music staff provided virtual opportunities for students and reviewed curriculum in order to provide ongoing arts education when it became apparent that schools would remain closed in the fall.

Action 12 pertains to assessment revisions. This process is ongoing and continued throughout the 2019-2020 school year.

position has ensured that every member, including the SDC teacher, is knowledgeable with the assessment process, identification, and placement of new referrals and has resulted in reliable assessments, appropriate placements, and collaborative conversations with the assessment team.

There really were not any specific challenges in the implementation of these actions and as we reviewed possible actions to be supportive of the Learning Continuity Plan and the upcoming LCAP, these actions were all included as ongoing actions, from the stakeholder feedback, dependent upon funding.

Goal 3

On the 2018-19 California Assessment of Student Performance and Progress (CAASPP) the percentage of students who meet/exceed standards will increase by 3 percentage point at grade 3 and 6 in ELA and 5 percentage points in math. In Grade 1, the percentage of students who attain proficiency on the District reading and math fluency assessment will increase by at least 3 percentage points.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 Basic, 2 Implementation of State Standards, 4 Pupil Achievement, 7 Course Access

Local Priorities: Standardized test results, API

Annual Measurable Outcomes

Expected	Actual
<p>1st Grade Reading Fluency Assessment</p> <p>The percentage of students in grade 1 demonstrating proficiency on the district reading fluency assessment will be at least 83%</p>	<p>Due to school closures and distance learning, no assessments were given from March-June 2020. There was not any end of year fluency to determine this metric. Trimester 1 and 2 outcomes were available. At Trimester 1 all ten sites reported and at that time 50% of the first grade students were at or above the benchmark score. At Trimester 2 which was right when schools closed only 8 schools had reported partial scores.</p>
<p>CAASPP Data in Grades 3 & 6</p> <p>On the California Assessment of Student Performance and Progress the number of students who attain proficiency will increase by 5 percentage points from prior year data at grades 3 and 6 in ELA and 5 percentage points in math.</p>	<p>Due to school shutdowns and the suspension of state testing, we do not have any data which will indicated mastery of end of year grade level standards. There is not an end of year district benchmark given in the district. The CAASPP has been the assessment used in grade 3-6 for end of year outcomes. In addition, the migration to a new data system in the 2020-21 school year has eliminated our ability to access any monthly assessment outcomes to address overall proficiency levels. However looking at the 2018-19 administration of the CAASPP results, 69.52% met or exceeded in ELA and 68.88% met or exceeded in Math. This was not a 5 percentage point increase in either content area.</p>

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>Utilize data analysis in education software (EADMS) to inform instruction and identify needs.</p>	<p>\$ 53,750 – Other State Revenues – 5000-5999 Services and Other Operating Expenses; Rest Lottery Data analysis software</p>	<p>\$53,093 – Other State Revenues – 4000-4999 Books and Supplies</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Limited to Unduplicated Student Group(s) Location: Specific Schools: Old Orchard, Peachland</p> <p>Continue to provide some additional assistant principal time. The focus of any additional time remains as data analysis and the support of student achievement. The action has been reduced based on declining enrollment</p>	<p>\$63,058 – LCFF – 1000-1999 Certificated Salaries; Supplemental 1.48 FTE assistant principal</p> <p>\$16,274 – LCFF – 3000-3999 Employee Benefits; Supplemental Benefits for 1.48 FTE Assistant Principal</p>	<p>\$53,219 – LCFF – 1000-1999 Certificated Salaries</p> <p>\$16,090 – LCFF – 3000-3999 Employee Benefits</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>Principals and Assistant Principals will engage in our fourth year of learning around our work as a learning focused organization. Through this work, all participants will engage in two inquiry cycles. Instructional Leadership Teams will support their staff on an area of focus and provide professional learning opportunities as they engage in their inquiry cycle. The process will solely be facilitated internally.</p>	<p>\$68,925 – Federal Revenues – Title II – 5000-5999 Services and Other Operating Expenses; Title II CEL Contract 2 days</p>	<p>\$51,325 – Federal Revenues – Title II – 5000-5999 Services and Other Operating Expenses</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>Repeated action</p>	<p>\$0</p>

<p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>This support will be provided through internal coaching in the 2019-20 school year.</p>	<p>\$0</p> <p>TOSA support Goal 2 Action 6</p>	
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Utilizing our ELA/ELD TOSAs provide targeted professional development for SDC and RSP teachers in teaching core curricula.</p>	<p>\$8,395 – Federal Revenues – Title II – 1000-1999 Certificated Salaries</p> <p>\$1,685 – Federal Revenues – Title II – 3000-3999 Employee Benefits</p>	<p>\$0</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide one day of professional learning with Dr. Luis Cruz for all teacher on the topic of equity and eliminating the gap for all student groups and in particular English Learners and Students with Disabilities. Instructional Leadership team members and site administrators will engage in 3 additional days of work as they examine the equity/learning gaps that exist on their campus and work with their colleagues to eliminate it.</p>	<p>\$68,925 – LCFF – 5000-5999 Services and Other Operating Expenses</p> <p>\$14,400 – LCFF – 1000-1999 Certificated Salaries</p> <p>\$2,890 – LCFF – 3000-3999 Employee Benefits</p>	<p>\$49,000 – LCFF – 5000-5999 Services and Other Operating Expenses</p>

Goal Analysis

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

All six actions were implemented as planned. The Title 2 funds used for the Special Day Class and Resource Specialist teachers' professional development (Action 5) were not fully expended due to school closures as well as the support was delivered in a push-in model within the teachers classroom, but those funds were kept in the Title 2 funds to be used to support in the 2020-21 school year. These were then expended to support professional learning of teachers in explicit reading instruction. At that time we were advised to save funds in order to meet student, family teachers and staff needs as any future funding was unknown. These funds were not reallocated during the 19-20 year but instead went to support specific needs as indicated in the Learning Continuity Plan, this included opportunities for extra extended day learning for students and teacher compensation to engage in that work. .

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

In examining the actions of this year, it could be described as "business as usual" in light of what had been planned and was being implemented. The school year started with a highly successful day long training with Dr. Luis Cruz who worked with teachers and administrators on the concept of equity and our district data as we considered whether despite our high level outcomes, we had similar outcomes for all students. This work was foundational to the ongoing work that he did with the Instructional Leadership Teams (ILT) throughout the year and created a greater sense of urgency when examining data for various student groups such as English Learners and students with special needs. The teachers continued to use the EADMS/IO platform for testing and data analysis. This system allowed for disaggregation of data in a variety of ways and allowed teachers and teams the ability to monitor standards mastery among various student groups and take appropriate next steps based on what they learned. Feedback from that day was extremely positive.

Additional Assistant Principal time and continued work in instructional leadership as an administrative team led to increased communication and support for teacher teams and individuals as we analyzed data and instructional practices. This remains an item that school site staff , parents , and teachers advocate for more of each year.

One minor challenge after schools closed was the transition of the EADMS/IO data platform to DnA. All of these platforms are owned by the same parent company Illuminate and the IO data platform was no longer going to be supported so we needed to transition to DnA. That process started after school closures and while it didn't impact teacher ability to use the old system, it did require a lot of time and attention, not only at the end of the 2019-20 school year but the subsequent year. This did impact our ability to use data as we typically would and that was stated by Principals, Assistant Principals and teachers.

Goal 4

The Newhall School District will:

- accelerate English Learners' progress toward proficiency by meeting District reclassification criteria no later than 6th grade

- establish proficiency levels for English Learners as measured by the English Language Proficiency Assessments for California (ELPAC)
- reduce the percentage of long-term English Learners by 5 percentage points.
- increase District-wide reclassification rate by 5 percentage points
- eliminate the achievement gap on District assessments

State and/or Local Priorities addressed by this goal:

State Priorities: 4 - Pupil Achievement

Local Priorities: Standardized test results, on-time progress of ELs toward English proficiency, EL reclassification rate, API

Annual Measurable Outcomes

Expected	Actual
<p>District Benchmark Assessments</p> <p>EL performance gap versus EO students will be less than 7% on all grade level District Benchmark Assessments.</p>	<p>In the 2019-20 school year, the district used IO Education data system. When we moved to Illuminate in 2020-21 the historical data for district benchmarks is no longer available. For students in grades 3-6 some IABs were used in reading. Those tests were not given using the secure browser and so this metric is not able to be determined.</p>
<p>ELPAC</p> <p>Using the baseline data reported on the dashboard, students will demonstrate an increase of 3% over the previous year.</p> <p>Current data is the following:</p> <p>Level 4- Well developed 36.1%</p> <p>Level 3 Moderately developed 37.9%</p> <p>Level 2-Somewhat developed 15.9%</p> <p>Level 1-Beginning 10%</p>	<p>School closures impacted the ELPAC summative testing. We are unable to determine this metric due to incomplete testing results being provided to the district. 2018-19 ELPAC scores yielded the following:</p> <p>Level 4- Well developed 27.24%</p> <p>Level 3 Moderately developed 44.14%</p> <p>Level 2-Somewhat developed 22%</p> <p>Level 1-Beginning 6.62%</p> <p>There was a decrease in level 4 as many students were redesignated. All other levels showed growth.</p>

Long Term EL Students The percentage of long-term EL will be under 16%	The percentage of Long Term English Learners is 2.4% for the 2019-2020 school year.
EL reclassification rate The EL reclassification rate will be at least 28%	The EL reclassification rate was 25% during the 2019-2020 school year.

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools</p> <p>Identify an English Learner Lead teacher at each school site to participate on District EL committee and provide supports to sites on the following: understanding grade level EL standards, implementing integrated and designated ELD, understanding ELPAC data reports and using them for instructional purposes, using language objectives and the standards to plan instruction, grouping English Learners for instruction, progress monitoring of English Learners , implementing the reclassification process, aligning GLAD strategies to the standards.</p>	<p>\$15, 360 – Federal Revenues – Title II – 1000-1999 Certificated Salaries; ELD Lead Teacher extra hourly salary</p> <p>\$3,083 – Federal Revenues – Title II – 3000-3999 Employee Benefits; Title III ELD Lead Teacher Benefits</p>	<p>\$1,801 – LCFF – 1000-1999 Certificated Salaries</p> <p>\$328 – LCFF – 3000-3999 Employee Benefits</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners Scope of Service: Schoolwide Location: Specific Schools: McGrath, Old Orchard, Peachland, and Wiley Canyon</p> <p>Provide all teachers further training on the ELD standards and depend their understanding on integrated and designated supports (additional instructional</p>	<p>\$15,000 – Other State Revenues – 1000-1999 Certificated Salaries; Inst Staff Dev Lottery Teacher substitutes</p> <p>\$3,010 – Other State Revenues – 3000-3999 Employee Benefits; Inst Staff Dev Lottery</p>	<p>\$0</p>

<p>support. Support provided by District EL teachers on special assignment (TOSAs) to help accelerate language acquisition and reading proficiency</p>	<p>Benefits for sub teachers</p>	
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Assess incoming English Learner kindergarten students prior to the start of school with a District Support Team model using the ELPAC to maximize student learning time based on initial data. District Support Team will conduct the listening and speaking assessment for all student on their annual assessment.</p>	<p>\$12,537 – LCFF – 1000-1999 Certificated Salaries; Supplemental Teacher substitute costs</p> <p>\$2,516 – LCFF – 3000-3999 Employee Benefits; Supplemental – Benefits for teacher substitute costs</p>	<p>\$6,902 – LCFF – 1000-1999 Certificated Salaries</p> <p>\$1,836 – LCFF - 2000-2999 Classified Salaries</p> <p>\$1,499 – LCFF – 3000-3999 Employee Benefits</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>All new teachers complete GLAD certification training in their first two years in the District and attend GLAD monthly meetings. Teachers with prior GLAD training will be encouraged to attend GLAD refresher training.</p>	<p>\$20,820 – Federal Revenues – Title II – 1000-1999 Certificated Salaries; Title II Teacher hourly extra duty</p> <p>\$4,180 – Federal Revenues – Title II – 3000-3999 Employee Benefits; Title II Benefits for teacher hourly extra duty</p> <p>\$5,000 – Federal Revenues – Title II – 4000-4999 Books and Supplies</p>	<p>\$539 – Federal Revenues – Title II 1000-1999 Certificated Salaries</p> <p>\$98 – Federal Revenues – Title II 3000-3999 Employee Benefits</p>

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: Specific Schools: McGrath, Newhall, Old Orchard, Peachland, Pico Canyon, and Wiley Canyon</p> <p>Provide school with bilingual instructional support to ensure monitoring of EL students' progress toward reclassification.</p>	<p>\$125,113 – LCFF – 2000-2999 Classified Salaries; Supplemental – Translation, bilingual aide support salaries</p> <p>\$25,213 – LCFF – 3000-3999 Employee Benefits; Supplemental-Benefits for bilingual aide salaries</p> <p>\$7,500 – LCFF – 4000-4999 Books and Supplies; Supplemental-Supplies for bilingual support</p> <p>\$2,000 – LCFF – 5000-5999 Services and Other Operating Expenses; Supplemental-Mileage for bilingual aides</p>	<p>\$1,024 – LCFF – 1000-1999 Certificated Salaries</p> <p>\$95,471 – LCFF – 2000-2999 Classified Salaries</p> <p>\$17,169 – LCFF – 3000-3999 Employee Benefits</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide TK-2 teachers targeted support in Designated and Integrated ELD during the 2019-20 school year. All teachers will be provided with differentiated professional learning opportunities base on team needs and provided by the</p>	<p>\$13,800 – LCFF – 1000-1999 Certificated Salaries; Teachers grades 3-6 ELD Training for classroom implementation</p> <p>\$2,770 – LCFF – 3000-3999 Employee Benefits; Teachers</p>	<p>\$96 – LCFF – 1000-1999 Certificated Salaries</p> <p>\$20- LCFF – 3000-3999 Employee Benefits</p>

--	--	--

Goal Analysis

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

Actions aligned with this goal were all addressed fully but again were implemented within the work day instead of requiring out of class time or extra duty (Action 2 and 6) with the exception of Action 4 which was being reconsidered due to the lack of new teaching staff and a greater need to provide ongoing training in strategy use. Goal 5 has two parts, clerical support which provides bilingual support to sites as well as ELPAC testing. There is also within that goal, interpreter services for 3 months. The personnel costs were reduced due to the personnel in the positions as well as the lack of a need for interpreter staff to meet students' needs during the 2019-20 school year. The budget is based on the year before and less students required those services. During the beginning of the school year, the GLAD trainers met and determined that the BeGlad method of utilization of GLAD strategies would better meet our needs moving forward. School closures resulted in that being put on hold. The funds for that work is part of Title II and the funding was not expended for anything else instead set aside as the teachers had begun to give feedback that the foundational skills training that the special education staff was doing was something they were interested in . This work then began in the 2020-21 and continues into the summer of 2021 supporting teachers attending a 7 week course on foundational reading skills and support for English Learners. The carryover of Title III dollars were allocated in the Learning Continuity Plan to support the English Learners in the Dual Language Program and to provide expanded day learning for English Learner students.

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

All actions were successfully implemented with the exception of Action 4 which was in a transitional state due to the changing needs of the District. The metrics indicate continued growth in the abilities of our English Learners and their goal of English proficiency. The 2% long term EL rate is the lowest yet and each student group showed growth on the ELPAC with the exception of the most developed learners, and those numbers were reduced do to reclassification of their status. The EL Collaborative met monthly and supported the revision of the district Master Plan for English Learners. They explored challenges and needs with regards to newcomer students whose numbers were increasing. A focus committee was created to address newcomer needs and met twice.. Originally the budget included an additional book club on newcomers as well as attendance at CAFE. When schools were closed committee work was stopped for the 2019-20 school year Teachers were provided ongoing professional development in ELD (Action 2) in a variety of ways, through workshops, team coaching and individual coaching and over the course of the year, all TK-2 teachers who did not attend the district wide workshops in spring of 2019 were provided team and individual training. Two staff members were focused on ELPAC

testing and student progress, specifically reclassification rates. Summer initial ELPAC testing took place and this allowed teachers to have some basic information as to student language proficiency as they entered the classrooms in the fall..

Goal 5

Increase proficiency on District benchmark assessment in ELA and math (by 5 percentage points) through targeted support within the District's Response to Intervention (RTI) system.

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basc; 2-Implementation of State Standards;4-Pupil Achievement; 7-Course Access

Local Priorities: Standardized test results, API

Annual Measurable Outcomes

Expected	Actual																					
<p>ELA and math benchmark data</p> <p>Provide targeted support to increase grade level proficiency by at least 5 percentage points on District unit (math) and district trimester (ELA) assessments based on prior year data</p>	<p>For the 2019-20 school year a shift was made for ELA to the IABs in grades 3-6. Due to the shift in practice we are unable to determine a grade level proficiency as we are comparing two different metrics. In the primary grades (K-2) we used foundational reading skills measures. As previously shared, in ELA fluency measures only were taken in the first trimester for all sites. In the second trimester, only 8 sites reported out partial results. These results were not 5 % higher than the prior year.</p> <p>For the 2019-20 school year a shift was made for ELA to the IABs in grades 3-6. Due to the shift in practice we are unable to determine a grade level proficiency as we are comparing two different metrics.</p> <p>In math, unit assessments, the outcomes are the following:</p> <table border="1" data-bbox="1066 1320 1883 1469"> <thead> <tr> <th>Math</th> <th>18-19 U1</th> <th>19-20 U1</th> <th>18-19 U3</th> <th>19-20 U3</th> <th>18-19 U5</th> <th>19-20 U5</th> </tr> </thead> <tbody> <tr> <td>1st grade</td> <td>91</td> <td>92</td> <td>90</td> <td>88</td> <td>91</td> <td>92</td> </tr> <tr> <td>3rd grade</td> <td>78</td> <td>64</td> <td>76</td> <td>64</td> <td>90</td> <td>84</td> </tr> </tbody> </table>	Math	18-19 U1	19-20 U1	18-19 U3	19-20 U3	18-19 U5	19-20 U5	1st grade	91	92	90	88	91	92	3 rd grade	78	64	76	64	90	84
Math	18-19 U1	19-20 U1	18-19 U3	19-20 U3	18-19 U5	19-20 U5																
1st grade	91	92	90	88	91	92																
3 rd grade	78	64	76	64	90	84																

	6 th grade	61	43	73	74	73	59
RTI Progress Monitoring Increase the number of student exiting RTI support programs across all schools to at least 50% based upon district-wide entry and exit criteria in intervention groups	When we started this RTI support plan at each of our sites in 2017, students had few opportunities to exit intervention. During the 2019-20 school year, students fluidly moved in and out of their WIN (what I need) groups and this metric no longer applied. 100% of the students who needed support were provided it and in consultation with staff, approximately 90% of the students exited intervention during the year.						

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: All Schools Implement revised site RTI plans	\$798,685 – LCFF – 1000-1999 Certificated Salaries; Supplemental-Site teacher salary costs \$314,416 – LCFF – 2000-2999 Classified Salaries; Supplemental-Site classified salary costs \$206,361 – LCFF – 3000-3999 Employee Benefits; Supplemental-Site benefit costs \$228,802 – LCFF – 4000-4999 Books and Supplies;	\$773,526 – LCFF – 1000-1999 Certificated Salaries \$301,551 – LCFF – 2000-2999 Classified Salaries \$203,904 – LCFF – 3000-3999 Employee Benefits \$86,800 – LCFF – Books and Supplies \$50,119 – LCFF – Services and Other Operating Expenses

	<p>Supplemental-site supplies</p> <p>\$225,000 – LCFF – 5000-5999 Services and Other Operating Expenses; Supplemental-Site contract services</p>	
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: McGrath</p> <p>McGrath 2018-19 RTI Plan: The RTI team is comprised of two site-level Teacher on Special Assignment (TOSA), four certificated .47 teachers, and five classified curriculum specialists. The TOSAs responsibilities are to oversee the curriculum specialists and to lead RTI Collaborative Team meetings. The certificated teachers consist of two full-time teachers, each assigned to two grade levels one to TK-2 and the other 3-4, and four .47 teachers, one AM .47 and PM .47 assigned to 5-6, and one AM .47 and one PM .47 assigned to TK-2. The curriculum specialists work with students in Kindergarten through 4th grade. The RTI team participates in their own Collaborative meeting every Friday in order to discuss strategies, research, data, tips, and student progress. These meetings allow for team members to collaborate in best practices, mentor each other, and discuss the best ways to reach all children, at any grade level. RTI team members also attend their grade level PLC meetings. Each grade level team has a set time that their RTI teacher will be present and RTI will be discussed (data/student progress, next steps, collaboration on best practices, planning). This interaction is crucial as communication is the number one factor in creating a successful program. This communication is key in constructing intervention and enrichment plans for students as well as scheduling and accommodations that work with the teachers as well. In order to meet the</p>	<p>\$0 (repeated expenditure) LCFF Included in Goal 5 Action 1</p>	

specific needs of all students, the RTI teachers instruction is directed by data. At the beginning of the year, all students were given baseline assessments so that the teachers could see where their students were and what possible interventions they may need. Based on this data, students were grouped as needing intensive (remediation), strategic (intervention), and core (at grade level) instruction. As the year continues, RTI teachers are keeping track of student progress through progress monitoring (CFAs, Unit tests, EADMS, ESGI) in addition to observations and notes recorded that are then shared with the grade levels. Teachers identified Tier I, II, and III expectations within each priority standard in order to plan for appropriate instruction based on a child's level of instructional need(s). RTI groups are flexible, data driven, and will meet the needs of all students (remediation, intervention, and enrichment). Focus groups consist of students that need remediation (missing key foundational skills) and strategy groups consist of students that need additional support in key concepts within units. Students have the benefit of receiving instruction at their level, with their needs in mind, and in a small group setting. The second level of RTI (Tier II) is scientifically based supplemental instruction and intervention for students who do not demonstrate mastery of specific classroom concepts as determined by performance on grade level formative and summative testing. At this level, McGrath Elementary Schools grade level teams identify students not yet proficient and determine reasons why the student may be struggling. Grade level teams will determine which interventions will be most effective for each student's needs. At the culmination of the intervention, students will be reassessed to determine if mastery has been achieved. Students who do not respond to Tier II interventions will receive Tier III interventions and will be referred to Student Study Team if adequate progress over time has not been met. Tier III is for the small percentage of students who do not respond to interventions provided in Tier II. Parents, teachers, administrators, special education staff, and (where appropriate) the students attend Student Study Team (SST) meetings. All documented interventions are reviewed, and the team makes recommendations for further support and possibly evaluation by special education staff. Rti teachers and/or the Resource Specialist may be assigned to work with these students individually for part of the school day. Teachers, SST members, Rti teachers, and administrators will meet with parents and students (6th grade students will be invited to attend) for At Risk of Retention/ Individualized Learning Plan conference meetings in early November, February, and May of each school year. At these Individualized Learning Plan (ILP) conferences, teachers will review student progress, discuss what students need

<p>to be able to do by the end of the year, and work with parents and students to set progress goals/ sign commitments from all parties for the same; teachers will describe Tier II and Tier III interventions provided here at school. These conferences will provide parents, early in the year, an understanding of their child's current performance and educational materials/strategies to use at home to support mastery of standards.</p>		
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Meadows</p> <p>Meadows RTI Plan:</p> <ol style="list-style-type: none"> 1. The first Staff Meeting of the year will focus on developing a shared vision and a common language to define each tier of RTI, including conversations around NSDs Core Expectations document. 2. RTI leadership team will meet with Sarah Schul at the beginning of the year to develop a systemic approach to intervention aligned to the district goals, including: <ol style="list-style-type: none"> a. Defining entrance and exit criteria b. Clearly defining what supports look like at all levels of RTI c. Developing a consistent progress monitoring system to measure student progress d. Data Analysis protocols to determine effectiveness of instructional program and identify trends to provide appropriate supports at all levels of RTI. 3. During the first three weeks of school, Universal Screening (DIBELS, Benchmark Advance, CORE Phonics Survey, and Flint and Cooter) will be utilized to determine students who will be receiving RTI services in the area of reading. 	<p>\$0 (repeated expenditure) LCFF Included in Goal 5 Action 1</p>	

4. Teachers, in collaboration with site administration, will analyze EL data to

--	--	--

<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Newhall</p> <p>Newhall 2018-19 RTI Plan:</p> <ol style="list-style-type: none"> 1.The Instructional Leadership Team (ILT) will review the 3 tiers of RTI, the ILT and collaborative teams pyramid, and the role of each in student learning with staff 2. The ILT will review school schedules to determine supports (.47 teachers and curriculum specialists) 3. The principal and assistant principal will be overseeing and working closely with RTI personnel (curriculum specialists and .47 teachers). 4.The ILT will revisit the NSD Core Instructional Best Practices routinely 5.The PBIS team and staff will determine social behaviors students need to learn 6.The ILT and team leaders will identify essential standards for ELA and create proficiency maps and pacing for ELA standards by unit 7.The collaborative teams will create ELA interventions first around the essential standards 8.The collaborative teams will plan for ELA intervention by student by target 9. The ILT will meet with outside consultants (Sarah Schuhl and Patty Maxfield) during the school year to continue to develop and monitor our approach to intervention. 10.The ILT and collaborative teams will revisit ELD time and support for grade levels and how EOs are using the time . 11.The ILT and team leaders will revisit the best time for Tier 2 at each grade level . 12.The ILT will establish a common recording sheet for teams to use when determining students in Tier 2 groups . 	<p>\$0 (repeated expenditure)</p> <p>LCFF</p> <p>Included in Goal 5 Action 1</p>	
--	---	--

<p>13.PBIS will address Tier 2 behavior interventions .</p> <p>14.The ILT will develop a progress monitoring timeline to ensure consistent checkpoints. Additionally, teams will set goals that are attainable to adjust the intensity of the interventions depending on students responsiveness for each cycle.</p> <p>15.Tier III supports will be allocated based upon grade level needs.</p> <p>16.The ILT and team leaders will revisit time at each grade level for Tier 3.</p> <p>17. The ILT and team leaders will follow the recommendations from the District SST committee.</p> <p>18. Following each cycle, collaborative teams will analyze data results to determine students who may need to enter and/or exit RTI services.</p>		
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide:</p> <p>Location: Specific Schools: Oak Hills</p> <p>Oak Hills RTI Plan: ILT and Team Leaders will attend the PLC Institute with Sarah Schuhl in June to develop a systematic approach to our PLCs to align with the district goals:</p> <ol style="list-style-type: none"> 1. Defining entrance and exit criteria through the use of mid-cycle assessments. 2. Revisiting the definition of what supports look like at all levels of RTI. 3.Developing a more consistent progress monitoring system to measure student progress 4. During beginning of the year staff meeting there will be a review of our shared vision and common language to clearly define each level of RTI. 5. During first week of school a Universal Screening to ensure support is provided to students who require specific and targeted instruction. Teachers will also continue to engage in data-analysis protocols to address specifically the last two critical PLC questions. How will we respond when students do not learn it and how will we respond when students already know it? 	<p>\$0 (repeated expenditure) LCFF Included in Goal 5 Action 1</p>	

4. Teachers will analyze CASSPP and universal screening data to ensure

--	--	--

14. ILT/Admin will identify needs of staff and provide on-going support staff and professional development as needed.

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: English Learners, Foster Youth, Low Income

Scope of Service: Schoolwide

Location: Specific Schools: Old Orchard

Old Orchard 2018-19 RTI Plan:

TIER 1:

- As a site, we will revisit the NSD Core Instructional Best Practices to grow teacher capacity
- Teachers will select 8-12 priority standards per grade level for ELA
- Teams will create a proficiency map for ELA to use with Tier 1 and Tier 2 planning, instruction, and assessment
- Teams will create CFAs during math and ELA for the priority standards.
- For ELA, teams need to identify the targeted skills needed for each unit in ELA and use assessment data to do so
- Next year, we will assemble a team and begin PBIS training to address academic and social behaviors and expectations for students in all areas of the school.

TIER 2

- Teams will maintain consistent progress monitoring using the Data WIN Sheet to track students entering/exiting Tier 2 instruction to determine effectiveness of each WIN cycle. (WIN = What I Need)
- Teams will determine how to improve communication with our curriculum specialists and involve them with team planning for WIN time and ensure clear alignment to core instruction
- When planning for Tier 2 instruction, teams will gather information about prerequisite skills students have or dont have related to essential standards
- Teams will determine extension activities for students during WIN time, including resources and persons responsible

\$0 (repeated expenditure)
LCFF
Included in Goal 5
Action 1

<ul style="list-style-type: none"> • Next year, we will consider how to integrate ELA and Math WIN cycles into master schedule and identify the deployment of resources. The Instructional Leadership Team will assist with this process • PBIS team will determine how to intervene for social behaviors and coordinate interventions for students (Will vs Skill) <p>TIER 3</p> <ul style="list-style-type: none"> • As a site, we will determine how students are identified for Tier 3 intervention. Teams will determine what skills will be addressed during Tier 3 intervention • The Instructional Leadership Team (ILT) will discuss the use of personnel and how we are allocating our resources to provide targeted instruction for students in greatest need • Teams will monitor individual student progress during Tier 3 instruction to ensure consistent follow-up • The ILT team will revamp our current SST structure to ensure the SST process functions to support teachers and students <p>Additional Next Steps</p> <ul style="list-style-type: none"> • Site admin will create consistent schedule for Instructional Leadership Teams meetings for 2018 2019 school year • The ILT will clarify its purpose, specifically our area of focus related to Tier 1 core instruction, and share that out to the staff during staff meetings to ensure common vision and mission • As a site, we will begin to utilize Google Docs to allows teams to electronically store artifacts and documents they are creating and using from one year to the next • The ILT will help create a template for PLC agendas to ensure consistent communication and documentation of PLC minutes 		
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Peachland</p>	<p>\$0 (repeated expenditure) LCFF Included in Goal 5 Action 1</p>	

Peachland RTI Plan:

--	--	--

13. Sarah Schuhl, a Solution Tree consultant, will meet with grade level teams and/or the instructional leadership team 6 times during the school year to monitor and refine the intervention program.

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: English Learners, Foster Youth, Low Income

Scope of Service: Schoolwide

Location: Specific Schools :Pico Canyon

1. By the end of the second week of school, each grade level team will review prior year data in EADMS using the Standards Report (filtered by demographics for English Only, English Learner, and Special Education Students) to determine which standards to provide differentiated support for during Tier I instruction and to provide immediate support for in Tier II and Tier III instruction.

2. By the end of the second week of school, teams will complete the intervention matrix to identify standards of need as well as the list of students who will be receiving Tier II and Tier III support.

3. Teams will formulate a timeline for progress monitoring.

4. Tier III supports will be allocated based upon grade level needs.

5. Professional Learning Community (PLC) minutes will reflect progress monitoring outcomes and include team responses.

6. In the area of math, teachers will utilize reports in DreamBox as a progress monitoring tool along with team-created common formative assessments and unit pre-assessments. Common Formative Assessments and Unit/ Chapter Assessments were used for progress monitoring.

7. In ELA, teachers will utilize pre-assessments as well as weekly assessments from the newly adopted ELA program, along with Reading A-Z/RAZ kids as a progress monitoring tool, and team-created common formative assessments.

8. Following each unit or trimester assessment, our RTI leadership team will review the data to ensure that goal #1 is being met.

\$0 (repeated expenditure)
LCFF
Included in Goal 5
Action 1

<p>9. Following each unit or trimester assessment, teams will determine students entering and exiting RTI services.</p> <p>10. Each trimester, teams will celebrate the progress of their students at a staff meeting.</p> <p>11. This process repeats itself for the remainder of the school year.</p>		
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Stevenson Ranch</p> <p>Stevenson Ranch RTI Plan:</p> <p>The RTI plan for Stevenson Ranch School begins with grade level team meetings utilizing Professional Learning Community structures to design common formative assessments, discuss instructional practices, and analyze student performance data on team, district, and state assessments. As a result, teams design remediation, intervention, and extension to meet the needs of all students. To support this, teams may reorganize students into differentiated instructional groups as a team, across teams, and/or with the support of intervention/enrichment teachers and curriculum specialists.</p> <p>The process begins by using multiple sources of information at the beginning of the school year. Teams utilize previous school year watch-lists, State assessment data, and administer beginning of the year assessments to determine initial lists of students who need immediate support or targeted instruction.</p> <p>Tier I instruction is presented through a variety of methodologies including whole group, small group and one-on-one settings. In language arts teachers use Benchmark Advance to support their standards based instruction. Within this program teachers are using leveled instruction to teach literacy and writing. Instruction is cyclical, and generally occurs in sessions lasting 4 to 6 weeks in duration. Teachers focus on academic discourse and language development</p>	<p>\$0 (repeated expenditure)</p> <p>LCFF</p> <p>Included in Goal 5 Action 1</p>	

skills with the use of designated and integrated supports. Designated supports, such as English Language Development, are offered during small group instruction for a minimum of 30 minutes per day. In math, our teachers use Bridges (TK-5th) and CPM (6th) to align to the mathematical standards. Teachers assign focus areas in DreamBox online to support and extend learning.

Tier II instruction is for students who do not demonstrate a solid understanding of content. At all grade levels students work in small groups to support targeted skills. Based on CFA results and district assessments, grade level teams analyze the data to determine the standards that students need to address in order to be proficient. Teachers may utilize our intervention teachers or curriculum specialists to support working in small groups of up to 8 students.

Tier III is for students who continue to struggle meeting standard and require intensive remediation. Our intervention staff work with students individually and in groups no larger than 5. Services are a mix of push-in and pull out support based upon the needs and number of students. Our intervention program is supported by part-time credentialed teachers and part-time curriculum specialists. Students are provided opportunities for hands-on learning, vocabulary preview and review, and discussion to build fluency and comprehension. As instructional units progress teachers administer Common Formative Assessments (CFAs) to determine proficiency levels of students, and inform next steps for instruction and intervention.

The school Instructional Leadership Team meets to analyze school wide achievement data and monitor student growth within RTI structures. Having the school wide view, the ILT team reviews resources and schedules to provide targeted support to teams as they strive to eliminate the achievement gap.

When a student does not demonstrate success within the RTI structures, the Student Success Team convenes to discuss possible factors (such as social, emotional, and physiological challenges) that may impact student learning. The team identifies specific strategies to support that individual being successful in school, and develops action steps in partnership with student, teachers, parents, and other relevant school support staff members.

In addition to intervention support, staff is utilized to provide extension and enrichment through coordinated sessions aligned at each grade level. Stevenson Ranch School recognizes that all students benefit from enriching

opportunities. The goal is for all students to be engaged in learning and proficient with their grade level standards.

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: English Learners, Foster Youth, Low Income

Scope of Service: Schoolwide

Location: Specific Schools: Valencia Valley

Valencia Valley 2018-19 RTI plan.

1. Over the summer, the Instructional Leadership Training (ILT) will schedule meetings once or twice a month. This is an increase over the last year

2. At the first Back to School staff meeting, the Instructional Leadership Team will present to the staff the vision for the year, report out on where we ended last year and celebrate the growth made. The ILT and staff will discuss what went well in WIN ("What I Need") and how we can make improvements.

3. During the first few weeks of school, each grade level will decide which essential standards in which their WIN groups will be formed. Using our Interventionists assistance, students will be assessed and grouped in WIN groups accordingly. Also, during this time, collaborative teams and administration will identify English Learners and define the designated and integrated supports taught. Teams will decide how designated supports will be administered to groups of EL students at each team.

4. We are constantly clarifying the role of our Instructional Leadership Team with the rest of the staff. The ILT communicates to the staff what is the purpose and how it morphs over time. At each staff meeting, the ILT will report out the work. After each ILT meeting, minutes will be sent out to the entire staff. ILT and team leaders will combine for leadership meetings.

5. Using the WIN data sheets collected from each team, the ILT will meet monthly to discuss areas of need, celebrate successes, define best practices and growth being made. The ILT will look for trends across each grade level (vertical articulation) to best help the school wide goal.

\$0 (repeated expenditure)
LCFF
Included in Goal 5
Action 1

<p>6. The ILT will continue to look at Learning Targets and how this will become the school wide goal for the year. ILT will get baseline data, chart trends, and start to develop professional development for the staff.</p> <p>7. Since the ELA priority standards have been recently selected for each grade level and they have begun the work of creating a proficiency map, the ILT will build capacity with the staff around this work specifically in vertical articulation. Two grade levels have WIN for reading while the rest have WIN for math.</p> <p>8. The staff will build capacity around the newly improved Student Support Team (SST) process and the relationship this has with Intervention. Members of the SST committee will share findings, improved documents and next steps. SSTs are a general education function and having a data driven, multi-tiered SST process led by general education teachers</p>		
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Wiley Canyon</p> <p>Wiley Canyon RTI Plan:</p> <p>Our RTI/Tiered intervention program is designed to help students bridge the gap between their current level in academic areas and the grade level essential standards. Two curriculum specialists support students in Kindergarten. The curriculum specialists are deployed specifically through the push-in model to individual teachers for both ELA and mathematics. Three full-time intervention teachers are currently assigned to grade spans (1/2, 3/4, and 5/6). mathematics. The curriculum specialists communicate with classroom teachers to monitor student progress and instruction. Intervention teachers provide push-in intervention for mathematics and pull-out for English Language Arts (ELA).</p> <p>All students are individually evaluated at the beginning of each learning cycle to identify specific support during our Response to Intervention (RTI) Tiers II and III as defined below. Intervention groups are fluid as determined by individual teachers and Grade Level PLC teams depending upon student progress. All grade levels teams reorganize students 2 to 3 days a week for 30 to 40 minutes to provide designated support. Teachers work with students to improve reading fluency, academic and general vocabulary development, reading comprehension</p>	<p>\$0 (repeated expenditure) LCFF Included in Goal 5 Action 1</p>	

and foundational math concepts. Support is gradually withdrawn as students

Tier I - is quality classroom instruction based on the Common Core standards. Student progress is monitored using the teacher created Common Formative Assessments (CFAs) and district unit assessments.

Tier II - consists of research-based supplemental instruction and intervention for students not making sufficient progress in Tier I. Tier II includes teacher-directed team time that focuses on specific essential standards with struggling students in small group instruction of 6 to 8 students.

Tier 3 - Instruction and Intensive Intervention (ELA & Math)

Focus: Students who have not responded adequately to Tier 1 and Tier 2 instruction and interventions, or students, with extremely low screening scores, who require a more intensive program immediately.

Instructional Program/Goal: Scientific, research-based programs or instructional strategies designed to supplement, enhance and support the Tier I core curriculum while targeting student need. The instructional goal is to have 95% of the student population at a benchmark level using the core curriculum, including differentiated instruction, and Tier 2 interventions. The immediate, short term instructional goal is to increase the student's reading and math skills so that s/he will learn at an adequate rate with only Tier 1 and Tier 2 instruction.

Group size for intervention: 4-6 students in each group. It is important that the group members are at the same instructional level in order to provide intensive and focused intervention.

Frequency: 30-45 minutes a day of Tier 3 instruction, 3-5 days/week for a minimum of 4 – 6 weeks, in addition to the core instruction.

Setting: Depends on the need of the student, may be within (“push-in”) or outside of the classroom (“pull-out”).

Assessment: Progress monitoring (pre and post assessment) on the target skill. If student is significantly below grade level grade level assessments and instructional level assessments will be alternated. Exit criteria can be based on progress needed to reach benchmark goal by a certain time or on a rate-of-improvement goal. At the end of each intervention cycle, intervention teachers will complete an intervention log which will include information about the focus of the intervention, the frequency and length, the results of the pre and post assessment, and any anecdotal notes. The intervention logs will serve as a way to communicate with the classroom teacher and parents, as well as track

students who have previously received intervention by filing the form in their CUM file.

Interventionists: Curriculum Specialists and Intervention Teachers (during the day and extended day)

K - Curriculum Specialist pushes into classrooms both ELA and mathematics

1 - Intervention Teacher pushes in for mathematics and pulls out similar groups during RTI and Designated ELD

2 - Intervention Teacher pushes in for mathematics and pulls out similar groups during RTI and Designated ELD

3 - Intervention Teacher pushes in for mathematics and pulls out similar groups during RTI and Designated ELD

4 - Intervention Teacher pushes in for mathematics and pulls out similar groups during RTI and Designated ELD

5 - Intervention Teacher pushes in for mathematics and pulls out similar groups during RTI and Designated ELD

6 - Intervention Teacher pushes in for mathematics and pulls out similar groups during RTI and Designated ELD

The fundamental idea under the term differentiating instruction is to move students forward from wherever they are academically. Inasmuch as public schools are at times characterized as one size fits all, that characterization would never fit the Newhall School District. Listed below are the key processes of our schools program to: (1) elevate students who are performing below grade level to grade level proficiency; (2) accelerate students who are already at grade level proficiency, and; (3) support students identified as Gifted and Talented. Identified GATE students will participate in the Wiley Canyon GATE Program which will include classroom differentiated instruction throughout the disciplines, participation in the Science Fair, school leadership opportunities, oral presentations and various other activities offered by the classroom teachers. In addition, students entering into the program in 4th grade will begin to develop their GATE portfolio, either digitally or in the form of a binder, to document and track their individual tasks and products. These portfolios will allow students to integrate knowledge, experience, and critical thinking skills across disciplines, topics, and concepts. Student projects will include an action research investigation and a Science Technology Engineering and Math (STEM)

<p>integrated project. With the help of the classroom teacher, students will determine the areas of enrichment they would like to focus on for the school year to allow for autonomy and creativity. Portfolios will be shared at student-led conferences at the end of the year where students will have the opportunity to showcase their portfolios with parents.</p>		
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Support and build the capacity of the Instructional Leadership teams (ILT) at each school sites. In order for teacher leaders to flourish, certain characteristics and conditions are important. Teacher leaders need to develop the knowledge and skills needed to lead as well as the dispositions and attitudes to be recognized as leaders. There must also be opportunities for leadership in the school and the ILT with its focus on student learning and improving instruction, is a perfect opportunity to grow teacher leadership. The characteristics of team members listed below may be present or will be developed as the members of the ILT continue to grow and develop, Each ILT will meet at least once a month for up to 1.5 hours to collaborate and support instructional growth for teachers and administrators on an area of focus or problem of practice based on qualitative or quantitative data.</p>	<p>\$10,825 – Federal Revenues – Title II – 1000-1999 Certificated Salaries; Support & build capacity of Instructional Leadership Teams at each site</p> <p>\$2,175 – Federal Revenues – Title II – 3000-3999 Employee Benefits</p>	<p>\$18,214 – Federal Revenues – Title II – 1000-1999 Certificated Salaries</p> <p>\$2,411 – Federal Revenues – Title II – 3000-3999 Employee Benefits</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Students who qualify for the Low-Performing student block grant (LPSBG) will be identified and monitored for academic growth through the use of a custom classroom in the assessment system. Support services will be modified as needed. They will be provide support services through site RTI plans as well as</p>	<p>\$41,500 – Other State Revenues – 1000-1999 Certificated Salaries</p> <p>\$8,330 – Other State Revenues – 3000-3999 Employee Benefits</p> <p>\$7,500 – Other State Revenues – 4000-4999 Books and Supplies</p>	<p>\$0</p>

before and after school programs. An annual report to the board on these students will be done.

Goal Analysis

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

Up until the time of school closures, all school intervention plans were implemented as written and funding expended with additional funds beyond the initial expenditure required. . At the time of school closures intervention staff were transitioned to help in virtual intervention so funding was still expended. Instructional Leadership team members met more frequently especially once there were school closures so those funds were also enhanced. Students who previously qualified for the Low Performing Student Block Grant were small in number (under 10) and so student needs were met within the existing structures on campuses. Most of the original students had exited the program. Those funds were not spent.

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

Our greatest challenge was the changing assessment protocols which prevented us from determining the degree to which our goal was met. During the 2019-20 school year, school sites not only implemented their intervention plans as written, but ensured that they were fluid and based on data which was a huge success and reflected the work that had been done previously in better understanding differentiated instruction, team interventions and specialized supports through additional staffing. The systematic approach to meeting student needs was a huge success.

Goal 6

Increase the percentage of students attaining proficiency on District technology standards by 5 percentage points in the 2019-20 school year

State and/or Local Priorities addressed by this goal:

State Priorities: 1 Basic; 2 Implementation of State Standards; 4 Pupil Achievement; 7-Course Access; 8-Other pupil outcomes

Local Priorities: Other indicators of student performance in required areas of study

Annual Measurable Outcomes

Expected	Actual																									
<p>District Technology Priority Standards</p> <p>The percent increase on the number of students meeting or exceeding proficiency on each of the District priority standards at each grade will increase by 5 percentage points in comparison to the prior year's data.]</p>	<p>This measure was only done in the fall during the 2019-20 school year. In each grade level students met or exceeded the year before, but not always with a 5% increase.</p>																									
<table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>Kinder</td> <td>65%</td> <td>67%</td> </tr> <tr> <td>First</td> <td>64%</td> <td>65%</td> </tr> <tr> <td>Second</td> <td>64%</td> <td>72%</td> </tr> <tr> <td>Third</td> <td>72%</td> <td>75%</td> </tr> <tr> <td>Fourth</td> <td>83%</td> <td>84%</td> </tr> <tr> <td>Fifth</td> <td>77%</td> <td>77%</td> </tr> <tr> <td>Sixth</td> <td>72%</td> <td>75%</td> </tr> </tbody> </table>		18-19	19-20	Kinder	65%	67%	First	64%	65%	Second	64%	72%	Third	72%	75%	Fourth	83%	84%	Fifth	77%	77%	Sixth	72%	75%		
	18-19	19-20																								
Kinder	65%	67%																								
First	64%	65%																								
Second	64%	72%																								
Third	72%	75%																								
Fourth	83%	84%																								
Fifth	77%	77%																								
Sixth	72%	75%																								

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>Provide ongoing professional development and training on utilizing technology, specifically the Google platform to support the priority standards at each grade level through after school training sessions known as Tech Tuesdays.</p>	<p>\$17,220 – Other State Revenues – 1000-1999 Certificated Salaries; Inst Staff Dev Lottery Training provided by IVS, Dreambox, or EADMS on SMART boards, Safari Montage, Dreambox, EADMS, or other on-line resources</p> <p>\$3,455 – Other State Revenues – 3000-3999</p>	<p>\$0</p>

	Employee Benefits; Inst Staff Dev Lottery Extra duty hourly benefits	
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Deploy a site based technology technician at each school</p>	<p>\$286,026 – LCFF – 2000-2999 Classified Salaries; Supplemental-10 FTE Support Tech salary</p> <p>\$121,872 – LCFF – 3000-3999 Employee Benefits; Supplemental-Benefits for site support techs</p>	<p>\$289,448 – LCFF – 2000-2999 Classified Salaries</p> <p>\$113,849 – LCFF – Employee Benefits</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Review and revise technology priority standards for each grade level with District Technology Committee. Share revised standards with all grade level teachers.</p>	<p>\$3,840 – Other State Revenues – 1000-1999 Certificated Salaries; Inst Staff Dev Lottery- hourly extra duty teacher</p> <p>\$771 – Other State Revenues – 3000-3999 Employee Benefits; Inst Staff Dev Lottery Benefits for teacher extra duty</p>	<p>\$716 – Other State Revenues – 1000-1999 Certificated Salaries</p> <p>\$147 – Other State Revenues – 3000-3999 Employee Benefits</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$51,638 – LCFF – 2000-2999 Classified Salaries; Supplemental- Additional classified hourly salary</p>	<p>\$52,084 – LCFF – 2000-2999 Classified Salaries</p> <p>\$21,358 – LCFF – 3000-3999 Employee Benefits</p>

<p>Continue to provide additional library/media technician time at all 10 sites to support student access to resources.</p>	<p>\$22,165 – LCFF – 3000-3999 Employee Benefits; Supplemental-Benefits on hourly library/media</p>	
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Pico Canyon, Meadows, Stevenson Ranch Allocate one additional classroom technology support specialist based on District-created formula that addresses the greatest needs.</p>	<p>\$24,525 – LCFF – 2000-2999 Classified Salaries; Base- 1 FTE Support Technician \$9,205 – LCFF – 3000-3999 Employee Benefits; Base-Benefits for 1 FTE Support Tech</p>	<p>\$25,092 – LCFF – 2000-2999 Classified Salaries \$6,549 – LCFF – 3000-3999 Employee Benefits</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide all students with access to Type to Learn, an online keyboard program to support student progress in meeting the NSD Grade Level Technology standards</p>	<p>\$8760 – Other State Revenues – 4000-4999 Books and Supplies</p>	<p>\$8,760 – Other State Revenues – 4000-4999 Books and Supplies</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: McGrath, Newhall, Old Orchard, Peachland, and Wiley Canyon</p>	<p>\$28,750 – Federal Revenues – Title I – 5000-5999 Services and Other Operating Expenses</p>	<p>\$30,921 – Federal Revenues – Title I – 5000-5999 Services and Other Operating Expenses \$84,039 – LCFF – 5000-5999 Services and Other Operating Expenses</p>

Provide students with home access to technology by providing sites with Chromebooks and wireless access points that students can checkout from their school for a week at a time through the NSD Home Connect Program.		
--	--	--

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 funding for all the actions was expended as intended with the exception of Action 1 and Action 3. In Action 1, these sessions were originally planned to be held by tech committee members, however while the tech committee met, they were not prepared to create or deliver learning modules on technology. Instead we turned to one of our Science Tosas who had technology expertise and she provided training for all teachers during the first few asynchronous learning days of school closures, so no expenditures were needed. These funds were repurposed supported the expansion of the Home Connect program. In the case of Action 3, the few funds that were expended were for the tech committee meeting, however like Action 1, the need to build capacity and knowledge in order to take the substantive actions planned was necessary and the action set aside once school were closed These funds were also added to the Home Connect expansion. In Action 6, when we had school closures we immediately expanded our Home Connect Program in order to meet the needs at several of our school sites with high need of hotspots and Chromebooks.

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

One of the greatest successes of the 2019-20 school year actually happened as a result of school closures. That was the opportunity to train 100% of teachers in the use of the Google classroom for distance learning. Prior to that a teacher team had formed a technology committee focused on introducing teachers to certain elements such as Google Docs and Sides but we had many challenges with the ability of our teaching staff to lead this work in a district-wide manner. . Once schools were closed and we needed to move forward with distance learning, a plan was created and implemented. We were able to use one of our Science Tosas who was Google certified to do all of the training for our staff. This ensured that our teachers were prepared to work within a distance learning setting. Ensuring that teachers had a level of proficiency and comfort level with the Google platform and resources accelerated its use and as the year ended ensured that the use of these tools would be an integral part of student learning and success on the priority technology standards. Another huge success was the ability to immediately support learning at home with the distribution of hot spots. Both teachers and families have commented informally that a 'silver lining' of the pandemic is the expansion of technology and ease of use among both teachers and students.

These two successes completely overshadowed the misstep of our plan to systematically role out our tech support through the technology committee. This would be possible today, but it was not possible at the time it was planned.

Goal 7

Increase parent engagement and participation in school programs/activities by at least 3 percentage points as measured by participation in:

Site/District LCAP meetings

School site council meetings

Site/District English Learner Advisory Council meetings

PTA/PTO meetings

District stakeholder meetings

District surveys

Gifted District Advisory Council meetings

Parent conferences

State and/or Local Priorities addressed by this goal:

State Priorities: 3-Parent involvement]

Local Priorities: Efforts to seek parent input for decisions and school site

Annual Measurable Outcomes

Expected	Actual
School Effectiveness Surveys The district received a total of at least 2621 school effectiveness surveys	The total number of surveys received was 2649.
Parent Volunteer Hours Parent volunteer hours will total at least 78,000 for all 10 school sites	School closures in March reduced the total number of volunteer hours. Many hours take place in the spring with fundraising, Open House and culminating events. We are unable to determine if we would have met this metric of 78,000 as any monitoring of this ended in March. However, if we used past trends it would appear that this metric would have been met as we were on target to do so.

<p>Phone Messaging System</p> <p>The District will send a combined total of more than 1,250,000 email and phone messages to parents.</p>	<p>We are unable to report the number of total email and phone messages due to the time that has passed since the end of the 2020 school year and data availability. We have requested an accelerated level of response from our vendor without success.</p>
<p>District fundraising efforts</p> <p>School sites will raise more than \$499,000 from PTA/PTO, Foundations and other fundraisers.</p>	<p>\$194,774 was raised this year.</p>
<p>Fall parent conference attendance</p> <p>All schools site will have over 96% participation rate at fall conferences.</p>	<p>Participation at fall conferences was 95.7%</p>

<p>Planned Action/Service</p>	<p>Budgeted Expenditures</p>	<p>Actual Expenditures</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>Track and increase parent volunteer hours. Track annual fundraising by all sites and what the allocations were used for at the sites. Track percentage of parent attendance at fall conferences and at Back to School Night.</p>	<p>\$0; No cost volunteer hours</p>	
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools</p> <p>Provide a 8 hour bilingual Community Liaison to engage parents in their child's education and support community connections and outreach programs at our Title 1 Schools with the two highest unduplicated pupil count.</p>	<p>\$209,220 – LCFF – 2000-2999 Classified Salaries; Supplemental-6.25 FTE Community Liaison salaries</p> <p>\$82,959 – LCFF – 3000-3999 Employee Benefits; Supplemental-Benefits</p>	<p>\$192,065 – LCFF – 2000-2999 Classified Salaries</p> <p>\$77,583 – LCFF – 3000-3999 Employee Benefits</p>

<p>Provide a 6 hour bilingual Community Liaison to engage parents in their child's education and support community connections and outreach programs at our three remaining Title 1 Schools.</p> <p>Provide a 4 hour bilingual Community Liaison to engage parents in their child's education and support community connections and outreach programs at our Non-Title Schools</p>	<p>for 6.25 FTE Community Liaison</p>	
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide NGSS parent workshops and parent engagement opportunities at DELAC and GDAC events.</p>	<p>\$2,250 – LCFF – 4000-4999 Books and Supplies; Supplemental-Printing, translators, supplies, and child care</p> <p>\$3,650 – LCFF – 1000-1999 Certificated Salaries</p> <p>\$863 – LCFF – 3000-3999 Employee Benefits</p>	<p>\$2,176 – LCFF – 1000-1999 Certificated Salaries</p> <p>\$1,103 – LCFF – 2000-2999 Classified Salaries</p> <p>\$674 – LCFF – 3000-3999 Employee Benefits</p> <p>\$1,310 – LCFF – 4000-4999 Books and Supplies</p> <p>\$139 – LCFF – 5000-5999 Services and Other Operating Expenses</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Renew contract for website design with translation feature</p>	<p>\$25,000 – LCFF – 4000-4999 Books and Supplies; Supplemental-Website renewal fees</p>	<p>\$24,305 – LCFF – 4000-4999 Books and Supplies</p>

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 funds were expended as planned, all actions were implemented. The cost of the Community Liaison positions was over budgeted and the funding was rolled forward to support the site needs as we opened the 2020-21 school year. The funds continued to meet the purpose of supporting families with distance learning, and engaging with the school site.

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

There were not any specific successes or challenges in implementing these actions. Parent involvement and participation was similar to most years and the Community Liaison was an integral point person on each school site who led parent involvement site activities. District events such as the GDAC and DELAC engaged parents in activities in science and engineering, art and a cooking night, while allowing our English Learner DELAC team to meet prior to the event. Feedback on these actions have been consistently high during LCAP stakeholder sessions. The Community Liaison position is one that is always called out as one to keep in the LCAP and the districtwide family engagement nights are also always listed as an event to move forward to each new LCAP year.

Goal 8

Increase the average daily attendance rate for all students to at least 97.5% during the 2018-19 school year

State and/or Local Priorities addressed by this goal:

State Priorities: 3-Parent involvement; 5-Pupil engagement

Local Priorities: School attendance and chronic absenteeism

Annual Measurable Outcomes

Expected	Actual
Average daily attendance Average daily attendance rate will be 98% or higher	The daily attendance rate was 96.2% up until school closures in March.

<p>Chronic absenteeism suppression rates</p> <p>Chronic absenteeism suppression rates will be under 1% district-wide</p>	<p>Attendance letters did not go out after February. At that time the suppressions rate was 1.43%.</p>
<p>Attendance closure rates</p> <p>Attendance conference closure rates will remain 100% district-wide</p>	<p>Attendance closure rates were reviewed and the last data point was in February 2020. This metric cannot be determined as a result of school closures.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>Student attendance and notifications to parents will be monitored by the district office using its current student information system. Students who begin to show a pattern of excessive absences will be addressed individually by site administrators and classroom teachers.</p>	<p>\$0 - LCFF</p>	<p>\$0</p>
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>Provide monthly recognition for individual school sites to recognize increases in attendance rate.</p>	<p>\$0</p>	<p>\$0</p>

Goal Analysis

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

No funds are necessary for these actions to occur.

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

There were not any challenges in implementing the actions. There was a focused systematic effort to review attendance on a regular basis with all school sites with a particular focus on chronic absenteeism and educating parents on the concept. While the overall attendance did not reach the 98% threshold the systems of review and communication were a positive productive step in providing school sites with the necessary information to impact student attendance.

Goal 9

The suspension rate of students who need assistance to overcome behavioral and emotional obstacles to learning will be no more than .5% following implementation of a comprehensive District-wide counseling program and through implementing Positive Behavior Interventions and Supports.

State and/or Local Priorities addressed by this goal:

State Priorities: 3-parent involvement; 5-pupil engagement; 6-school climate

Local Priorities: student suspension rates and school connectedness

Annual Measurable Outcomes

Expected	Actual
Discipline referrals Reduce the number of discipline referrals by at least 5% as evidenced in Aeries discipline records.	As a result of the implementation of PBIS and the launch of SWIS as a data system, discipline referrals were kept in two places and we are unable to determine a numeric reduction. Anecdotally and within the data we do have available, discipline referrals were minimized due to the implementation of PBIS.
Suspensions The total number of suspensions will be .5% or less.	The total number of suspension was 39/6282 which is just over .6%

Expulsions

Maintain zero expulsions as evidenced in Aeries discipline record

There were zero expulsions during the 2019-2020 school year

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools</p> <p>Provide a comprehensive counseling program at each school site with 7 full-time counselors. Five counselors will be assigned to serve at the Title 1 school sites full time and the remaining two will be assigned at the non-Title sites</p>	<p>\$470,412 – LCFF – 1000-1999 Certificated Salaries; Supplemental-5 FTE Counselors</p> <p>\$142,737 – LCFF – 3000-3999 Employee Benefits; Supplemental-Benefits for 5 FTE counselor \$0</p>	<p>\$433,455 – LCFF – 1000-1999 Certificated Salaries</p> <p>\$134,706 – LCFF – 3000-3999 Employee</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: McGrath, Meadows, Newhall, Oak Hills, Peachland, Pico Canyon, Stevenson Ranch, and Wiley Canyon</p> <p>Two school sites will continue with their Positive Behavior Intervention support (PBIS) team in year two planning for their site with a kick-off assembly and incentive program established by the PBIS team. Eight schools will continue with their third implementation year of PBIS</p>	<p>\$40,000 – LCFF – 5000-5999 Services and Other Operating Expenses; Supplemental-Registration fee</p> <p>\$18,800 – LCFF – 1000-1999 Certificated Salaries; Inst Staff Dev Lottery-PBIS training sub costs</p> <p>\$3,770 – LCFF – 3000-3999 Employee Benefits; Inst Staff Dev</p>	<p>\$14,461 – LCFF – 1000-1999 Certificated Salaries</p> <p>\$859 – LCFF – 2000-2999 Classified Salaries</p> <p>\$2,449 – LCFF – 3000-3999 Employee Benefits</p> <p>\$12,458 – LCFF – 4000-4999 Books and Supplies</p> <p>\$39,808 – LCFF – 5000-5999 Services and</p>

	<p>Lottery-Benefits for PBIS training sub costs</p> <p>\$17,030 – LCFF – 4000-4999 Books and Supplies</p>	<p>Other Operating Expenses</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>All newly identified foster youth across the district will be seen for an initial intake by a counselor and a determination will be made as to the need for continued services.</p>	<p>\$0 – LCFF – 1000-1999 Certificated Salaries; No additional cost as this will be part of the district-wide counseling services.</p>	<p>\$0</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Sustain the districtwide anti-bullying education program at all grades.</p>	<p>\$0 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; No additional cost as this will be part of the district-wide counseling services.</p>	<p>\$0</p>
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: McGrath and Newhall</p> <p>Hire a full-time social worker to be shared between McGrath and Newhall Elementary schools. The School Social Worker will provide school-based mental health services to students who experience difficulties in educational achievement because of social, emotional, adjustment and/or attendance issues</p>	<p>\$0 – Federal Revenues – Title I – 1000-1999 Certificated Salaries; Social Worker position for two Title I schools – Title I & LCFF funding</p> <p>\$0 – Federal Revenues – Title I – 3000-3999 Employee Benefits;</p>	<p>\$57,257 – LCFF – 1000-1999 Certificated Salaries</p> <p>\$19,671 – LCFF – 3000-3999 Employee Benefits</p>

<p>in a Title 1 school setting. The Social Worker will also run groups with a variety of students and other stakeholders, and seek to secure a long-term solution to mental and emotional disorders and a wide variety of relationship issues that will support continuous improvement in student academic achievement. The Social Worker will also provide direct clinical and case management services to students and parents, provide consultation and in-service training to school site personnel, and develop plans to improve students' well-being that will include follow-up procedures and evaluation targets. This work will support administrators, teachers, staff and parents in a collaborative effort to improvement positive student academic achievement outcomes by providing the mental health supports needed for students specifically attending Title 1 schools and programs.</p>	<p>Social Worker position for two Title I schools – Title I & LCFF funding</p> <p>\$56,070 – LCFF – 1000-1999 Certificated Salaries</p> <p>\$19,307 – LCFF – 3000-3999 Employee Benefits</p>	
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>To support all students in their social emotional growth which will ultimately lead to positive student outcomes, the district will provide an additional school counselor that will support this work through restorative practices, social emotional learning and social skills groups .This position will target specific student needs beyond what general counseling is present at all district sites.</p>	<p>\$51,080 – LCFF – 1000-1999 Certificated Salaries</p> <p>\$18,306 – LCFF – 3000-3999 Employee Benefits</p>	<p>\$49,280 – LCFF – 1000-1999 Certificated Salaries</p> <p>\$15,523 – LCFF – 3000-3999 Employee Benefits</p>

Goal Analysis

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

All funds were expended as planned. There was a slightly lower cost to the counselors due to new staffing, however those funds were moved forward and ultimately used to provide some focused stipend compensation for conselors for extra duty in the areas of mental health during school closures.

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

The greatest challenge was the need for a counselor on every school site. The actions allowed for 7 full time counselors, one for each of the Title 1 school sites and then 2 additional counselors to be shared among the remaining 5 school sites. This impacted the work with PBIS at sites that did not have a full time position and created a gap in providing services when not on campus. Feedback has consistently been that additional counselors need to be hired to ensure high levels of implementation of the anti-bullying curriculum, the site's PBIS program and meeting student individual and group needs. While the suspension rate was almost met, this need for staffing is felt to have impacted suspension rates overall. There were however several areas of success. The one additional counseling position which was focused on specific social skills needs filled a gap in student needs. The success of the social worker position was also an integral part of meeting student needs at the two school sites and providing consistent outreach to students in order to ensure that basic needs were met.

Goal 10

The Newhall School District will positively increase parent and student perception of school safety by at least 1 percentage point as measured by the revised School Effective survey and at least 2 percentage points on the California Healthy Kids survey administered to 5th grade students.

State and/or Local Priorities addressed by this goal:

State Priorities: [3-Parent involvement; 5-Pupil engagement; 6-School climate]

Local Priorities: [Local measures used to ascertain safety]

Annual Measurable Outcomes

Expected	Actual
<p>School Effectiveness Surveys</p> <p>Improve by at least .5% on each key indicator from the School Effectiveness Survey</p>	<p>There are three key indicators.</p> <ol style="list-style-type: none"> 1. My child's school encourages me to participate in school activities 96.1% which is an increase of .5% from the prior year which was 95.6% 2. My child is excited about learning at school was 95.5% which was an increase of 3.3% from 92.2% the year prior.

	3. My child's school teachers the Common Core Content Standards was 88% which was a decrease from the year prior which as 96. There was 10% who stated they didn't know.
<p>California Healthy Kids Survey</p> <p>California Healthy Kids Survey will yield the following data:</p> <p>At least 92% of the students will report yes to "At my school, teachers and other grownups care about you"</p> <p>At least 80% of students will report yes to "I feel close to people at school"</p> <p>At least 94% of students will report yes to "I feel safe at school"</p>	<p>California Healthy Kids Survey will yield the following data:</p> <p>99% of the students reported yes, "At my school teachers and other grownups care about you."</p> <p>94% of the students reported yes to "I feel close to people at school."</p> <p>98% of the students reported yes to "I feel safe at school."</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: All Schools</p> <p>Administer California Healthy Kids Survey to fifth grade students to assess school climate, student resiliency and student perception of safety on school campuses.</p>	\$1288 – LCFF – 5000-5999 Services and Other Operating Expense	\$1263 – LCFF – 5000-5999 Services and Other Operating Expenses
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All Location: Specific Schools: TBD</p>	\$200,000 – Other Local Revenues – 6000-6999 Capital Outlay; Capital Reserve Fund	\$0

<p>Replace low/damaged fence to provide a more safe and secure learning environment</p>		
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: McGrath, Meadows, Newhall, Oak Hills, Peachland, Pico Canyon, Stevenson Ranch, and Wiley Canyon</p> <p>Two school sites will continue with their Positive Behavior Intervention Support (PBIS) team in year two planning for their site. Eight schools will continue with their third and final year of implementation of PBIS.</p>	<p>\$0 (repeat expenditure) – LCFF – Included in Goal 9 Action 2</p>	<p>\$0 (repeat expenditure) – LCFF – Included in Goal 9 Action 2</p>

Goal Analysis

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

Funds were expended as planned for Action 1. Action 2 was addressed but in the prior year and was inadvertently carried forth.

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

There were not any particular challenges or successes which impacted this goal. The two school sites that had started PBIS a year later than the others actually moved quickly and as a result were aligned with the remaining sites in their practices. Students took the CA Healthy Kids survey and the results were positive on the chosen indicators indicating that the students felt connected to their school sites, and that the adults that they work with care about them. They also indicated that they felt safe at school. These outcomes increased and surpassed the identified metrics.

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

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
<p>Safety Concerns:</p> <ul style="list-style-type: none"> - Purchase hydrostatic disinfecting sprayers for all sites and trained all custodial staff how to use the product - Purchase multiple hand-sanitizer stations for all sites - Purchase new safety signage for all sites focused on social distancing, washing hands, directing traffic flow, and visitor information - Creating a daily custodial run-sheet focused on additional disinfecting needs - Purchase PPE materials for staff and students (masks, gloves, face shields, paper gowns, thermometers) - Created and implemented daily COVID screener for all staff 	\$350,000	\$229,835	N
<p>Digital curriculum programs (Carnegie math, Neptune Navigate, NGSS Science, Twig Science, Social Studies Weekly) were purchased to ensure that students have access to all content areas in both face-to-face and a digital distance learning program. This action supports the hybrid programming, fully distance learning programming and allows for seamlessly moving back and forth between the models if necessary.</p>	\$399,000	\$334,482	N
<p>Professional development for digital curriculum.</p>	\$360,000	\$346,358	N

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.

All of the actions took place as listed. There were some differences in the cost with PPE and the curriculum as well as professional development cost. However 100% of what is listed was completed fully.

Analysis of In-Person Instructional Offerings

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

The challenges of implementing in-person instruction were not due to any challenge in the district but instead due to the changing rules regulations we could not offer as many students transportation and as a result, some students who wanted to return to school, but did not. We began to offer in-person services to high needs students in special education, English Learners and students who were absent from school. Principals, parents of the students and their teachers. The District applied for and was granted a waiver for TK-2 students to return in accordance with the recommendation of the Los Angeles County Department of Public Health, the District held off on the use of the approved waiver. When prepared to return in February, waivers were discontinued and a new system at the State level was put into place again delaying the TK-2 return. TK-2 students did return on a staggered start beginning in late February and the new state system allowed for students in grades 3-6 to return as well. As of March 4 all returning hybrid students in TK-6 were on campus for an AM/PM hybrid schedule. Further adjustments to health officer guidance allowed us to bring back all TK-6 students for full day instruction as of April 19th.

School level staff did an outstanding job of following all protocols and providing high levels of instruction in all content areas. Parents and teachers commented on the immediate impact of returning for in-person instruction, even as we launched the 2.5 hour AM/PM model. Once we returned full time, positive, affirmative comments were shared as to the benefits to students in returning to school. Informal feedback from teachers, Principals, Assistant Principals and parents commented at Board meetings, Superintendent Chats and parent advisory meeting as to the positive impact and the immediate impact that it was having on student learning. For example, comments such as, “ My child was struggling learning to read online and in just few weeks they have learned how to do it” would be indicative of the type of comments that were received. In addition, successes were noted in the area of social emotional interactions with students quickly returning to what was described as ‘normal’ interactions in the classroom while remaining socially distant.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Digital Curriculum (duplicated action)	\$0.00	\$0.00	N
Laptop computers and hot spots	\$980,000	\$980,483	Y
Cue Conference Registration will be paid for all interested teacher and technology staff to support high quality distance learning.	\$3,500	\$3,081	N
Ongoing professional learning opportunities for teachers in use of technology and engagement. Half day workshop sessions and after school sessions will be offered.	\$20,000	\$0.00	N
Two hours weekly to support newly trained SDC and RSP teachers in Orton Gillingham Implementation- (sped funds)	\$3,000	\$0.00	N
CARES Portal access to services and resources for 2020-21.	\$20,000	\$0.00	Y

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.

As previously mentioned the digital curriculums were fully implemented and teachers were provided professional learning opportunities prior to implementation and beyond. The laptops and hot spots were purchased as planned and teachers attended the CUE conference. Teachers did have weekly opportunities on Fridays to attend ongoing professional learning opportunities in technology by attending sessions with our instructional coaches but these were optional and part of their office hours or planning time and did not require the expenditure of any funds. The support for special education teachers was offered, but despite an early interest they declined any additional support. The CARES Portal provided services up until March under our scholarship from the prior year and there was not a cost with it. We were working to partner with the City of Santa Clarita to support this initiative.

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.

As we planned for the 2020-21 school year we planned with the mindset of all learning experiences being as close to a normal school

distance learning program for the entire school year. Not only did we need to ensure that the distance learning students were receiving the same education, but if students who were in-person had to go to a distance learning situation, they would find the same resources that they were using in person. As such, the use of the digital resources purchased as well as our core programs, guided by familiar pacing and assessment guides helped to maintain a continuity of instruction between the two programs. This became critical as families requested program changes. Due to the design of both in-person and distance programs, program changes resulted in no disruption in

providers were assigned to both the hybrid and distance programs to ensure all students received what they needed. This included all special education services, counseling and intervention support.

All families had access to laptops and hotspots if necessary. Site techs and other school staff supported students and families with trouble shooting and this support continued all year long. Technology that needed repair to extended troubleshooting was swapped out for a working device. In addition to the devices that the district had purchased (which were delayed for most of the year), school sites shared among themselves to ensure that all students within the district had what they needed to access their Google classroom.

were not attending or completing work. Despite everyone's intense efforts there were still some students who were not attending school on a regular basis. In January, a districtwide attendance campaign began reminding families of the importance of regular school

level attendance team was created to meet with families to stress the urgency of school attendance and determine what other steps might be taken to eliminate barriers. The District Superintendent was a part of this team meeting and the meetings were positive and successful.

In order to support teachers in the digital curriculums, multiple days of professional learning and workshops were provided. Weekly opportunities for support were provided by instructional coaches. All teachers were also offered the opportunity to attend the CUE (Computer Using Educators) conference. Teachers shared resources through the creation of the NSD shared drive. Curriculum

resources and shared slide decks and digital assessments were organized by grade level and available for use by all. There were no challenges associated with the offering or the attending of professional development sessions.

Since distance learning took place for over half of the school year staff members worked in various roles as needed. Much time was spent ensuring that materials were ready and then distributed. This included art materials and musical instruments. Staff members were willing and able to do whatever needed to be done. This was not a challenge as our labor partners were very supportive and engaged collaboratively in this area.

ELD and teachers were supported in delivering it though slides created by our ELA/ELD instructional coach. These were available for each unit of instruction. Grade level teams continued to collaborate weekly and plan intervention using intervention staff from their campuses. This was initially a bit of a challenge for the distance learning academies, but administrators worked to share staffing to support to the extent possible the students in yearlong distance learning. Funds were provided to hire staff specifically for the yearlong programs but after several attempts without viable candidates, other options were utilized including providing teachers with compensation for after school support of students. The District's McKinney-Vento/Foster Youth coordinator continued to collaborate with community resources, the CARE Portal and the city to provide services for students who were homeless or had specialized needs.

Providing services for our students in special education was a huge success. Students were provided services as outlined on their IEP. During face-to-face instruction, services took place within the class setting for SDC students attending class on campus as these students could remain in their instructional cohort safely. Over time, health regulations allowed for students to be in more than one stable cohort so more services could be provided face to face. Initially however, for students who are not in the same classroom, services were provided remotely. Service logs were maintained by all teachers and providers verifying the work that was done with students on their IEP goals. Challenges in this area were rooted in some staffing challenges, and an inability to hire qualified candidates. Caseloads were adjusted or agency staff hired in order to ensure that student IEP goals were met.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Site RTI/What I Need intervention supports on all campuses	\$1,300,000	\$1,038,029	Y
EL Leads to Analyze EL Monitoring data by trimester	\$18,000	\$0.00	Y
Center for Educational Leadership-Virtual Coaching Contract to Support District Support Team (3 high needs sites)	\$3,645	\$3,645	Y
Extended day learning opportunities for English Learners in core subjects including English Language development. Supplemental and Title 3 funds to be used	\$170,000	\$44,500	Y
Extended day learning opportunities for foster youth and socio-economically disadvantaged student. Supplemental and Title 1 funds to be used	\$157,000	\$0.00	Y
Childcare Subsidy (\$140 per week; \$25 per week; \$10 per week based on income sliding scale)	\$1,500,000	\$1,293,744	Y

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 substantive difference between the planned expenditures and the actual expenditures was the result of the challenge in the acceptance of extra duty for teachers as well as the inability to hire additional staff to provide pupil extended learning opportunities. The EL collaborative did meet the access to data was extremely limited and this action was moved into the upcoming LCAP.

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 foundational structures that are in place year to year and are part of how we support students in the Newhall School District

in this area was the first the new teams that were created in the Distance Learning Academies and the challenges in assigning

In the case of the new teacher teams it took time for all of the new teams in the 3 year-long distance academies to build relationships and share practices as they had come from different sites within the district with varying practices and level of supports. For example, some sites frequently share students for intervention supports and others use intervention staffing. Over time, site administrators helped teams adjust and find ways to work best together in order to meet student needs. One success from this was the request by some teams for additional professional learning opportunities in explicit teaching of phonics. This support and the accompanying screening

administrators for the distance academies worked with student home sites to share intervention staffing to meet the needs of their students who were not planning to return to school that year. In addition, the district provided funding for the hiring of the dedicated intervention staff, but that was not accomplished due to the lack of viable candidates despite several attempts at hiring.

Since we had shifted our data system and data from benchmark tests were not in the new system and readily available, outcomes for student groups could not be provided as we have been used to in the past. Student scores on district benchmarks were entered by hand as the system was not ready for tests to be rebuilt in it, and as a result the reports were one dimensional and could not be disaggregated by English Learners, low income, foster youth, and students with exceptional needs or McKinney-Vento. We had to rely on input from teachers who relayed needs to their Principals and Assistant Principals as well as from the teacher themselves. It was also hard to pinpoint learning loss at school sites that have the highest number of low income, foster youth and English Learners as they also struggled with high levels of absenteeism. It can be assumed that this has negatively impacted learning, which has been confirmed informally as students returned to school, but no formal data can confirm that at this time. That is the reason that our Expanded Learning Grant is focused on a universal screener in English Language Arts and Math, and additional intervention staff has been hired for our highest needs schools and one staff member to monitor learning loss and work with the most intensive need students (Learning Support Teacher) will be provided to all schools. We also moved ahead with the administration of the CAASPP to have additional data that can be used to determine student need.

Another challenge related to learning loss was connected to attendance challenges. For students who were present, attending live lessons and engaging, learning loss was not an issue due to the strong instruction provided by our teachers, the ability for students to have computers and hot spots at home and as previously mentioned. For students who had challenges in their attendance schools created attendance cohorts and brought students back to school where they could be monitored and supported in their learning.

Analysis of Mental Health and Social and Emotional Well-Being

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

The various successes and challenges have been noted based on the completion of the actions planned in the Learning Continuity and

Panorama offered the best screener and services to meet the districts' needs. This program has a broad range of resources available to integrate various components of SEL through one platform. In April, Panorama hosted our initial kickoff with district staff and we will begin utilizing the screener and its data for our summer Leap to Learn program.

CHALLENGES: Students have not been back on campus which has limited our ability to implement the screener prior to Extended School Year.

SUCSESSES: The lead school psychologist of mental health and inclusion and lead school counselor provided teachers with multiple SEL Roundtable events throughout the school year. The purpose of the roundtables were to share information and resources on social-emotional learning for students. Topics were relevant to current areas of need, as identified by teachers throughout the school year, and adapted to meet student and teacher needs throughout changes to structure and expectations of schooling this year.

CHALLENGES: We encountered multiple changes in learning environments for teachers and students over the course of year due to health orders that impacted the needs of our teachers and the timeliness and structure of the hybrid learning model. In addition, we were limited on the number of certificated teachers who could attend the workshop. Finally, we rescheduled a few of the SEL roundtables due to unexpected scheduling conflicts.

Trauma Informed Practices

SUCSESSES: We successfully created a Trauma Informed Practices (TIPS) team that met weekly throughout the year to plan the teacher trainings for Trauma Informed Practices. Together, we created Modules for the trainings and successfully started leading the modules at staff meetings. Teams from school sites throughout the district had the opportunity to collaborate, which allowed the opportunity to develop a broader scope and understanding of the needs across our district. "TIPS"/Trauma Informed Practices has become a buzzword throughout the district. Administration and certified teachers began the work of expanding their capacity of connecting prior knowledge and practices to the broader TIPS scope/need resulting from the pandemic.

CHALLENGES: It was difficult at times to schedule the modules during staff meetings because there was so much on the agenda. As a result this action will carry forward into the work of the 2021-22 school year.

School Counselors at every site

SUCSESSES: Having counselors at every site allowed for more Tier 1-3 social emotional supports for all students and support for all stakeholders. Counselors met three times a month as professional learning communities (PLC).The PLCs included collaborative conversations that resulted in calibrated SEL support across all school sites.

CHALLENGES: We needed to order additional SEL curriculum to accommodate the increased number of students served by counselors.

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.

In analyzing the engagement opportunities that took place during the 2020-21 school year, school sites shared that engaging families from a distance was highly successful overall. There was much more participation and engagement as families participated in online or drive through site activities such as Coffee with the Principal, family story nights, science fairs, Read Across America, dance nights restaurant night fundraisers and others. Schools worked hard to continue to provide the activities that their families had come to expect and also provided a feeling of a normal school year although they were attending these events from a distance. Site report that School Site Council, English Learning Advisory Committees were well attended. Family needs were met through food distribution locations on every site and this gave school site staff a way to maintain some personal contact.

Communication was also highlighted as a success by our schools, as the District moved to the use of Parent Square. Parents and staff appreciated this new platform and found it a much stronger communication tool than the Blackboard system previously used. This system was not used until midway through the year and staff and parents shared that they wished it had been in place earlier.

Subsidized child care was also shared as a success. The District provided various subsidies for targeted families including McKinney Vento and Foster Youth students, who received a full subsidy for an all-day program while in full distance learning and then an after school program once students were back for full time instruction. This provided a safe place on each campus where students could attend their classes and be monitored as they did their work. This certainly increased student engagement on every campus.

While school sites had equal or greater participation in school events, a challenge was shared by PTA Presidents and site leadership that their inability to meet in person and plan events, be on the school sites and engage with teachers and students, negatively

impacted individuals desire to actively create events. So while attendance was high when an event was held, the number of people working to plan and implement the events through PTA dwindled.

At the district level, parent PBIS nights were held and well attended. These focused on parental needs including how to structure the at home learning environment for success, social emotional learning, transitioning back to school and a basic understanding of how PBIS supports their children in their digital or face to face classroom. In addition, school board meetings regularly had attendance numbers in the hundreds as parents had a biweekly opportunity to share their thoughts and ask questions about agenda items. Our Superintendent held monthly “Superintendent Chats” via Zoom with 75-100 parents to provide timely updates. Turnout for the virtual chats was five to six times higher than prior years.

Specially, in the re-engagement process at school sites, the greatest success was the integration of the counselors in this process. Having one dedicated staff member on the campus who knew the school’s students and families was described as making a significant difference in connecting with families and re-engaging students. This was an action that we had put into our Local Control and Accountability plan as a planned action when schools closed in 2019 and we carried it forward into the Learning Continuity Plan. An additional area of success in the re-engagement process was the creation of a district level team , the DART (District Attendance Review Team) which met with families to problem solve and continue to remove barriers beyond what might be possible at the site. This team was comprised of various team members such as psychologists and counselors and the Superintendent attended every meeting. This level of commitment at a district level was a huge success and resulted in re-engaging students and their families who realized the intense support that was being offered.

Analysis of School Nutrition

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

During the 2020-21 School Year, families received meals at no cost. These included breakfasts, lunches, snacks, suppers, and weekend meals. They were distributed curbside by nutrition employees of the Santa Clarita School Food Services Agency. Parents of at-home online learners were encouraged to pick up their meal packages at their home schools. Free meal service continued as the schools reopened. A variety of new entrees were introduced in the packs including salads, bean bowls, Asian products, sub sandwiches, pizzas, chicken, vegetarian entrees, breakfast bars, cereal, burritos, fresh fruits and vegetables. Meals were served for free on campus to all students as schools reopened. Feedback from parents on the availability of meals was gathered and was extremely positive. The percentage of meal distribution was extremely high over prior years indicating the ease of access to the meals. There were no challenges in the area of school nutrition.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Wellbeing	Universal Screener to be used by counselors in forming support groups with an initial focus on unduplicated student groups.	\$12,000	\$38,600	Y
Mental Health and Social and Emotional Wellbeing	SEL tele-health support workshop attendance for teachers.	\$20,000	\$11,480	N
Mental Health and Social and Emotional Wellbeing	Three additional school counselors to ensure that all school sites have full-time support	\$274,000	\$189,797	Y
Mental Health and Social and Emotional Wellbeing	PBIS Customized contract- 4 sessions focused on PBIS – Revisiting Our Work, Social –Emotional Supports, Trauma Informed Practices and Implicit Bias/Equity	\$10,500	\$10,500	Y
Pupil and Family Engagement and Outreach	Community Outreach Liaisons focus on English Learners and their families	\$480,000	\$310,161	Y
Pupil and Family Engagement and Outreach	Parent Square communication platform and parent workshops	\$30,000	\$18,883	N

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.

As outlined here all actions that were planned were implemented fully. There were some personnel costs that were lower than budgeted as well as the cost of the Parent Square communication resource. Personnel costs were lower due to the personal in the positions as well as not as many staff being interested in programming such as the tele-health social emotional support. The cost of the Universal Screener was more than estimated based upon a full year contract. The initial budget was just an estimate of that item.

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.

The 2020-2021 school year has been a year of full of challenges requiring school districts to adjust, pivot, and persevere. As a result of the pandemic, we have had the opportunity to implement new and innovative programs, expand our use of technology, delve deeper into how we use data to inform our efforts, and foster relationships with all stakeholders in the Newhall School District. Taking many of the lessons learned we have reshaped our ten prior LCAP goals into four targeted goals for the 2021-2024 LCAP. **Goal 1: Inspire students for a limitless future by ensuring that all learning environments are equitable, inclusive, and safe.** Our vision for this goal is that all students are provided a rigorous, collaborative, engaging learning environment that fosters active participation and

nurtured through positive connections with caring staff and equitable actions by all. Following a year where students spent the vast majority of their school year online, stakeholders are asking the District to refocus on our Art and Music programs, art residencies, offering engaging student clubs like robotics, coding, or chess as a means to inspire and engage students each day. All stakeholders want to ensure that our PBIS efforts and full-time counseling supports remain in place across all ten sites. The District will continue to provide targeted supports for our English Learners through our EL Collaborative and ELA/EL Instructional Coach. Efforts to support inclusive practices for our special education students will be supported via our Inclusive Collaborative, use of Steps to Advance ELA resources, and Special Education Advisory Council. **Goal 2: Maximize student learning by investing in exceptional staff, purposeful instructional programs, and high-quality facilities that are student-centered.** Our vision for this goal is to help all students reach their full potential; staff are provided on-going training on job-imbedded best practices. The resources, materials, and technology in the classroom are utilized purposefully and accessible to all students. The District will continue the final phase of implementing the Next Generation Science Standards (NGSS) with the support of our Science Coach using the STEMscopes resource materials. Primary grade level teachers will be trained in Explicit Phonics and Orton Gillingham training. The District will purchase core instructional material consumables that support Benchmark Advance ELA/ELD materials and Bridges math consumables. Students will continue to have access to research based online resources like RAZ kids for reading and DreamBox for math that are proven programs to remediate and accelerate learning. **Goal 3: Utilize 21st century communication and partnerships by providing resources and supports to meet the diverse and dynamic needs of our students, staff and community.** Our vision for this goal is to form a partnership with our families. The District strives to provide multiple modes of communication and opportunities for

engagement with our families to ensure the success of their students. If the pandemic has taught us anything, it is just how critical our parents play in the success of their children's education. The focus of our actions in the new LCAP center around parent education including programs like the Latino Literacy Project, PIQE parent training, TK/K onboarding parent workshops, and site based trainings for math and ELA. The District will continue to utilize the newly implemented ParentSquare as its primary form of communication at the site and District level. The ability of this program to translate into numerous languages for our families is an asset to breaking down barriers for our families. Providing engaging districtwide GDAC and DELAC science, art, and cooking family nights are huge hit for families. Our plan will be to return to in-person opportunities when the guidance permits. **Goal 4: Maintain high quality services for all students.** Our vision for this goal is support learning recovery districtwide. Planning for the 2021-2024 LCAP requires a hard look at strategies to mitigate learning loss by creating actions that support learning recovery in our new plan. While our teachers did a phenomenal job to provide engaging and high quality instruction online and in-person at the end of the school year, our data shows that there are gaps in learning for some targeted student. The District will be implementing a new District response to intervention plan with the support of our new Learning Support Teachers (LST) targeting reading instruction. The Learning Support Teacher will serve as both an interventionist and data analysis expert at each site. The focus of this work will be on improving the art and science of teaching reading to students in our primary grades. Sites will continue to run their "WIN" time (What I Need) across their sites providing additional targeted supports in math and ELA at all grade levels.

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

Learning loss continues to be included in the 2021-24 LCAP as well as in the Expanded Learning Grant. The District is implementing a district-wide intervention plan and extended summer supports. Normally summer school would just be offered for the students who have it written into their IEPs. This year in addition to the ESY program for special education students as well as the following summer (Summer 2022) we are offering LEAP Summer School for general education students. This program will provide the students who attend 19 days of additional learning in English Language Arts, Math and social emotional learning supports. Students will have a pre and posttest in order to communicate student growth to their families. This data will be transferred to the DnA data system and be available to their teachers in August. During the school year, the district-wide intervention plan will supplement the site RTI plans and intervention staff with universal screeners in English Language Arts and Math and a Learning Support teacher for each campus who will work with the neediest students as well as coordinate the efforts on site, ensuring that student data is used for intervention decisions.

All students (low income, English Learner, McKinney- Vento , students with exceptional needs) when they return to school will be assessed with the FastBridge Universal Screener in ELA and Math and will be screened 3 times a year and if results indicate they are within the expected range of grade level skills, the screener will be used as stated. Students who have learning gaps identified through the screener will participate in diagnostic testing in order to identify intervention needs. Progress monitoring will be done every 2 weeks. This system aligns with the role of the Learning Support Teacher, both general education and special education who will be monitoring and teaching students with academic needs. The schools with the highest number of low income, English Learners, Foster Youth and McKinney-Vento students will be provided 3 additional intervention teachers beyond what the school had planned in order to ensure

that all students can receive the intervention that they need. This team will be led by the Learning Support Teacher and data from ongoing assessment reviewed by the school site Instructional Leadership Team.

In the LCAP, we have an action, EL Goal Setting. This action will focus on student data for English Learners who did not demonstrate expected growth in English proficiency. Once identified, the student will create with their teacher's help, a goal to be worked toward in the language domains that have not demonstrated growth. This will assist in building student efficacy as well as English Language Development lessons. All English Learners will be participating in the same intervention supports as their peers in addition to this goal setting and targeted ELD lessons and intervention supports.

Student needs will not solely be academic so in the LCAP we have committed to full time counselors at all of our schools and a social worker at our two neediest. We also will have one counselor who will focus on McKinney Vento and Foster Youth students. Like the screener in academics, there is a universal screener, Panorama which upon parent permission will be used to identify social emotional needs through data in order to provide targeted supports. This will not be used exclusively with any particular student group, but will be available to all groups.

School sites will be recommitting to their on-site practices with Positive Behavior Interventions and Supports (PBIS) as we know that it is important for students to be engaged and in school in order to be able to learn well. Along with this, the LCAP contains attendance supports as distance learning students return to campus.

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.

Overall, there was not a substantive difference between the actions we identified as contributing towards meeting the increased or improved services. . The actions we had identified are the following: hotspots and laptops, childcare, site intervention support (WIN time), extended day tutoring, Community Outreach Liaisons, English Learner data analysis and the District Support Team. The CARES Portal provided services but there was no cost associated with it. The differences have been described previously and fall into two categories. Those that were fully implemented but at a cost less than originally budgeted and those that could not be fully implemented. The fully implemented actions include hotspots and laptops, childcare, site intervention support (WIN time), Community Outreach Liaisons, and the District Support Team. Those that were partially implemented are extended day tutoring and EL data analysis. Staffing could not be found for ongoing extended day tutoring and while it did occur to some degree, it was not offered as much as initially considered. The EL data analysis was hampered by minimal district-wide data being available and that action with a goal setting addition is added to the upcoming LCAP. The contributing actions in the LCP account for the requirement to increase/improve services for English learners, foster youth, and low income students. Any substantive differences were described in the prompts above.

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.

When analyzing data and the stakeholder feedback it is clear that our current structures, programs and practices have served our students well. As with all systems, there are some areas that we need to continue to refine. The largest influence has resulted in the creation of the District's plan of intervention and the support of ten Learning Support teachers and a focus on foundational reading skills. As stated elsewhere in this document, there are different funding sources and grants that make up the overall plan and not everything is contained in the LCAP. This intervention plan lives with the expanded learning grant, yet the screeners, both academic and social-emotional can be found in the LCAP. All of our stakeholders, parents, teachers, staff and students clearly stated that they did not want to change what we had in place but they were concerned with the return to school and the need to provide additional opportunities for support and a renewed focus on attendance, student behavior and attendance, social emotional needs and academic supports. Those categories are all found within the 21-22 through 23-24 LCAP.

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.

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.

Annual Measurable Outcomes

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.

Actions/Services

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.

Analysis of In-Person Instructional Offerings

- 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.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

- 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.

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Newhall	Dee Jamison Assistant Superintendent , Instruction	djamison@newhallsd.com 6612914177

Plan Summary 2021-2022

General Information

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

Situated in northeast Los Angeles County, the Newhall School District (grades TK-6) serves a portion of the City of Santa Clarita and the unincorporated communities of Stevenson Ranch and Westridge. Newhall's ten schools enroll just under 6000 students. The district serves a diverse population and is home to 40 languages among its students. Over 600 of our students attend our campuses through inter-district transfers into Newhall School District. While currently undergoing declining enrollment we will increase in the future with the recent selling of home-sites and the future construction of three new schools as part of the Fivepoint development.

Over the years, Newhall has distinguished itself as one of the highest achieving districts in California. All of its schools have earned California Distinguished School honors with the latest three awarded in 2018. Six of its schools have earned National Blue Ribbon Schools Recognition with 3 recently earning recognition in November of 2019. In addition, Innovate Public Schools recognition for high achievement levels among our Hispanic students at our Title 1 school sites as well as being identified as the number one district for Hispanic students in the California Positive Outliers study. Newhall is proud of the success of its students as it continues to outperform neighboring districts and eclipsing by far, Los Angeles County and State test scores. Test results can be viewed at the NSD website (www.newhallschooldistrict.net) Additional school data is located for the district and all school sites on the California Dashboard (<https://www.caschooldashboard.org>). Our teachers, administrators and staff believe that through their efforts, all of our students can achieve at high levels and we live our vision statement, "Empowering Every Child, Every Day".

As a district, we believe in a well rounded curriculum . We include impressive programs in music, visual arts and science. Each school has a dedicated science lab. Two voter approved bond measure have yielded, over the years, new schools, modernized facilities augmented technology and a performing arts theater for all schools to use. There is no doubt that our community supports the Newhall School District.

We are proud of our community partnerships that enable us to meet the needs of our students and their families. Through a partnership with College of the Canyons (COC) , our students have had opportunities to engage with the campus to learn about community college and begin to think about going to college. Our parents are able to attend English classes at their school site taught by COC staff. In addition to this partnership, we have partnerships with LA County Arts Ed Collective, CalArts, the City of Santa Clarita, the Santa Clarita Education Foundation, and collaborate with William S. Hart High School District to ensure a smooth transition for students entering middle school.

All of the aforementioned is owing to Newhall's culture of excellence- from the Governing Board to staff to parents -that always put students first. This makes Newhall an exceptionally rewarding place for students, parents, community and staff.

During the Spring of 2019 , Newhall School District was challenged by school closures due to the pandemic. In planning for this, we organized our students into two groups, those that were interested in returning to campus as soon as they were allowed and those that wanted a full year of distance learning. We purchased digital curriculum for all teachers to use to provide continuity of instruction between the two groups and focused on both academic and social emotional needs. Students were provided laptops and hot spots so that all students had the necessary technology to learn. Guidance for teachers provided a focus on the most essential standards to be learned in English Language Arts and Math, while social studies, science, digital citizenship, visual arts and music were all offered as well. We were even able to offer our theater residency for 2nd grade students and Hip-hop residency for 6th grade virtually. So while it was a very different year, as far as the expectations for our instructional programming we continued to offer a comprehensive program for all students.

Prior to schools reopening, school sites engaged parents in barrier removing processes when students had challenges attending. Counselors and site teams ensured that supports were put into place to maximize student -learning opportunities, including small cohort in person instruction which was allowed even before school's reopening. The first to return for in-person instruction were cohorts of special education students in October with each program returning to campus one at a time, until all students in the in-person program had returned. In February of 2021 school reopened for the in -person hybrid model in general education and in March 2021 , students who had chosen in-person instruction , returned to school full time, with 1600 students remaining in distance learning for the remainder of the school year.

The year of school closure impacted the entire Newhall School District community and there are actions that we plan to take to meet new needs. Some of these are included in the LCAP and others are they are funded from a range of funding sources.

For example to aid in learning recovery, it was important to our stakeholders that we provide a district-wide approach to student supports and there are several actions we have taken in that regard. We plan to provide a Learning Support Teacher to all of our school sites. This teacher will teach students with high needs as well as facilitate the universal screening, progress monitoring and intervention services as each school so that all children with academic or social -emotional needs will have them addressed. In addition to this more targeted implementation of WIN (what I need) time, LEAP to Learning, a summer program, was offered to all families and students were able to attend 19 days of summer learning in English Language Arts, math and social-emotional learning.

Reflections: Successes

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

Newhall School District has a history of success. Prior to the pandemic and school closures, a review of the 2019-2020 California Dashboard data shows many areas of success. Academic achievement was high with ELA in green and Math in blue. While looking at the CA Dashboard, in ELA , the level is green, however that year we received notifications of a rescoring of a group of 6th grade writing assessments which would move us to the blue category. That was never reflected publicly, but is still a source of pride to the district. ELA outcomes were 44.1% above standard and mathematics were 38.5% above standard. All student groups who were below standard, maintained their level in their next grade level . English Learners proficiency growth was labeled high with 58.5% showing growth . This data while a source of pride is two years old. However, we will have CAASPP data from spring 2021 testing that will better clarify our current reality.

As we look at the 2020-21 school year, what a year it has been for our entire NSD family. If you would have told us back on March 13, 2020 that we would have spent the bulk of the 2020-2021 academic year in distance learning, I do not think any of us would have believed it. Yet through all this, the Newhall School District continues to persevere as a community. Our partnerships with our families have grown stronger as we worked hard to ensure learning was moving forward for all of our students.

Reflecting on the silver linings during the 2020-2021 school, a few things that stood out include:

- increased use and engagement of technology and Google classroom by all teachers across the District
- increased attendance and engagement at our Governing Board meetings
- increased participation by parents in the Superintendent chats held by our Superintendent each month
- increased participation of both parents at student conferences because of the use of Google Meets or Zoom
- families having access to free meals at all sites regardless of economic status

While many school districts struggled to transition back to in-person instruction, we first began implementing in-person school cohorts beginning in October for our Special Day Class students and our students enrolled in our Dual Language Immersion program. On February 19, 2021, we launched our in-person AM/PM hybrid model for over 4200 students at each of our ten schools, and then finally on April 19, 2021, we resumed full-time in-person instruction for the remainder of the school year. Throughout these difficult transitions, the Newhall School District maintained three Digital Learning Academies (DLA) for full-time distance learning all year for families who were not ready to return to school during the 2020-2021 school year. Providing these consistent and stable options for families to move in and out of during the year was well received by families and staff. To ensure students remained connected, the District loaned out over 4300 student devices and 1000 unlimited wireless hotspots to families who need them.

In looking at average daily attendance, we are proud to have maintained our typical districtwide attendance rate just above 96%.

We are proud of our accomplishments and understand that we need to review our most recent data to see our reality as we begin the 2021-22 school year. In order to build on our success we are recommitting to the practices that have brought us success in the past, while examining needs of student groups that may not be achieving at the same level. Recognizing that the pandemic has impacted student learning, despite outstanding teaching by our teachers, we believe that returning to what we do best, while providing additional supports in both academic and social emotional areas is key to continued success. This is reflected in the comprehensive plan that can be found within this LCAP, the Expanded Learning Grant, Title 1 and Title 3 plans

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.

Despite the incredible work of our teachers, families and students, there were challenges that were identified by our stakeholders and previously by outcomes as listed on the California Dashboard. Internal data collection over the course of the 2020-21 school year also revealed some areas that would need to be addressed.

Previous areas of concern based upon a trend analysis on the dashboard:

-Academic gaps for unduplicated student groups in ELA and Math. While ELA (green) and Math (blue) were strong overall, specific student groups were not. In ELA, students with disabilities were orange and English Learners and Socioeconomically Disadvantaged were yellow and foster youth that were not assigned a color were 75 points below standard. In math, English Learners and Students with Disabilities were yellow. Foster Youth, while they did not have color assigned were 57 points below standard.

-English learners language proficiency is a potential concern. While the overall growth is high with 58.5% making progress, that leaves (based on 2019 ELPAC testing) 23% that did not grow an ELPI level and 18% that went back a level. This data needs to be revisited when summative ELPAC scores in 2021 are returned in order to provide services to students who are not showing sufficient language proficiency growth. This language growth has impacted student's academic proficiency in ELA and math as well. The more targeted assignment of the ELA/ELD coach to schools with higher needs will be the focus in the 2020-21 LCAP as feedback has shown that the support given has impacted student progress on local indicators. This individual was previously a math coach and provides that support as well to individuals and teams with math needs.

-Students with Disabilities was a concern in 2019-2020 and so during the spring of that year all special education staff was trained in Orton Gillingham and supported through instructional coaching. These actions impacted student growth and outcomes and continued throughout the pandemic. The hiring of 2 Learning Support Teachers, funded by the Expanded Learning Grant will continue the focus on high quality instruction for these students and these teachers will work in co-teaching and directly with the students with the highest need for academic support.

For both the English Learners and Students with Disabilities, all teachers over the next year, will be trained in CORE reading, an action outside of the LCAP and supported by Title 2 funds which addresses all reading domains. School site SPSAs, also contain additional actions supporting this focus, including additional training, and parent workshops, beyond what is addressed in the 2021-22 LCAP.

In mathematics we will continue our work with coaching and the Learning Support Teachers will also be able to support language based concerns in math. In addition,

the use of the Universal screener and progress monitoring tools will provide specific information on strengths and weaknesses. This is a tool that will provide greater awareness than we had previously and can provide more specific supports as a result.

-Chronic absenteeism is an area of need. As a district, while our Dashboard percentage in 2019 was low at 5.8% it had increased by 0.7% putting us in the orange. Three unduplicated groups, English Learners (6.3% with 1.5% increase), Hispanic (7% with a 1% increase) and Socioeconomically Disadvantaged (8.6% with 1.5% increase) were also orange with percentages of chronic absenteeism as noted. Foster Youth were red with 33.3 % chronic absenteeism and an increase of 13%.

There is one other areas of focus as we look to the 2021-22 LCAP.

Suspension: While green overall , the African American suspension data was red. This was an area heavily addressed last year with monitoring and focused support during the pandemic and will continue to be a monitored focus this upcoming year. During the 2019-20 school year, as a result of this monitoring and targeted support, only 2/142 African American students were suspended. In 2020-21, 0 were suspended.

Current areas of continued concern based upon the 2020-21 school year:

-High numbers of chronic absenteeism during the pandemic (May 2021- 679 students had 10 or more absences)

-Social emotional needs of students

-Limited local data available to guide understanding of student mastery of the standards

-Academic learning gaps in core subjects of ELA and Math

All plans to address the gaps are listed in the description of need for each element above.

Our LCAP reflects each of these areas of needs with a range of actions to meet the needs of the whole child who attends school in Newhall School District and partners with additional resources including the Expanded Learning Grant, Title 1, Title 2 and Title 3 funds to address student need.

LCAP Highlights

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

The 2021-2024 LCAP is a reflection of feedback from parents, teachers, classified staff, administrators and our Governing Board. The Goal of the Newhall School District LCAP is to tell a story of the concerted efforts to provide high quality instruction for ALL students while providing consistent structures to address the social-emotional needs of our students. The four LCAP goals are:

Goal 1: Inspire students for a limitless future by ensuring that all learning environments are equitable, inclusive, and safe.

Goal 2: Maximize student learning by investing in exceptional staff, purposeful instructional programs, and high-quality facilities that are student-centered.

Goal 3: Utilize 21st century communication and partnerships by providing resources and supports to meet the diverse and dynamic needs of our students, staff and community.

Goal 4: Maintain high quality services for all students.

In the LCAP you will find that the Newhall School District continues to:

-place a high priority on the Arts

-provide high quality structured additional academic supports during "What I Need" time based on frequent and on-going assessment data

-encourage positive behavior choices by students and staff through each site's PBIS plan

-provide wrap around supports with high skilled and trained counselors on each campus

-ensure access to technology resources via our NSD Home Connect program

-make a concerted effort to educate and partner with families on academic supports, SEL supports, and technology supports through parent workshops at the District and site level



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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Newhall School District's four core values are collaborate, innovate, persevere, and excel. As a District, we pride ourselves on working collaboratively with our stakeholders on our key initiatives. As a component of our Local Control and Accountability stakeholder feedback process in February and March we engaged participants in a Zoom meeting process. This process entailed looking at 4 goals and providing each group with actions that we felt should move forward from the former LCAP. Participants collaborated in breakout rooms to provide feedback on our LCAP goals, and brainstormed ideas they believe would best support learning loss and social emotional needs because of the COVID-19 pandemic. Using a Google form, a recorder in each group collected the ideas and submitted the form at the end of each meeting. District administrators and Principals provided feedback on February 26th, parents had several options to attend at the District level during five separate evening meetings on February 27, 28 and March 1, 2, and 4. Teachers and school personnel participated in the same process and shared feedback on March 9th or March 16th depending upon site. Principals brought the survey and brainstorm process to ELAC at the site, although most members had participated at the district events.

After receiving the feedback from over 475 stakeholders, Instructional Services reviewed the information and identified common themes around learning loss and social emotional support needs. The Superintendent and Assistant Superintendent of Instructional Services met with the PTA/PTO presidents (3.22.21), School Site Council Chairs (3.25.21), and both union partners (3.26.21) to share the final considerations and gather additional recommendations. In February, students in all grades were surveyed to determine what type of school supports help them learn best and they were asked to identify the types of school activities that they would like to have at school. Following student feedback, a review of their thoughts were made to see how they aligned with the previous feedback received. Consultation with the SELPA occurred on April 15, and Principals continued to share with ELAC and SSC groups on site. A Parent Advisory Council /ELAC PAC which is comprised of ELAC members, PTA/PTO, and SSC representatives was held on June 1, prior to the public hearing on June 8, 2021. There was not any feedback given to the Superintendent prior to or at the public hearing and so while prepared to respond, there was not a need. The Governing Board approved the plan on June 22, 2021.

A summary of the feedback provided by specific stakeholder groups.

There was a great deal of consistency across all stakeholder groups. Big ideas that came out of the parent meetings included:

- Keep the current level of services in place (Assistant Principals, Technology support))
- Expanding Targeted intervention supports/WIN (What I Need) time across all sites
- Expanded summer school opportunity to included general education students
- Additional tutoring supports before and after school
- Ensuring full-time counselors remain in place at all school sites

A similar process occurred at the site level with Teachers and Other School Personnel for each school. Big ideas that came out of the site level meetings included:

- Continuing AP time, tech support
- Summer School and intersessions for general education and special education students
- District supported intervention program
- Before and after school tutoring
- Ensuring full-time counselors remain in place at all school sites
- Additional intervention/WIN (What I Need) support staff (Certificated and Classified)
- Extended school year

The only real variation came from student who wanted more clubs and sports activities at school .

The focus of both groups was the continuance of the actions in place and the addition of support for student needs as a result of the pandemic . There was a completely open ended question as part of the feedback process which asked them what actions should we take to address academic and social emotional needs as we return to school . It was from those responses that many prior actions were confirmed and others connected to expanded learning were proposed. Looking at current funding and new funding, the district began to maximize resources in a manner which would allow successful actions to continue and expanded learning opportunities to take place. Using the Expanded Learning Grant, beginning with the summer of 2021 and the concept of a summer session, the District created a plan to address learning loss and social emotional needs during the summer of 2021 and for the 2021-2022 school year aligned to strategy 1 and 2 within the expanded learning grant and supported through the LCAP with specific actions .

- Providing summer school for targeted general education and special education students (Strategy 1)
- Creating a District Response to Intervention (RTI) model focusing on reading instruction (Strategy 2)
- Extended school day in 2021-2022 (Strategy 1)

The vision for the summer school model based on parent and staff feedback included our traditional in-person ESY model and a second model called “LEAP to Learn”. A LEAP to Learn subcommittee consisting of site and district level administrators was created to address the needs of general education and special education students. The committee had to address staffing, curriculum & instruction, parent communication, and facility needs. The committee met for five weeks to problem solve these and create the proposal that was shared with the PTA/PTO President’s from each site as well as the School Site Council chairs. The Governing Board approved the LEAP to Learn plan on April 13, 2021. LEAP to Learn will be available via distance learning as well.

The vision behind the districtwide response to intervention model centered on providing researched based reading supports due to the over identification of certain student groups for special education services and the large disparity in reading scores between Title I schools and non-Title I schools on District assessments and the California Assessment of Student Performance and Progress (CAASPP). After collaborating with several primary grade teachers and a couple of school sites trying on the implementation of Explicit Phonics and Orton Gillingham training during the 2019-2020 school year with a great deal of student success, the Instructional Services department created a proposal for the implementation of 10 general education Learning Support Teachers (LST) and 2 special education LSTs. Each school will be assigned one general education LST and the special education LSTs would support programs across the District. The District and our Newhall Teacher’s Association collaborated to write a job description for this new position with a focus on providing targeted reading support to struggling readers and data analysis for grade level teams. In collaboration with our Newhall Teacher Association, a job description was crafted and approved by the Governing Board on 4.13.21. This action is supported in the LCAP with a universal screener .

Parent feedback during our LCAP feedback supported the idea of expanded learning opportunities based on the academic progress of their children throughout the year and the limited face-to-face instruction throughout the year. Executive Cabinet considered adding days to the school, and extending the school day, but could not reach agreement with the Newhall Teacher's Association on that action. The District moved forward with the teacher's suggestion for additional intervention staff to the schools with highest needs , along with the Learning Support Teacher position being provided to all school sites .

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

During our LCAP stakeholder meetings we shared our new LCAP goals for the 2021-2024 LCAP and asked for actions that Parents, Teachers, Other School Personnel, Principals and District Administrators felt would be meet the vision behind the goals. Feedback from all stakeholders) drove the following actions which are labeled as continuing or new:

- Full time counselors with a focused counselor on McKinney Vento and Foster Youth (new focus counselor)
 - Site allocations to support "WIN" time (continuing)
 - Additional assistant principal time (adjusted previous action)
 - Providing an additional Art teacher and the Art residencies (continuing)
 - Funding at least 6 hours of a bilingual Community Outreach position at each school site(continuing)
 - District bilingual Community Outreach to coordinate parent workshops and support (new-Title 3)
 - Adding additional library-media tech hours- (continuing)
 - Supporting ongoing development of PBIS programs and funding support at the sites-(continuing)
 - Parent training on academics and technology resources (new)
 - Continue using ParentSquare as the primary mode of communication with families because it translates in multiple languages (new)
- As mentioned previously, the LCAP is only one part of our work. We have taken the stakeholder feedback and used it to inform the Expanded Learning Grant and Title 1 and Title 3 plans.



Goals and Actions

Goal

Goal #	Description
--------	-------------

1 Inspire students for a limitless future by ensuring that all learning environments are equitable, inclusive, and safe.

An explanation of why the LEA has developed this goal.

The term learning environment encompasses many aspects of a school site and has a direct influence on student outcomes. A strong, positive learning environment is cultivated by credentialed teachers, meaningful instruction which includes access for all learners, and engaging opportunities which promote positive actions and opportunities. We believe that this is achieved when all students are provided a rigorous, collaborative, engaging learning environment that fosters active participation and ownership of learning in a comprehensive program, which includes art and music. In addition, student's academic and social-emotional needs are nurtured through positive connections with caring staff and equitable actions by all. We shared this belief with our stakeholders who embraced it as they reflected upon the actions needed to make it a reality in light of current data. Actions within this goal were vetted through stakeholders or are included as a result of their feedback. This goal aligns with state priorities 1-basic necessities, 2-state standards, 3-parent engagement, 4-academic achievement, 5-student engagement and 7-Access to courses. and 8-Other Pupil Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Increased percentage on school effectiveness surveys from parents in three key indicators: school activities, student excitement about learning and , ongoing regular communication .	The baseline percentages for the key indicators are as follows: Participation in school activities: 86.6% Student excitement about learning: (this baseline reflects distance learning) 48.7% Ongoing regular communication: 90.6%				Outcomes in all indicators will be 95% or higher.
Maintain and increase students response percentages to four focus questions on the Healthy Kids Survey.	Student responses to the three focus questions are as follows: 90% of the students reported yes all or most of the time to, "At my				Students responses to the four focus questions will be at 95% or above.

	<p>school teachers and other grownups care about you.”</p> <p>65% of the students reported yes all or most of the time to "I feel close to people at school."</p> <p>83% of the students reported yes all or most of the time to "Do you feel you are a part of this school?"</p> <p>86 % of the students reported yes all or most of the time to "I feel safe at school."</p>				
Teacher response to Q5 on the site effectiveness survey.- established procedures and routines that give staff a sense of order and predictability.	Based on a 1-4 scale the baseline data is 3.57				Based on a 1-4 scale, the teacher response will be 3.75 or higher.
Increased percentage of average daily attendance.	96.2% district-wide (needs to be adjusted for this year)				97.2 or higher
A percentage reduction in the number of students chronically absent resulting in a color change in the California Dashboard. If the dashboard is not available then we	In 19-20 four targeted groups were: Foster Youth- 33.3%- Red English Learners- 6.3%- Orange Hispanic- 7%-Orange Socioeconomically Disadvantaged 8.6%- Orange				Chronic absenteeism will be reduced and all student groups will be in the green or blue categories in the California Dashboard.

will calculate it internally.					
Reduce the suspension rate across the District overall and within significant student groups in the red, orange or yellow category on the California Dashboard.	In 2019-20 .6% of all students were suspended-green rating on the California dashboard. Two targeted groups: 4.4% -African American students-red 0.9% -Homeless- yellow				The overall District suspension rate will be reduced, and all student groups will maintain or reduce their suspension rate to be in the green or blue categories.
Maintain a zero expulsion rate.	0%				Maintain a zero expulsion rate.
The PBIS assessment rating system will be used to measure implementation of the program.	All schools are currently at the silver level of implementation.				All school sites will maintain a silver or earn a gold rating based on the PBIS rating system.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Art Residency	In coordination with the new Arts for All Plan and some matching funds, art residencies will be provided to students. The District's student outcome survey data after prior residencies demonstrates that for our low income, English Learners and Foster Youth students this participation in the arts is an integral part of school connectedness. As we do not identify low socio-economically disadvantaged students on our campuses, all ten sites will participate in the upcoming residencies. In 2021-22 we plan to implement a storytelling/theater residency for all 10 schools in 2nd grade which is tied to both theater and reading comprehension standards and to implement discipline specific expansion of dance, we will be incorporating Hip Hop dance at all 10 schools in 6th grade. The focus on storytelling and its relationship to reading comprehension was chosen based on unduplicated students' gap in district benchmark tests in reading which depending upon site ranges 15% or more lower than the group of all 2nd grade students.	\$20,436.00	Yes
2	Art Teacher	Provide increased access to arts education at all schools for grades 3-6 with the second District-wide art teacher and a focus on arts integration. The second art teacher increases access to art instruction in grades 3-6 District-wide for low socio-economic students whose access to this type of experience is limited. Lesson access will be doubled as a result of this action.	\$129,537.00	Yes

3	Additional Library Media Technician hours	The purpose of this action is to expand the hours of service in each school library and ensure that its assets (books, computers, periodicals etc.) are available during the entire school day. This was an action in the prior LCAP , but not available in the 20-21 school year. Feedback on the use of this additional time was that is allowed low income students which often included English Learners and foster youth to access to resources on site that could be used for class assignments or homework. Service hours will be expanded from five hours per day to six. Access to technology and resource materials may be challenging for these student groups who may not have the support at home to access these resources due to lack of transportation and resources.	\$78,320.00	Yes
4	English Learner Site Lead	Identify an English Learner Lead Teacher at each school site to participate on District EL committee and provide supports to sites on the following: <ul style="list-style-type: none"> - Newcomer welcome and protocols -Understanding grade level EL standards - Implementing Integrated and Designated ELD -Understanding ELPAC data reports and using them for instructional purposes -Using language objectives and the standards to plan instruction - Grouping English Learners for instruction -Progress monitoring of English Learners in reading - Implementing the reclassification process <p>In order to focus on English Learner student needs we need a dedicated teacher at each school site to serve as a liaison between the district and the school site and serve on the sites' Instructional Leadership Team to ensure English Learner needs are examined on a regular basis. With the launching of the District-wide intervention plan, they will bring their sites data to the monthly meetings, and engage in data analysis and problem solving based upon their school's student outcomes. They will also lead the work on goal setting for English learners who are demonstrating expected growth in language proficiency.</p>	\$7,900.00	Yes
5	Summer ELPAC Initial Assessment Team	Assess incoming English Learner Kindergarten students prior to the start of school with a District Testing Team model using the ELPAC to maximize student learning time based on initial data. District Testing Team will conduct the listening and speaking assessment for all students on their initial assessment and this will provide teachers with actionable data from the first day of school.	\$11,095.00	No
6	Positive Behavioral Intervention Supports (PBIS)	In 2018, when schools began their first year of leaning about this systemic approach, in the area of suspensions, Foster Youth was red, and English Learners, low socio-economic students and students with disabilities were orange. By the following year, all 4-student groups were green. It is imperative to reset this work so that these student groups at all school sites continue to make positive behavioral choices as they fully return to school . While this action was considered as one to bring forward, it became imperative as the	\$54,278.00	Yes

		<p>students who were returning to school and displaying challenges were centered in the low income, English Learner and foster youth student groups. The District schools have participated in PBIS and have accomplished their initial training in Tier 1 however, there is a need to revisit the basics and put past practices into place as students return to school . This may also necessitate the reformation of PBIS site teams, needs analysis for each site, and planning meetings based on needs. This will ensure that these structures which brought such success in the past , will continue to support students in making appropriate choices. As stated, this has immediately become a need as students began to return and their specific needs for more intensive proactive intervention emerge. It is imperative to reset this work and to expand into Tier 2 structures so that these student groups at all school sites continue to make positive behavioral choices as they fully return to school .</p>		
7	Lead Counselor-McKinney Vento/Foster Youth	<p>The Newhall School District staff continues to provide social and emotional support for our students experiencing transitional housing and/or in Foster Care. At the District level, staff continue to partner with Los Angeles County Office of Education and related local government partners to cultivate continuous improvement of currently established systems of support, and to keep abreast of new opportunities to support students and families. All district staff continue to receive professional development in meeting the needs of students experiencing homelessness and Foster Care. The District Liaison for McKinney Vento and Foster Youth provides direct, on-going guidance and support for students and families through direct case management, communications and messaging around available resources. District staff have built a cadre of community support through a variety of church organizations, and family social service agencies, to provide students and their families with needed food, clothing, housing, and medical care resources, as well as access to benefits and job opportunities. In addition to community resources, the District houses Family Resource Centers on three campuses spread throughout the district to provide a higher level of direct resource connection to families, who are welcome any time during school hours. Family Resource Centers maintain much needed food, household and clothing resources for families. Monthly food distribution events are coordinated to provide another layer of support for families. All supports - community and school based - are disseminated directly to families, at the school site level, through initial and on-going case management that is facilitated by our team of administrators, teachers, counselors, community liaisons, social worker and district liaison. Parent education presentations and family events to support health and wellness of these student groups are ongoing.</p>	\$91,690.00	Yes
8	Lead School Psychologist-Mental Health and Inclusion	<p>This role supports all NSD students to ensure that the social and emotional well-being of students are met. In addition, this person actively supported the commitment to the education of our students with Individual Education Plans (IEP) in the least restrictive environment (LRE). The roles and responsibilities of this position are to lead to improved social/emotional wellness and academic achievements of all students, including students with disabilities. The Lead Psychologist – Mental Health and Inclusion Special Education</p>	\$21,875.00	No

		<p>roles and responsibilities include:</p> <ul style="list-style-type: none"> ·Evaluating the needs of students experiencing a variety of interruptions in the educational environment with an emphasis on student emotional, social, behavioral and mental health; ·Overseeing and contributing in a leadership role District mental health initiatives; ·Contributing to individualized education programs for students including remedial programming that will enable students to attain maximum educational growth and behavioral adjustment; ·Conducting individual and group counseling activities; ·Consulting with teachers, administrators and other district personnel in a leadership role to develop, implement and monitor inclusive practices for students with disabilities; ·Providing assistance to families through counseling, consultation and linkage to school and community-based mental health services, and other related functions. 		
9	Counselors	<p>The purpose of this program is to reach at-risk students and provide assistance to overcome behavioral and emotional obstacles to learning. Local data on referrals for counseling support and behavior referrals have shown a disproportionate amount of need among low income students primarily and secondarily among English Learners and foster youth. CA Dashboard data has shown that since the counselor hours were expanded after 2018, suspension outcomes for these student groups were minimized. Foster youth moved from red to green and English Learner and low income students progressed from orange to green. By expanding the position to full time status, this will provide additional counseling support to students in small groups, 1-1 sessions and increase their time in the classrooms with class lessons. Poor attendance is an additional area of concern for the same student groups and counselors can support engagement and re-engagement practices with parents and students as they did during the 20-21 school year during the pandemic, as well as, support school site attendance actions.</p>	\$874,574.00	Yes
10	Social Worker	<p>As our two sites with the highest percentage of unduplicated students, McGrath Elementary (95%) and Newhall Elementary(99%) share a social worker position. These two schools have established community rooms with support for families on campus in the area of basic needs and a variety of community partnerships which support their families. With a growing population of McKinney Vento students, there is an increased need to support the homeless students at both sites and provide outside services to these families. Stakeholders have indicated that there is a need for each school site to have their own social worker position located on their campus so that greater attention and responsiveness can occur. In partnership with the District, they will continue to fund their own half of a position and the District will fund the other half for both school sites. In addition to the counselors work on attendance and family outreach, the social workers will also support families in removing barriers to school attendance, connecting them to community services and resources. The attendance of all three student groups is an issue on both campuses.</p>	\$78,090.00	Yes
11	NSD Home Connect	<p>We have previously provided students with home access to technology by providing sites</p>	\$52,003.00	Yes

		with Chromebooks. This program is now expanding to allow greater access to laptops and hot spots with an increased number of hot spots at all school sites. At our high needs Title 1 sites there are high numbers of students who do not have technology access or internet at home and at our other five sites low income students also have this need which was revealed during the pandemic. This program allows us to provide students with equitable access to resources they need to do homework and engage in supplementary programs in language arts and math. The NSD Home Connect checkout process allows students to be issued a site computer and a wireless hot spot at home for a week at a time and to renew its use as needed .		
12	Attendance Recognition and Response	Attendance is a concern for many of our school sites and among our low income foster youth and English Learner students. At the school level, counselors will continue the work that they did during the 20-21 school year engaging and re-engaging families and students who have greater than expected absences with the primary goal to remove barriers to regular school attendance. Both School Attendance Response Teams (SART) and District Attendance Response Teams (DART) will be utilized prior to a more formal School Attendance Review Board (SARB) process. A school site goal for attendance improvement will be established and recognition provided to the school community for meeting their monthly attendance goal.	\$3,250.00	Yes
13	Social Emotional Screener	A social emotional learning (SEL) program was purchased that will result in counselors and school psychologists being able to provide systemic social-emotional learning to students in need. This action pairs with the full time counselor support and allows for targeted and focused student group counseling sessions as well as 1-1 sessions. In addition , there are progress monitoring tools and specific social emotional supports which allow for data on the effectiveness of this tool The program will allow staff members to frequently survey students' social emotional well-being, identify areas of needs, provide targeted SEL support, and progress monitor students' response to intervention. This program includes detailed views of student wellbeing and SEL and staff access to the Playbook Intervention and Curriculum Library. In addition, staff members will be supported by the program's support department to ensure proper implementation. As noted with the action for counselors ,there is a greater need among our noted student groups and as such meeting their needs were considered first in moving forward with this tool.	\$41,819.00	Yes
14	Teacher Leadership - Inclusive Collaborative	Inclusive Collaborative is designed to promote inclusive practices across the District. The collaborative initially launched in 2019-2020 and will be formed again to continue their focus on students in RSP programs in the 2021-22 school year before moving on to address other types of special education placements such as Special Day Class. Stakeholders have indicated that this group of site leaders, is integral in supporting inclusive practices. This collaborative will include the RSP teacher, general education teachers and site and district	\$7,292.00	No

administrative representatives. The group will meet as a collaborative that studies best practices and makes recommendations for district-wide inclusive best practices. When implemented these practices will provide greater integration and connectedness for students who receive special education services.

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
2	Maximize student learning by investing in exceptional staff, purposeful instructional programs, and high-quality facilities that are student-centered.

An explanation of why the LEA has developed this goal.

As a district our academic outcomes are strong for our students overall. We believe that in order to maintain that level of excellence and to help all students reach their full potential, we should continue to provide all staff on-going training through job-imbedded best practices. Ensuring that the necessary resources, materials, and technology are available in classrooms, and are utilized purposefully and accessible to all students. As we look at student groups within the District, opportunity gaps do exist for English Learners, students of low socio-economic status and foster youth. In addition to the maintenance of our overall efforts, specific actions to ensure an elimination of the gap are planned. This goal is aligned with state priorities 1- basic necessities, 2- state standards, 4- academic achievement, and 7- course access and 8-other student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
California Assessment of Student Performance and Progress (CAASPP), the overall distance to standard met for all students .	44.1 points above standard met in English Language Arts 38.5 points above standard met in Math				All students in grades 3rd-6th, will be at least +45 points or higher on the English Language Arts and math assessments.
Grade level benchmark expectations based upon Fastbridge assessments	New Assessment- not available				In grades TK-2, 80 % of all students will meet or exceed standard on trimester grade-level District benchmark assessments in ELA and math.
Reduction in CAASPP test "meets standards" score for unduplicated student groups and special education.	Current Gap ELA : English Learner - 3.5 point gap Special Education -50 point gap Foster Youth-75 point gap Current Gap Math: English Learners-2.4 point gap Special Education-54 point gap Foster Youth- 57 point gap				Unduplicated students and students in special education will meet standard at the same rate as all other student groups on the CAASPP test in grades 3-6.
State and district reclassification criteria and long-term English Learner data.	97.6% were reclassified by 6th grade 2.4% Long Term English Learners				98% of English Learners will be reclassified by 6th grade. No students will be classified as long-term English Learners.
Annual English Learner students	58.5% grew in their language proficiency ELPI				75% of English Learner students will demonstrate growth of one

growth language proficiency calculated at the district and confirmed by ELPI level data when available.	level.				or more ELPI level.
---	--------	--	--	--	---------------------

Actions

Action #	Title	Description	Total Funds	Contributing
1	Data Analysis	Academic gaps exist among the district's "all" student group and students who are English Learners, low income, foster youth, and Hispanic. This has been identified earlier in the LCAP as we reviewed CA Dashboard data. In order to provide teachers with the ability to create standards based assessments they need tools. These data/assessment programs provide teachers with the ability to create standards based tests, disaggregate the data and then plan instructional interventions during their PLC meetings. Teachers will utilize data and assessment platforms, DnA and ESGI to support their abilities to assess students on essential standards in English Language Arts and mathematics and analyze student needs in the essential state standards in order to plan instruction and supports. These systems will be used for district benchmark assessments, unit tests, and site created instruments, including common formative assessments. Assessment trends will be reviewed at the sites and the District to determine the supports necessary to ensure high level of achievement for all students.	\$50,038.00	Yes
2	Universal Screening and Progress Monitoring	As part of the district-wide intervention plan, all students will be assessed at the beginning of school as well as each trimester using a common universal screener in English Language Arts and Math, however, the decision to use a Universal Screener in academics that would provide not only screening three times a year, but progress monitoring following intervention teaching came from the concerns from parents, teachers, and principals that represent our student groups (EL, low income, foster youth) who have already demonstrated academic needs. After the year of school closures and distance learning these stakeholders wanted assurance that student needs would be immediately known and acted upon. The Fastbridge program which aligns with the DnA data platform, used in the District will provide 'just in time' recommendations for instruction and progress monitoring tools for students who are in n intervention. School sites will use this information as they create their groups for site- based intervention services.	\$46,186.00	Yes
3	Site Intervention (RTI) Plans	The purpose of the site intervention plans, which are also known as "what I need time" is to coordinate with the District provided Learning Support Teachers in the implementation of services for students who need additional instructional supports or extension based on ongoing site data analysis. Site plans include additional support staff, resources and training of staff for students who struggle and state and local data demonstrate tend to be	\$1,625,100.00	Yes

		<p>low income, foster youth or English Learners. These student groups may not have the same support or resources, due to poverty, language barriers, parent education, or limited or no enrichment opportunities. At each school site, the teacher teams design their program based upon student outcomes demonstrated by data. This data may come from universal screening, or grade level priority standards assessments. Each Friday, teacher teams determine the grouping for the upcoming 6-8 week instructional cycle as part of their PLC meeting. Once the student needs have been identified through this data analysis, instructional planning occurs and the cycle begins the following week. There is ongoing progress monitoring. During subsequent Fridays, analysis of student growth occurs and grouping may change. This is an ongoing fluid process always centered on student progress on the targeted focus area. The funding for these programs are offered at the school site with amounts allocated to each site based on unduplicated pupil counts. Past plans and data have verified that the student groups at each school site are the majority of the students who require these instructional support services. This is supported by the CA Dashboard data that shows that in ELA and Math, low income students, English Learners and foster youth are not performing at the same levels as their peers.</p>		
4	District Support Team	<p>The District has implemented a support team model (DST) as a proactive model for school sites where academic growth overall or specific student group outcomes indicate a need for ongoing support and barrier removing from this District team. The work has been centered at three Title 1 sites who have the highest numbers of English Learners, low income students and foster youth and also have flat or decreasing data in English Language Arts and Math. The team is comprised of the Superintendent and District office administrators representing all departments so that barriers can be removed with expediency. The team collaborates and supports the site administrators in developing long-term and short-term goals and engaging in inquiry cycles related to them. Specific areas of concern are reading achievement, language proficiency and social-emotional needs. As a result of prior work with the school sites, explicit instruction in reading has been provided to students, and social emotional supports were provided. The actions of the team and school site is dependent upon current data and will be determined when the 2021-22 school year begins. This work is an extension of the leadership work we have engaged in during the last few years with the Center for Educational Leadership in instructional leadership and the adoption of our instructional framework. The DST will continue this work the Center to enhance the team's ability to support inquiry, coach and support student outcomes at each of these three school sites based on their specific needs for these student groups.</p>	\$10,834.00	Yes
5	Instructional Leadership Team	<p>School sites have established Instructional Leadership Teams. This team is actively involved in analyzing the instructional needs on each campus, especially with their student groups that are not achieving at the same level as other students. Each site team creates and implements a professional learning plan to enhance teacher practices in the classroom for students who are needing extra support. The team also analyzes outcomes as the school site implements its SPSA as well as analyzes ongoing local data to make "just in time"</p>	\$27,085.00	Yes

		decisions based upon student and teacher needs. As noted elsewhere, the academic needs are centered among the English Learner, Foster Youth and low income student groups.		
6	Instructional Framework-MILE	The MILE (measure of instructional leadership expertise) provides feedback on what and how leaders observe in the classroom based on the District's instructional framework, how well they provide feedback for teacher learning, and how they consider professional development. There are rubrics for each of these as well as a crosscutting rubric for "inquiry." This process will assist administrators analyzing what they already know, pay attention to and consider, and provide information for the administrative team to guide professional learning for the administrative team on the instructional framework, thus enhancing feedback to teachers on their practice in the classroom. Results will also inform professional learning for administrators.	\$5,400.00	No
7	ELA/ELD Instructional Coach	Data demonstrates that there continues to be a gap in student outcomes between English Learners and English only students or redesignated English Learners. There continues to be a need to ensure that English Language Development is implemented in designated and integrated targeted ways to better support these learners. This position will provide modeling , co-teaching and planning support to aid teachers in better meeting the needs of their English Learners. They will serve on the English Learner Collaborative and provide professional development as needed. In addition to the needs of English Learners at all sites, this program is offered District-wide to provide all teachers sustainable support in providing explicit foundational skills instruction based upon student assessment information. All school sites have English Learners. In addition, in examining several years of district benchmark data schools with high numbers of low income and foster youth students demonstrated a greater need for enhanced reading instruction as based upon fluency score comparisons. This learning gap exists however at all school sites between the these student groups and other students and are among the groups represented on the Dashboard. This additional focus on coaching and professional development on explicit reading instruction will be an ongoing effort as we return to school and in the next several years.	\$130,853.00	Yes
8	Bilingual Support Program	This program is offered to provide schools with primary language instructional support to ensure English Learner students' progress toward redesignation. Instructional aide support is offered for the first three months of an EL student's enrollment as needed and provide support in core subjects.	\$150,359.00	Yes
9	EL Goal Setting	In 2019, there were 18.4% of English Learners who showed a decrease in their language proficiency level It is important to determine why students are not growing in their language proficiency and to set goals for language growth. With a year of school closures, it will be important with current ELPAC scores to re-examine this data and ensure that there is an awareness of current student need. Each school site will identify the students who decreased in language proficiency from their prior score and with the support of the EL Lead and classroom teacher engage in goal setting conferences and determine necessary supports to enhance language learning.	\$4,254.00	No

10	Additional Assistant Principal Time	The purpose of increasing Assistant Principal time is to provide additional school resources at high-needs schools with larger numbers of low income, foster youth and English Learner pupils. We currently have 5 Title 1 school sites. By district formula, the two highest needs sites have enrollment to support a full time Assistant Principal. At the remaining 3 sites, the low enrollment would only provide a part time split position which would not allow for the critical work that needs to take place in supporting best instructional practices, data analysis, and parent engagement. At these 3 sites, the additional Assistant Principal focus will be used in those three areas; monitoring and supporting instruction, data analysis for the targeted student groups and parent engagement for the same student groups. This support will be provided to the 3 remaining Title 1 schools with the next highest unduplicated student counts and would expand the allocation of time to a full time position.	\$357,306.00	Yes
11	Science Instructional Coach-Professional Learning	This program is offered District-wide. Its purpose is to provide all teachers sustainable support in the Next Generation Science Standards and technology integration. This position is responsible for supporting the District-wide course of study aligned to the standards. In examining the first year of CAST preliminary results, schools with high numbers of low income, foster youth and English Learners demonstrated a greater need for enhanced science instruction and their teachers reported a greater struggle with teaching grade level science content due to conceptual understanding and vocabulary . This position will focus on direct teacher support such as professional development and also lead the Science Assessment team which will analyze the local assessments for student outcomes in order to modify and enhance instructional content and practices.	\$130,853.00	Yes
12	NGSS Assessment Analysis Team	Grade level representatives from all 10 sites will meet to analyze student outcomes on end of unit assessments in science in order to determine student understanding district-wide and possible instructional modifications. In examining the first year of CAST preliminary results, schools with high numbers of low income, foster youth and English Learners demonstrated a greater need for enhanced science instruction and their teachers reported a greater struggle with teaching grade level science content. CAST was given this spring and the team will disaggregate these student group outcomes from the year of distance learning. Recommitting to our NGSS units of instruction and local assessments combined with the work of this team will allow for instructional modification and refinement to take place to enhance student outcomes.	\$16,458.00	Yes
13	Professional Development- New Teachers and New to Grade Level	In order to ensure that all newly hired teachers are prepared, new teacher training will be provided. This training will include an introduction to all curriculum materials, Newhall School District instructional best practices, the instructional framework and coaching supports. Training will also be provided, when needed, for teachers who are new to the grade level.	\$3,038.00	No
14	Professional Development- Guest Teachers and	In order to ensure that all teachers who teach in Newhall School District are trained in using adopted and purchased instructional materials., our guest teachers and intervention	\$3,038.00	No

	Intervention	teachers will be provided support in all core and supplemental programs used in the district. This will ensure a basic understanding of al instructional resources to be used with our students.		
15	Teacher Collaboratives	A variety of teacher leadership opportunities will be offered to teachers . These Collaboratives focus on student need, study the topic of their collaborative and make recommendations for classroom practices to address the issue being studied. The planned collaborative teams include science, reading, assessment, and technology. These teams disaggregate data and focus on student outcomes in their content area as they examine current data within the lens of past trends.	\$17,014.00	No
16	Science Lab Technicians	The purpose of this program s to support science instruction on each school campus . Opportunities for hands-on science instruction inquiry based learning and experimentation is limited for several student groups including low income students, English Learners and in some instances foster youth. We have found that other student groups have greater opportunities outside of school for these types of experiences and this was definitely during the pandemic as resources for these student groups at home were limited and learning was impacted as a result. This staff will support the classroom teacher in gathering materials, setting up experiments and ensuring that the classroom teacher has what they need to provide in class access to this instructional content.	\$255,470.00	Yes

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
--------	-------------

3 Utilize 21st century communication and partnerships by providing resources and supports to meet the diverse and dynamic needs of our students, staff and community.

An explanation of why the LEA has developed this goal.

Parent engagement is a critical component in student success. We believe that in partnership with our families, and through the use of multiple modes of communication and opportunities for engagement, we will be able to ensure the success of all our students. Stakeholder feedback in this area stressed the need to continue to engage parents and families as we have in the past. In addition, specialized opportunities for incoming families, parents of TK and Kindergarten students, Newcomers and gifted students should be a focus. Recognizing the success of virtual opportunities during the pandemic we plan to continue to offer engagement opportunities at various levels; the District, the school site, and the classroom, in coordination with the LCAP actions based on indicated needs. An empowered community is an engaged community! This aligns with state priorities 3- parent engagement, 5-student engagement and 6-school climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
School Effectiveness Survey parent participation	The percentage of school effectiveness surveys returned is 66%.				The percentage of school effectiveness surveys returned is at least 60%.
Percent of participation in fall conferences.	95.7% participation rate				All schools will have over 98% participation rate at fall conferences.
Parent participation in the monthly Superintendent Chats.	The average number of parents who participate in the monthly Superintendent's chat is 50 parents				The average number of parents who participate in the Superintendent's Chat will be 75.
Participation in LCAP stakeholder meetings.	The number of parents that participated in the LCAP stakeholder meeting was 120.				The number of parents who participated in the LCAP stakeholder feedback sessions will be 300 or more.
LCAP Advisory Council Survey	Formation of council , data to be determined.				80% or more of the LCAP Advisory Council will indicate that their input was valued and considered .

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Engagement Nights	Newhall School District has sponsored highly successful family nights that bring the classroom learning into a fun family event. These events were started to provide opportunities for families of These nights called GDAC and DELAC night have involved science and engineering, visual arts, and cooking. Taught by teachers, standards are interwoven into the fun and engaging events and parents have an opportunity first hand to see their child's learning in action.	\$9,754.00	No
2	Welcome to NSD	This action is designed to improve the experience of new families in the District, especially those at our high needs school sites by providing short "how to" workshops on a range of topics such as establishing an email, logging into Parent Square, and understanding parent involvement and engagement opportunities as well an academic and social-emotional learning overview. This need was discovered as the family members for low income and English Learners have struggled engaging with technology applications in the District. Stakeholder feedback from these schools as well as parents of English Learners at all school sites indicated that they needed additional support beyond any school site actions. This need was determined to be extremely high at the schools with high numbers of these student groups, but was also present among that student population at sites with smaller numbers. For that reason, the workshops will be offered to all incoming families.	\$1,083.00	Yes
3	Parent Workshops TK-2	Stakeholder feedback, especially from schools with high numbers of low income students indicated that parents would like support in understanding how to help their children at home in basic foundational skills in reading and math. There is a need to provide this support for all families who represent these student groups with an additional focus on English Learners and foster youth students. Data over several years has shown a gap in students' benchmark tests between these student groups and other student groups. After the initial universal screening, student data for students in these student groups will be analyzed first and their parents invited to participate in the literacy workshops. Engaging parents as requested as well as engaging them in sharing their ideas and feedback will result in stronger outcomes for all students.	\$39,004.00	Yes
4	English Learner Focus Parent Workshops	Individual school sites have offered parent programs such as the Latino Literacy Project and PIQE. These opportunities are not offered regularly, nor do all English Learner parents have an opportunity to engage with these workshops. To provide an equitable opportunity, as requested by stakeholders, the District will sponsor workshops in the Latino Literacy Project and other EL specific workshops for all interested parents. Future workshops will be offered based upon parent feedback and survey outcomes.	\$12,500.00	Yes
5	District Community Outreach	A district level community outreach position will be utilized to coordinate site and district events, support the collaboration of community partnerships, and parent awareness advocacy and empowerment, specifically for English Learner families.	\$36,652.00	No

6	School Community Outreach	<p>The bilingual school outreach position is focused on parent engagement specifically parents of students who have historically not engaged in the school for a variety of reasons. Data and feedback on this position from parents have indicated that this staff member is viewed as the connection between the school and the home by parents who speak a language other than English, or may be low income. This position coordinates parent engagement activities at the site, provide liaison between school and home to improve learning experiences for students; assist in home/school relations; coordinate parent committee meetings, and provide parent training and classes. As planned, this action provides 8-hour bilingual Community Outreach position at our two highest unduplicated pupil count sites to engage parent in their child's education and support community connections. At our remaining schools, a 6 hour position will be provided.</p>	\$496,365.00	Yes
7	Parent Communication	<p>ParentSquare will be used at the District, site and classroom level to communicate to parents and guardians. This tool was discovered during the pandemic as we looked for a method to better communicate with our families, especially our families of unduplicated students who appeared to not be responding to the methods we were using. Prior methods relied on auto-calls and emails. ParentSquare with its social media like look is parent-friendly, messages are sent in the language listed in the student information system. Parent feedback on the use of this tool at parent meetings has been overwhelmingly positive across all ten sites.</p>	\$29,600.00	No
8	Attendance	<p>Student attendance and notifications to parents will be monitored by the District office using its current student information system. Students who begin to show a pattern of excessive absences will be addressed individually by site administrators and classroom teachers. This will include the District SART and the new DART process which has shown to be a significant support in supporting families prior to a SARB process.</p>	\$0.00	No
9	Special Education Advisory Council	<p>The purpose of the Special Education Advisory Council (SEAC) is to develop a positive and knowledgeable partnership between the parents and caregivers of children with exceptional needs and the professionals who serve them.</p> <p>The goals of the SEAC are to:</p> <ul style="list-style-type: none"> • Develop communication channels between individuals with exceptional needs and/or their parents or guardians, school district administrators, and professional staff. • Make available a support system by which individuals with exceptional needs and/or their parents or guardians and the professionals who serve them may express their needs and concerns for their children's educational progress to the appropriate person. • Give a voice to all members through an annual survey to determine the areas of need. In partnership with Newhall School District's Cabinet, the information gathered from the annual survey will drive the priorities of the District. • Assist in parent education and to function as a support group for students and/or parents or guardians of students with exceptional needs, and the professionals who serve them. • Establish Newhall School District's Community Advisory Committee (CAC) that will provide 	\$1,823.00	No

		representation at the quarterly Special Education Local Plan Area (SELPA) meetings.		
10	LCAP Advisory Council	The LCAP Advisory Council will be a district level council comprised stakeholders who will meet once a trimester for updates on the implementation of LCAP actions and review data for the student groups which are a focus of this LCAP. This group will serve to provide feedback and ideas several times a year instead of just once a year during the formal stakeholder meetings in the spring. Participants will apply and will be chosen with a goal of creating balance among all stakeholder groups including parents and community members, teachers, and staff.	\$1,975.00	Yes

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
4	Maintain high quality services for all students. The metrics and actions described below will be implemented to ensure that the progress made within State Priority 1 and the implementation of academic content and performance standards in State Priority 2 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal.

An explanation of why the LEA has developed this goal.

An analysis of available data and input received from stakeholders has not identified concerns or needs within Priority 1 and the implementation of academic content and performance standards in Priority 2. Priority 8 is addressed with the focus on technology and student outcomes. The metrics described below were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. The accompanying

actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators and school site councils.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Percentage of teachers fully credentialed and appropriately assigned as reported by Human Resources yearly.	100% of teachers are fully credentialed and assigned appropriately.				100% of teachers will be fully credentialed and appropriately assigned.
All students will be provided instructional materials and standards based instruction as measured by the quarterly monitoring and reporting to the Governing Board on the Williams Act report.	100% of students were provided instructional materials and standards based instruction.				100% of students will be taught state standards and provided standards aligned materials as measured by the quarterly monitoring and reporting to the Governing Board on the Williams Act report.
School Facilities status as measured by Facility Inspection Tool (FIT).	9 out of 10 schools score exemplary with one with a score rating of good.				100% of students will attend a school that is rated as exemplary.
Student Technology Standards Proficiency Percentages	Baseline scores for grade level technology proficiency is as follows: Kindergarten- 67% First- 65% Second-72% Third- 75% Fourth-84%				The demonstration of grade level technology standards will be at 80% or higher for all grade levels.

	Fifth-77% Sixth-75%				
200 minutes of PE every two weeks	100% of students engage in PE every two weeks.				Maintain at least 200 minute of PE every two weeks.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Highly Qualified Teachers	The Human Resources Department will work to ensure that all teachers are properly credentialed and assigned.	\$27,435,860.00	No
2	Core Instruction	All students will be taught the California State standards through the use of core curriculum materials. We will provide and maintain required areas of study for: *English-language arts *Mathematics *Science/Health *History/Social Science *Physical Education *Visual and Performing Arts.	\$0.00	No
3	Core Materials	We will provide all students with access to required consumable materials for continued implementation of core curriculum and access to digital resources.	\$130,076.00	No
4	Technology Support	Deploy a site based technology support technician at each school and allocate additional classroom technology support specialists based on a District-created formula that addresses the school sites with the greatest needs for both teacher and family supports. We continue to see a disparity between Title 1 and non-Title school sites as well as with unduplicated student group members at our non-Title 1 sites. This disparity exists in technology awareness and preparedness, and family needs regarding its use. Ensuring that all students' needs are met is a high priority.	\$597,120.00	Yes
5	District Website	To continue to engage with the Newhall School District community we will renew the contract for website design with translation feature. This also allows all school sites to host their own content for their school community.	\$19,903.00	No
6	Supplemental Materials	Provide on-line instructional materials resources at all 10 schools. Resources designed to support differentiation to meet the needs of all students. These supplemental materials include DreamBox, Raz-Kids, Type to Learn, Safari Montage, and Nearpod.	\$192,187.00	No
7	Facilities	The District will maintain all school facilities in good repair.	\$2,231,266.00	No

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP 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.

Not applicable to this year's LCAP 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 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.71%	\$4,578,196.00

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.

In Goal 1, Actions 1 and 2 are centered in the concept of arts integration. After assessing the needs, of our English learners, foster youth and low income students, we have seen the power of the arts in their education. Student surveys after experiences with the arts revealed that for the majority of our low income and English Learner students their exposure to the arts is primarily provided at school, and 73% of them indicated in post surveys indicate that engaging in these opportunities is part of what they like about school (connectedness) Arts integration is a powerful tool in enhancing the learning of students who struggle. In our district, the majority of students who struggle are English Learners, foster youth and low-income. Our focus on arts and arts integration is a result of our goal to ensure that all students

achieve at high levels and reach their full potential both academically and social emotionally. Providing access to these students who are present on all ten of our campuses allows for both direct student services and mentoring, and professional learning for our teachers who are present in these learning sessions, however, we anticipate a more direct impact with our focus students, rather than students as a whole. We also believe that the more connected students are to their school experiences, the greater their attendance and the potential for learning. In 2006, in the Educational Leadership article Arts Make a Difference, the authors' state, "But evidence is now emerging that shows that arts education can have powerful effects on student achievement. Moreover, these effects may be most profound for struggling students. "They go on to cite a study by Catterall and Waldorf, (1999) who stated that "Standardized test scores of students in 23 arts-integrated schools in Chicago, Illinois, most serving low-income students, rose as much as two times faster than the scores of youth in more traditional schools." While this work may seem a bit dated, a more recent study, How Arts Integration Supports Student Learning: Students Shed Light on the Connections by Moss and Morris (2016), discovered that low income, low performing students who engaged in arts instruction had higher gains in their analytic skills than their peers who were described as "in the middle" of the class. It is more difficult to connect the academic growth with the arts, but the one high needs school that identifies as an arts integration campus was (pre-pandemic) closing the gap between their unduplicated students and their peers at a faster rate than others. Knowing that community resources and opportunities are limited for many of our students, by providing access in our schools we can ensure that our students with the greatest needs will experience success. This action is carried forth from the 2019-20 LCAP due to the effectiveness of the access for our students as measured by their survey outcomes.

Goal 1 Action 3 focuses on equity and access. We know from examining anecdotal data and feedback from teaching staff and parents that access to public libraries is an issue for low income families who may also be English Learners or Foster Youth. By expanding hours of service in each school library the school site is providing resources during the entire school day. Access to technology and resources may be challenging for students who need to rely on public transportation and support of family to go to public libraries. Parents have reported that they cannot take their children due to work and they are not comfortable with them going on their own. By providing expanded service at school, our students can have the resources they need in order to complete classwork and homework and participate in school programs such as Accelerated Reader. While this is offered LEA-wide, the majority of students who access this extended time are in one of the unduplicated groups. This is an action that LCAP stakeholder feedback data indicated pre-pandemic was utilized and desired and data will continue to be gathered during the 2020-21 school year as to ongoing usage and opportunities for students to engage with books and media as a result of this extended time.

Goals 1 Action 6, Positive Behavior Intervention and Support and Goal 1 Action 9, Counselors and Goal 1 Action 13 are all focused on a system of student support. The purpose of implementing a school-wide system of supporting and engaging students in learning how to make the right choices at school is to provide a more supportive learning environment. As a result of implementing this program prior to the pandemic, suspension rates declined significantly among unduplicated students. Foster youth improved from red to green and English Learners and socio-economically disadvantaged students improved from orange to green on the California Dashboard. A continued focus on these student group needs currently requires that as a system we move from Tier 1 of PBIS to Tier 2. This action is in place to ensure that all unduplicated students regardless of school site are impacted by PBIS Tier 2 support. The NSD counseling program is aligned to reach at-risk students and provide assistance to overcoming emotional and behavioral barriers. However, at this time support is generalized or reactive. Having a tool such as a Universal Screener allows counselors to provide specific support and monitor student growth. Counseling is offered district-wide. Grothus and Cole (2010) state in their paper, Meeting the Challenges Together: School Counselors Collaborating with Students and Families with Low Income, that there are disparities in student achievement and that "School counselors are called to address the challenges and barriers these students face while also accessing the strengths, solutions, and strategies that may enhance success. " As our unduplicated student groups are in each of our school sites, and have demonstrated a gap in achievement, providing a school counselor focused on cognitive, emotional and self-management skills is imperative to be implemented as a District-wide action. We anticipate that with the systemic school-wide Tier 1 and Tier 2 protocols of PBIS along with the targeted and focused counseling supports, our suspension rates will continue to decline and our goal is for all three student groups to have data that will keep them at the green level indicator in suspension. This action, previously in the 2019-20 LCAP, has already improved student behavior outcomes and is necessary to maintain that success.

There has been a documented need for access to social worker support at two of our school sites McGrath and Newhall. (Goal 1 Action 10). This is an action that was in the previous three year LCAP and during the time that a social worker was in place, strong community partnerships were put into place, Family Resource Centers were developed, transportation issues were solved and low income and English Learners needs along with foster youth were supported at these two site with the highest needs. At McGrath 95% of the pupils are in one or more of these student groups and at Newhall 99% are in one or more group. This was a shared position in the past. Data from both sites has demonstrated the value of the position as suspensions have decreased, additional support for school attendance has been in place through providing clothes and shoes and other basic needs. The value of the position within the school community is a high priority for both sites. Both sites have high needs and as we returned to school a myriad of issues have emerged beyond attendance and behavior. These include smoking, drugs and weapons in our TK-6 setting. Expanding the position to one per site will allow for an expansion of services for both students and their families as it is clear from the return to school that many families are in crisis and it the impact is felt at school. Huffman in his study, Students at Risk Due to a Lack of Family Cohesiveness: A Rising Need for Social Workers in Schools writes, School based social workers can act as supports for these students by counseling, creating behavior improvement plans, working with families to improve school attendance, and through participation in academic intervention plans to improve grades. (Huffman 2012).

Previous assessment of the needs of our low income students, and English Learners, even foster youth at our Title 1 sites created the NSD Home Connect program which was focused solely at our Title 1 school sites. Students were provided laptops and hot spots in order to provide access to site resources from home such as our supplementary programs Dreambox in math and Raz-Kids in reading. This program removed the barrier of at home access for students in unduplicated student groups on their campuses. This program was highly utilized at the 5 initial sites. The pandemic has uncovered that this need exists for low income students some of which are also English Learners at all ten schools and this action (Goal 1 Action 11) will ensure that all students without access to technology at home will have the ability to do their work at home just as their peers with this technology access can through this expansion of access to laptops and hotspots with this expanded support. We expect that this expanded need will not be as great at our non-Title sites, but we will monitor student access and use of the resources in order to determine long term need in upcoming years. Ensuring all students access regardless of school site to necessary technology and access to the internet in an issue of equity for all low income, English Learner and foster youth students and as such we anticipate that this will be used most by these students.

Goal 1 Action 12 addresses attendance recognition and barrier removal through a district-wide approach to site attendance plans. After assessing the needs, conditions and circumstances of our low income, foster youth and English Learner students district-wide we learned that within those student groups they represent the majority of the 635 chronically absent students for the 2020-21 school year when schools were closed during the pandemic. In order to address this we plan to implement a district wide attendance protocol that is designed to follow the re-engagement process of this past year, and focuses on removing the barriers to regular school attendance such as transportation and a lack of school connectedness. This action will support site outreach by the Community Outreach staff member and site counselor and celebrate student attendance growth at each school site. These actions are being provide on an LEA-wide basis and we expect that all students will benefit. However because of the lower attendance rate of these student groups, we expect that their rate of attendance will increase significantly when compared to other student groups. We know that this action, when implemented fully at the start of the year will have this impact as we did experience increased attendance among the chronically absent students when this protocol was tried during the 2020-21 school year.

After examining the academic needs of low income students, English Learners and foster youth, there are gaps between their outcomes and those of their peers. Based upon the CAASPP, all three student groups are achieving at lower levels in both ELA and Math than their peers. In ELA, students with disabilities were orange and English Learners and Socioeconomically Disadvantaged were yellow and foster youth that were not assigned a color were 75 points below standard. In math, English Learners and Students with Disabilities were yellow. Foster Youth, while they did not have color assigned were 57 points below standard. Analyzing those outcomes does not allow the specificity necessary to build interventions (Goal 2 Action 3). Goal 2 Actions 1 and 2, the data/testing system DnA and the academic universal screener (Fastbridge) support the teachers' ability to provide targeted support specific to the individual both at a grade level standards level through DnA and uncover more global information through the universal screener which connects the DnA, Ongoing formative data allows fluidity in the intervention programs at the school site as teachers focus on the identified academic gaps. Teacher teams also use this data to engage in inquiry on their instructional practice which enhances student outcomes through first instruction. Borrero, in his article, The Real Importance of Student Data: Urban Teachers Using Data to Drive Their Instruction discusses the value of teachers using assessment, teaching, reassessment and reteaching, which both programs will support. As a result, we anticipate that the gaps that exist will continue to shrink and that it is possible in the 2022 CAASPP test result that English Learner and low income students may meet standards as they are only a few points below that mark.

Goal 2 Action 4, the District Support Team (DST) is a supportive structure the District has put into place to proactively support high needs sites who either have declining student outcomes or lower levels of achievement that are remaining stable in both academic and social-emotional indicators. The DST, which is comprised of all District level administrators brings a diverse perspective to the challenges at the school site and allows for quick action steps to be taken on site needs. The DST meets with site leadership and supports the school site leadership in engaging in sort action oriented inquiry cycles. Previously, the Center for Educational Leadership helped the District in launching this work. Currently there is a need to further expand the team's ability to support the school sites in their work through additional professional learning on coaching and goal setting. The three identified sites are the highest need sites with the most unduplicated students in the district located at those three sites. This DST work has resulted in decreases in absenteeism, suspensions and student academic growth as a result of the initial work. Similar to the District Support Team, the Instructional Leadership Team (Goal 2 Action 5) functions at all sites with a particular focus on their struggling students, where academic gaps exist (English Learner, Special Education, Foster Youth and low income) and engage with their fellow teachers in professional learning and inquiry on the instructional practices which improve student outcomes. They analyze student data on local assessments and will be using the outcomes of the universal screener this year to further support their targeted focus on these student groups. This process builds teacher collective efficacy. Research shows that "collective teacher efficacy is positively related to improved academic performance of learners. Schools with a higher sense of collective efficacy outperform schools with a lower sense of collective efficacy." (Matametsa, Challens, & Mgadia 2018) While the focus of this is LEA-wide, we have seen in previous work that the students outcomes for these student groups are enhanced as a result. Both actions are being carried forward as a result.

Goal 2 Action 5 Instructional Leadership Team support is a continuing action that has enhanced student outcomes at all ten school sites. These teacher leadership

teams meet two times a month and analyze school data , with a focus on English Learners low socio-economic students and if they have them foster youth. The goal is to ensure that all children and their needs are supported and monitored on a regular basis so that if instructional modifications or supports need to be implemented , little time is lost. These teams work with site administrators to disseminate their findings and provide professional development to their peers. School sites have data which reflect increased student outcomes for their focus groups and an increase of teacher efficacy has also occurred.

Goal 2 Action 10 is increased Assistant Principal time. This time has been an action in the past and time has been allocated based on various formulas which has resulted in the past with the highest need sites having full time Assistant Principal, but have left the three other high need sites with only part time support. For the two sites that did have full time support, an analysis of their data, has resulted in positive student outcomes both academically and social-emotionally with reduction in suspensions and behavioral referrals. All five sites with the district's highest number of unduplicated students have similar needs and expanding Assistant Principal time beyond the 2 highest need sites would better support the remaining three sites and the needs of the unduplicated students on the campus. The full time Assistant Principals would be able to provide ongoing support and accountability as they build relationships on the campus and engage in actions in a range of academic and social-emotional needs specific to each campus. The focus of each position is designed to help each school site meet academic and engagement goals in their SPSA and in the LCAP. While the Assistant Principal's will no doubt influence students who are not part of these student groups we believe that a greater presence on the campus will result, in an even greater decrease in behavior referrals and an increase in attendance.

Goal 2 Actions 7 and 11 are focused on supporting instructional practice through two Teachers on Special Assignment (TOSA), one focused on Science and the other in English Language Arts and English Language Development. The ELA/ELD TOSA will focus primarily at schools with the highest number of English Learners but the data has shown that regardless of school site, English Learners who are learning the English Language are performing academically at lower levels than those of their English only peers in reading and writing. The service will be offered at all school sites as a result. In addition to the focus on ELA, the ELA/ELD TOSA will coordinate with English Learner lead teachers and will work with classroom teachers who have students who are in the goal setting process as a result of not meeting growth targets in order to ensure that designated and integrated English Language Development practices are supporting student needs and resulting in student growth. The TOSA will engage in planning and modeling and demonstrations with students. In science, the first CAST results analyzed internally noted that the schools with the highest number of unduplicated students generally had lower scores than those with fewer unduplicated students. During the 2020-21 school year of school closures and limited in-person instruction, the Science TOSA was going to be working with teachers on a Science Assessment Team to analyze student outcomes on district developed NGSS aligned assessments after each instructional unit. This work, along with the ongoing support for teachers in their deepening of NGSS instructional practices through modeling and demonstrations of strategies supporting unduplicated student groups will be provided by the Science TOSA. By providing TOSA support district-wide; all students will benefit through their teacher's job-embedded professional learning but we expect to see greater growth within the focus student populations. In both content areas, the TOSAs will support teachers in obtaining and analyzing data, planning teaching practices based upon student needs and identifying The National Comprehensive Center for Teacher Quality supports this concept of job-embedded support in their brief, Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well. (2010). We expect that as a result of these two actions, the English Learners students as well as low income and foster youth will demonstrate increased outcomes in ELA, and perform with their peers on the local NGSS Assessments which will be given in 2021-22.

Goal 2 Action 12, the NGSS Assessment Analysis Team, is paired with the Science TOSA and is a team of teachers dedicated to analyzing the outcomes of students, on NGSS local assessments specifically disaggregated analysis of English Learners and low income students in order to refine and adjust NGSS units of instruction. Previous analysis provided data that vocabulary for example, was an issue within the units for these student groups and so activities were enhanced to provide enhanced vocabulary instruction with these student groups which resulted in higher levels of understanding. As a result of the success of this informal process, this action will be a formal review of student test data at all grade levels in the upcoming year. While all student data will be analyzed, we anticipate that based upon the previous process, student outcomes within the focused student groups will provide actionable data to enhance the instructional units and provide reteaching opportunities which will benefit students as a whole but will provide greater benefit to students who have demonstrated greater challenges.

As mentioned in Goal 2 Actions 11 and 12, there has been a gap in local assessments in the NGSS outcomes for low income, English Learner and foster youth students. Our approach to this is multi-faceted. The TOSA will provide professional development and curriculum support, the assessment team will help to analyze "in the moment" student outcomes for curriculum revision and refinements, along with reteaching , and the science techs (Goal 2 Action 13) are the third part of this enhanced instruction to enhance student learning in these student groups. In a publication, Ending the Double Disadvantage, Change the Equation, out of Washington DC, identifies the disparities in hands on science instruction in schools with student groups with mid to high levels of poverty. In such schools, "Fourth-graders in the poorest schools have less access to science labs and materials and equip those labs with supplies and materials. We do have labs, but we have found that without a dedicated staff member to order, organize and support these hands-on experiences, students do not have the same experiences as their peers which impact their ability long term to see themselves in STEM careers. While this is offered LEA-wide, the action is included to ensure that low income students have the opportunity to engage in science and STEM experiences during the school day. This is an action that was carried forward from the previous LCAP based upon positive student

outcomes at our Title 1 schools with the highest number of low income students based upon teacher feedback in grade level meetings.

Parent engagement is a critical component in student outcomes. Goal 3 Action 2 which is entitled, Welcome to NSD, was created to ensure that all students have parents who have email addresses, and are able to access communication platforms such as Parent Square, District and School websites and understand the opportunities for them to engage with the district and at the school site. Data from community outreach personnel and school site Principals gave evidence that parents were without email addresses, and did not understand the communication systems of the district. Each school site addressed this need independently and parents at all sites provided feedback that they would prefer a systematic approach from the district in their stakeholder feedback. This need and feedback was provided by parents of low income students and English Learners. In order to create authentic relationships with parents, it is important to start at the beginning in building a strong foundational relationship. While this action is included due to the needs uncovered among low income and EL families, it will be offered LEA-wide as we expect it will help all families. However because this actions meet the needs most associated with our low income and English Learner families, we expect it to help them the most.

Goal 3, Action 3, TK-2 Parent workshops are planned based upon data obtained from stakeholder meetings from parents of English Learners district-wide and low income school sites. Parents indicated that they do not know how to support their children in developing basic skills in reading and math and that they would like workshops to help them in understanding how to help at home. In order to enhance parent involvement and engagement in their child's education, parents must be heard and their needs met. In her research published in her dissertation, Increasing and Sustaining Parent Engagement in Two Low Socioeconomic Elementary Schools: Key Practices and Processes (2019) , Nancy Than writes of the considerable research on parent engagement and positive achievement outcomes. She also writes that, "Schools can establish systemic practices and processes that will increase parent engagement in their child's education." These workshop opportunities will be held LEA wide but will be offered proportionately with based upon the number of students in these student groups on site. While some families may participate in sites other than the 5 for which we plan these literacy workshops, we anticipate that the parents who originally asked for the training will receive the most support and student reading outcomes on local assessments will increase as a result.

Goal 3 Action 10 LCAP Advisory Council is being instituted based on the feedback we have received through the implementation of other ongoing opportunities for stakeholder feedback and input such as the Superintendent's Chat or the Special Education Advisory Council. By officially engaging parent representatives of low income, English Learners, and foster youth in the ongoing progress of LCAP actions including funds spent, challenges and successes, we are providing an opportunity for leadership and advocacy, and an ongoing opportunity to give feedback and ideas. As a representative of their site, they will have direct communication of LCAP status, and the district will be able to gather ongoing feedback which will inform current needs and inform potential future actions. While this council is being formed to better communicate collectively with parents of unduplicated student groups it will have representatives from all district sites who will learn to analyze the data and determine needs. It is our hope that this direct opportunity will build parent knowledge and efficacy and result in enhanced communication and LCAP feedback focused on English Learners, low income students and our foster youth.

Goal 4 Action 4, technology support is a program designed to maximize student access to instructional technology as well as provide support for student who may struggle with use of technology due to limited language skills or lack of access to technology at home. This is an action carried forward from the previous LCAP and has been continued based on feedback from all stakeholders. Based on the data that has resulted in the Welcome to NSD workshops and Home Connect expansion, these staff members and their work to ensure that technology is available for use at school and at home will be continued. This staff will serve as support for both programs implemented this year. This program is offered district-wide., however their position was first put into place as a result of the needs of the low income and English Learner families who did not have wide experiences with technology used in school This is a maintenance action.

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

The estimated supplemental grant funds of \$4,578,196 for NSD is based on a percentage of the base grant amount multiplied by the number of English learners, low-income and foster youth students estimated in the 2021-22 school year, with each student counted only once (unduplicated). The planned actions in the 2021-22 LCAP would increase/improve services by at least the percentage calculated as compared to the services provided for all students, resulting in the required proportional increase or improvement in services for UDP of 8.71%. The descriptions below explain how services for English learners, low-income students, and foster youth are being increased or improved by the required 8.71%.

The actions that will support English Learners specifically are the following:

Goal 1 Action 4 (English Learner Lead Teachers), Goal 2 Action 8 (Bilingual Support Program) and Goal 3 Action 4 all focus on the needs English Learners in the District. In ELA, pre-pandemic they were 3.6 below standard, but since the District overall was 44 points above standard, there is a huge disparity. This ELA academic gap in English Learner student outcomes when compared to their peers exists to varying degrees regardless of school site. These three actions approach the solution Increased or Improved Services for Foster Youth, English Learners, and Low Income Students 2021-2022 from three different, yet complimentary directions. The EL Lead teacher will focus on classroom practice and student data outcomes as they meet monthly to support teachers in identified areas. This year the focus will be on effective practices in teaching students who are not demonstrating growth in English proficiency. The most current data shows 18.4% fall into that category. Students in this category will engage in goal setting and targeted supports at the school site. The bilingual support program provides direct support to school sites and students as they provide primary language support in core subjects for newcomers and assist in monitoring student progress toward redesignation. The English Learner Focus workshops focus on the needs of the family. Parents have asked for support in helping their children at home in reading and math and understanding the expectations of their grade level. The focus of this in year 1 of the LCAP will be literacy to align with the district's literacy initiative through a program such as the Latino Literacy Project. The California Roadmap supports this sort of approach within several of the principles; Assets Oriented and Needs Responsive Schools, Intellectual Quality of Instruction and Meaningful Access, and System Conditions that Support Effectiveness.

-The Community Outreach site position, Goal 3 Action 6 provides bilingual support and outreach to families whose primary language is not English families to provide ongoing communication and connectedness to school activities. This is an action that has been carried forward from the previous LCAP based upon stakeholder feedback. Data has indicated that this staff member is seen as the primary person to reach out to at the school site This position will be placed at each of the 10 school sites to engage parents in their child's education, assist with communication, including attendance outreach for EL families and assist with connection the family to community and school resources as needed.

The actions that will support Foster Youth specifically is the following:

-Goal 1 Action 7 McKinney Vento and Foster Youth Counselor will support foster youth along with McKinney Vento families. Previously, a foster youth intake process was started and having a lead counselor who can follow up and ensure that services will be evaluated and provided is a next step. With the first layer of support in place with site counselors, suspension rates improved for Foster Youth by 9% as listed on the Dashboard. This data will be reviewed and updated internally to reflect the year of the pandemic. Providing a focused response beyond current practice and coordinating effort with site-based counselors and social workers will ensure that student needs are addressed.

All other actions support all three student groups. They are as follows:

In Goal 1, Actions 1 and 2 are centered in the concept of arts integration. After assessing the needs, of our students who are part of the unduplicated student groups, we have seen the power of the arts in their education In surveying students after their arts experiences we have learned that for the majority of our low income and English Learner students their exposure to the arts is primarily provided at school, and 73% of them indicated in post surveys indicate that engaging in these opportunities is part of what they like about school (connectedness) Arts integration is a powerful tool in enhancing the learning of students who struggle. In our district, the majority of students who struggle are English Learners, foster youth and low-income. Our focus on arts and arts integration is a result of our goal to ensure that all students achieve at high levels and reach their full potential both academically and social emotionally. Providing access to these students who are present on all ten of our campuses allows for both direct student services and mentoring, and professional learning for our teachers who are present in these learning sessions.

Goal 1 Action 3 focuses on equity and access. We know from anecdotal feedback from teaching staff and some parents that access to public libraries is an issue for low income families who may also be English Learners or Foster Youth. By expanding hours of service in each school library the school site is providing resources during the entire school day. Access to technology and resources may be challenging for students who need to rely on public transportation and support of family to go to public libraries. Parents have reported that they cannot take their children due to work and they are not comfortable with them going on their own. By providing service at school , our students can have the resources they need in order to complete classwork and homework and participate in school programs such as Accelerated Reader.

Goals 1 Action 6, Positive Behavior Intervention and Support and Goal 1 Action 9, Counselors and Goal 1 Action 13 , the Universal Screener for social –emotional needs are all focused on a system of student support. The purpose of implementing a school-wide system of supporting and engaging students in making the right choices at school is to provide a more supportive learning environment. As a result of implementing this program prior to the pandemic, suspension rates declined significantly among unduplicated students. Foster youth improved from red to green and English Learners and socio-economically disadvantaged students improved from orange to green on the California Dashboard. A continued focus on these student group needs currently requires that as a system we move from Tier 1 of PBIS to Tier 2. This action is in place to ensure that all unduplicated students regardless of school site are impacted by PBIS Tier 2 support. The NSD counseling program is aligned to reach at-risk students and provide assistance to overcome emotional and behavioral barriers. However, at this time support is generalized or reactive. Having a tool such as a Universal Screener allows counselors to provide specific support and monitor student growth. Counseling is offered district-wide.

There has been a documented need for access to social worker support at two of our school sites McGrath and Newhall. (Goal 1 Action 10). This is an action that was in the previous three year LCAP and during the time that a social worker was in place, strong community partnerships were put into place, Family Resource Centers were developed, transportation issues were solved and low income and English Learners needs along with foster youth were supported at these two site with the highest needs. At McGrath 95% of the pupils are in one or more of these student groups and at Newhall 99% are in one or more group. This was a shared position in the past. Data from both sites has demonstrated the value of the position as suspensions have decreased, additional support for school attendance has been in place through providing clothes and shoes and other basic needs. The value of the position within the school community is a high priority for both sites. Both sites have high needs and as we returned to school a myriad of issues have emerged beyond attendance and behavior. These include smoking, drugs and weapons in our TK-6 setting. Expanding the position to one per site will allow for an expansion of services for both students and their families as it is clear from the return to school that many families are in crisis and it the impact is felt at school.

Previous assessment of the needs of our low income students, and English Learners, even foster youth at our Title 1 sites created the NSD Home Connect program (Goal 1 Action 11) which was focused solely at our Title 1 school sites. Students were provided laptops and hot spots in order to provide access to site resources from home such as our supplementary programs Dreambox in math and Raz-Kids in reading. This program removed the barrier of at home access for students in unduplicated student groups on their campuses. This program was highly utilized at the 5 initial sites. The pandemic has uncovered that this need exists for low income students some of which are also English Learners at all ten schools and this action will ensure that all students without access to technology at home will have the ability to do their work at home just as their peers with this technology access can through this expansion of access to laptops and hotspots with this expanded support.

Goal 1 Action 12 addresses attendance recognition and barrier removal through a district-wide approach to site attendance plans. After assessing the needs, conditions and circumstances of our low income, foster youth and English Learner students district-wide we learned that within those student groups they represent the majority of the 635 chronically absent students for the 2020-21 school year. In order to address this we plan to implement a district wide attendance protocol that is designed to follow the re-engagement process of this past year, and focuses on removing the barriers to regular school attendance such as transportation and a lack of school connectedness. This action will support site outreach by the Community Outreach staff member and site counselor and celebrate student attendance growth at each school site.

After examining the academic needs of low income students, English Learners and foster youth, there are gaps between their outcomes and those of their peers.. Analyzing those outcomes does not allow the specificity necessary to build interventions. Goal 2 Actions 1 and 2, the data/testing system DnA and the universal screener support the teachers' ability to provide targeted support specific to the individual both at the grade level standard level through DnA and uncover more global information through the universal screener which connects the DnA, Fastbridge. Ongoing formative data allows fluidity in the intervention programs at the school site as teachers focus on the identified academic gaps. Teacher teams also use this data to engage in inquiry on their instructional practice which enhance student outcomes through first instruction.

Goal 2 Action 3 addresses the school site intervention and enrichment plans and is aligned with the previous actions. Once identified needs are uncovered, supportive instruction is provided. These funds allow each site to customize their intervention plans based upon the specific identified needs of their students as identified through the screener and the data analysis. This is an action that is carried forward from other LCAPS as over time the data has shown that for the targeted student groups, their academic needs have been served well by this action and academic gaps closing in local assessments. The purpose of these plans is to provide additional support staff, resources and training for staff and are funded with allocation amounts based on unduplicated student counts.

Goal 2 Action 4, the District Support Team (DST) is a supportive structure the District has put into place to support high needs sites who either have declining student outcomes or low levels of achievement that are remaining stable in both academic and social-emotional indicators. The DST, which is comprised of all District level administrators brings a diverse perspective to the challenges at the school site and allows for quick action steps to be taken on site needs. The DST meets with site leadership and supports the school site leadership in engaging in sort action oriented inquiry cycles. Previously, the Center for Educational Leadership helped the District in launching this work. Currently there is a need to further expand the team's ability to support the school sites in their work through additional professional learning on coaching and goal setting. The three identified sites are the highest need sites with the most unduplicated students in the district located at those three sites. This DST work has resulted in decreases in absenteeism, suspensions and student academic growth as a result of the initial work. Similar to the District Support Team, the Instructional Leadership Team (Goal 2 Action 5) functions at all sites with a particular focus on their struggling students, where academic gaps exist (English Learner, Special Education, Foster Youth and low income) and the team engages with their fellow teachers in professional learning and inquiry on the instructional practices which improve student outcomes. They analyze student data on local assessments and will be using the outcomes of the universal screener this year to further support their targeted focus on these student groups. This process builds teacher collective efficacy.

Goal 2 Action 10 is increased Assistant Principal time. This time has been allocated based on various formulas which has resulted in the past with the highest need sites having full time Assistant Principal, but have left the three other high need sites with only part time support. For the two sites that did have full time support, this has resulted in positive student outcomes both academically and social-emotionally with reduction in suspensions and behavioral referrals. All five sites with the district's highest number of unduplicated students have similar needs and expanding Assistant Principal time would better support the remaining three sites and the needs of the unduplicated students on the campus. The full time Assistant Principals would be able to provide ongoing support and accountability as they build relationships on the campus and engage in actions in a range of academic and social-emotional needs specific to each campus. The focus of each position is designed to help each school site meet academic and engagement goals in their SPSA and in the LCAP.

Goal 2 Actions 7 and 11 are focused on supporting instructional practice through two Teachers on Special Assignment (TOSA), one focused on Science and the other in English Language Arts and English Language Development. The ELA/ELD TOSA will focus primarily at schools with the highest number of English Learners but the data has shown that regardless of school site, English Learners who are learning the English Language are performing academically at lower levels than those of their English only peers. The service will be offered at all school sites as a result. The ELA/ELD TOSA will coordinate with English Learner lead teachers and will work with classroom teachers who have students who are in the goal setting process as a result of not meeting growth targets in order to ensure that designated and integrated English Language Development practices are supporting student needs and resulting in student growth. The TOSA will engage in planning and modeling and demonstrations with students. In science, the first CAST results analyzed internally noted that the schools with the highest number of unduplicated students generally had lower scores than those with fewer unduplicated students. During the 2020-21 school year of school closures and limited in-person instruction, the Science TOSA was going to be working with teachers on a Science Assessment Team to analyze student outcomes on district developed NGSS aligned assessments after each instructional unit. This work, along with the ongoing support for teachers in their deepening of NGSS instructional practices through modeling and demonstrations of strategies supporting unduplicated student groups will be provided by the Science TOSA. By providing TOSA support district-wide; all students will benefit through their teacher's job-embedded professional learning. In both content areas, the TOSAs will support teachers in obtaining and analyzing data, planning teaching practices based upon student needs and identifying best practices in enhancing student learning outcomes.

Goal 2 Action 12, the NGSS Assessment Analysis Team, is paired with the Science TOSA and is a team of teachers dedicated to analyzing the outcomes of students, on NGSS local assessments specifically disaggregated analysis of English Learners and low income students in order to refine and adjust NGSS units of instruction. Previous analysis provided data that vocabulary for example was an issue within the units for these student groups and so activities were enhanced to provide enhanced vocabulary instruction which resulted in higher levels of mastery. As a result of the success of this informal process, this action will be a formal review of student test data at all grade levels in the upcoming year. While all student data will be analyzed, we anticipate that based upon the previous process, student outcomes within the focused student groups will provide actionable data to enhance the instructional units and provide reteaching opportunities.

As mentioned in Goal 2 Actions 11 and 12, there has been a gap in local assessments in the NGSS outcomes for low income, English Learner and foster youth students. The TOSA will provide professional development and curriculum support, the assessment team will help to analyze "in the moment" student outcomes for curriculum revision and refinements, along with reteaching, and the science techs (Goal 2 Action 13) are the third part of this enhanced instruction to enhance student learning in these student groups. This action is included to ensure that low income students have the opportunity to engage in science and STEM experiences during the school day. This is an action that was carried forward from the previous LCAP based upon positive student outcomes at our Title 1 schools with the highest number of low income students based upon teacher feedback in grade level meetings.

Parent engagement is a critical component in student outcomes. Goal 3 Action 2 which is entitled, Welcome to NSD, was created to ensure that all students have parents who have email addresses, and are able to access communication platforms such as Parent Square, District and School websites and understand the opportunities for them to engage with the district and at the school site. Data from community outreach personnel and school site Principals gave evidence that parents were without email addresses, and did not understand the communication systems of the district. Each school site addressed this need independently and parents at all sites provided feedback that they would prefer a systematic approach from the district in their stakeholder feedback. This need and feedback was provided by parents of low income students and English Learners. In order to create authentic relationships with parents, it is important to start at the beginning in building a strong foundational relationship.

Goal 3, Action 3, TK-2 Parent workshops are planned based upon data obtained from stakeholder meetings from parents of English Learners district-wide and low income school sites. Parents indicated that they do not know how to support their children in developing basic skills in reading and math and that they would like workshops to help them in understanding how to help at home. In order to enhance parent involvement and engagement in their child's education, parents must be heard and their needs met. These workshop opportunities will be held LEA wide but will be offered proportionately with based upon the number of students in these student groups on site. While some families may participate in sites other than the 5 for which we plan these literacy workshops, we anticipate that the parents who

originally asked for the training will receive the most support and student reading outcomes on local assessments will increase as a result.

Goal 3 Action 10 LCAP Advisory Council is being instituted based on the feedback we have received through the implementation of other ongoing opportunities for stakeholder feedback and input such as the Superintendent's Chat or the Special Education Advisory Council. By officially engaging parent representative of low income, English Learners, and foster youth in the ongoing progress of LCAP action review, including funds spent, challenges and successes, we will be providing an opportunity for leadership and an ongoing system of advocacy. As a representative of their site, they will have direct communication of LCAP status, and the district will be able to gather ongoing feedback which will inform current needs and potential future actions. While this council is being formed to better communicate collectively with parents of focus groups it will have representatives from all district sites. It is our hope that this direct opportunity will build parent knowledge and efficacy and result in enhanced communication and enhanced LCAP feedback.

Goal 4 Action 4, technology support is a program designed to maximize student access to instructional technology as well as provide support for student who may struggle with use of technology due to limited language skills or lack of access to technology at home. This is an action carried forward from the previous LCAP and has been continued based on feedback from all stakeholders. Based on the data that has resulted in the Welcome to NSD workshops and Home Connect expansion, these staff members are needed to make sure that technology is available for use at school and at home without interruption.. This staff will serve as support for both programs implemented this year. This program is offered district-wide., however their position was first put into place as a result of the needs of the low income and English Learner families who did not have wide experiences with technology used in school This is a maintenance action.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$30,227,194.00	\$3,999,108.00	\$0.00	\$1,314,311.00	\$35,540,613.00	\$33,248,409.00	\$2,292,204.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Art Residency	Low Income, Foster Youth, English learner (EL)	\$20,436.00	\$0.00	\$0.00	\$0.00	\$20,436.00
1	2	Art Teacher	Low Income, Foster Youth, English learner (EL)	\$129,537.00	\$0.00	\$0.00	\$0.00	\$129,537.00
1	3	Additional Library Media Technician hours	Low Income, Foster Youth, English learner (EL)	\$78,320.00	\$0.00	\$0.00	\$0.00	\$78,320.00
1	4	English Learner Site Lead	English learner	\$7,900.00	\$0.00	\$0.00	\$0.00	\$7,900.00

			(EL)					
1	5	Summer ELPAC Initial Assessment Team	English learner (EL)	\$11,095.00	\$0.00	\$0.00	\$0.00	\$11,095.00
1	6	Positive Behavioral Intervention Supports (PBIS)	English learner (EL), Foster Youth, Low Income	\$54,278.00	\$0.00	\$0.00	\$0.00	\$54,278.00
1	7	Lead Counselor-McKinney Vento/Foster Youth	Foster Youth, Low Income	\$0.00	\$0.00	\$0.00	\$91,690.00	\$91,690.00
1	8	Lead School Psychologist-Mental Health and Inclusion	All	\$0.00	\$21,875.00	\$0.00	\$0.00	\$21,875.00
1	9	Counselors	Foster Youth, Low Income, English learner (EL)	\$734,204.00	\$0.00	\$0.00	\$140,370.00	\$874,574.00
1	10	Social Worker	Low Income, Foster Youth, English learner (EL)	\$0.00	\$0.00	\$0.00	\$78,090.00	\$78,090.00
1	11	NSD Home Connect	Low Income, Foster Youth, English learner (EL)	\$52,003.00	\$0.00	\$0.00	\$0.00	\$52,003.00
1	12	Attendance Recognition and Response	Low Income, Foster Youth, English learner (EL)	\$3,250.00	\$0.00	\$0.00	\$0.00	\$3,250.00
1	13	Social Emotional Screener	Low Income, Foster Youth, English learner (EL)	\$41,819.00	\$0.00	\$0.00	\$0.00	\$41,819.00
1	14	Teacher Leadership - Inclusive Collaborative	Student with Disabilities (SWD)	\$0.00	\$7,292.00	\$0.00	\$0.00	\$7,292.00
2	1	Data Analysis	English learner (EL), Foster Youth, Low Income	\$50,038.00	\$0.00	\$0.00	\$0.00	\$50,038.00
2	2	Universal Screening and Progress Monitoring	Low Income, Foster Youth, English learner	\$0.00	\$0.00	\$0.00	\$46,186.00	\$46,186.00

			(EL)					
2	3	Site Intervention (RTI) Plans	English learner (EL), Foster Youth, Low Income	\$1,625,100.00	\$0.00	\$0.00	\$0.00	\$1,625,100.00
2	4	District Support Team	Low Income, Foster Youth, English learner (EL)	\$10,834.00	\$0.00	\$0.00	\$0.00	\$10,834.00
2	5	Instructional Leadership Team	English learner (EL), Foster Youth, Low Income	\$27,085.00	\$0.00	\$0.00	\$0.00	\$27,085.00
2	6	Instructional Framework-MILE	All	\$5,400.00	\$0.00	\$0.00	\$0.00	\$5,400.00
2	7	ELA/ELD Instructional Coach	English learner (EL), Foster Youth, Low Income	\$130,853.00	\$0.00	\$0.00	\$0.00	\$130,853.00
2	8	Bilingual Support Program	English learner (EL)	\$150,359.00	\$0.00	\$0.00	\$0.00	\$150,359.00
2	9	EL Goal Setting	English learner (EL)	\$0.00	\$0.00	\$0.00	\$4,254.00	\$4,254.00
2	10	Additional Assistant Principal Time	Foster Youth, English learner (EL), Low Income	\$357,306.00	\$0.00	\$0.00	\$0.00	\$357,306.00
2	11	Science Instructional Coach-Professional Learning	English learner (EL), Foster Youth, Low Income	\$130,853.00	\$0.00	\$0.00	\$0.00	\$130,853.00
2	12	NGSS Assessment Analysis Team	Low Income, Foster Youth, English learner (EL)	\$16,458.00	\$0.00	\$0.00	\$0.00	\$16,458.00
2	13	Professional Development-New Teachers and New to Grade Level	All	\$3,038.00	\$0.00	\$0.00	\$0.00	\$3,038.00
2	14	Professional Development-Guest Teachers and Intervention	All	\$3,038.00	\$0.00	\$0.00	\$0.00	\$3,038.00

2	15	Teacher Collaboratives	All	\$17,014.00	\$0.00	\$0.00	\$0.00	\$17,014.00
2	16	Science Lab Technicians	Foster Youth, Low Income, English learner (EL)	\$255,470.00	\$0.00	\$0.00	\$0.00	\$255,470.00
3	1	Family Engagement Nights	All	\$9,754.00	\$0.00	\$0.00	\$0.00	\$9,754.00
3	2	Welcome to NSD	English learner (EL), Low Income, Foster Youth	\$1,083.00	\$0.00	\$0.00	\$0.00	\$1,083.00
3	3	Parent Workshops TK-2	Foster Youth, English learner (EL), Low Income	\$39,004.00	\$0.00	\$0.00	\$0.00	\$39,004.00
3	4	English Learner Focus Parent Workshops	English learner (EL)	\$0.00	\$0.00	\$0.00	\$12,500.00	\$12,500.00
3	5	District Community Outreach	English learner (EL)	\$0.00	\$0.00	\$0.00	\$36,652.00	\$36,652.00
3	6	School Community Outreach	English learner (EL)	\$496,365.00	\$0.00	\$0.00	\$0.00	\$496,365.00
3	7	Parent Communication	All	\$0.00	\$0.00	\$0.00	\$29,600.00	\$29,600.00
3	8	Attendance	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	9	Special Education Advisory Council	All	\$0.00	\$1,823.00	\$0.00	\$0.00	\$1,823.00
3	10	LCAP Advisory Council	English learner (EL), Foster Youth, Low Income	\$1,975.00	\$0.00	\$0.00	\$0.00	\$1,975.00
4	1	Highly Qualified Teachers	All	\$22,915,036.00	\$3,645,855.00	\$0.00	\$874,969.00	\$27,435,860.00
4	2	Core Instruction	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	3	Core Materials	All	\$0.00	\$130,076.00	\$0.00	\$0.00	\$130,076.00
4	4	Technology Support	Low Income, English learner (EL), Foster Youth	\$597,120.00	\$0.00	\$0.00	\$0.00	\$597,120.00
4	5	District Website	All	\$19,903.00	\$0.00	\$0.00	\$0.00	\$19,903.00
4	6	Supplemental Materials	All	\$0.00	\$192,187.00	\$0.00	\$0.00	\$192,187.00
4	7	Facilities	All	\$2,231,266.00	\$0.00	\$0.00	\$0.00	\$2,231,266.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$5,011,650.00	\$5,380,486.00
LEA-wide Total:	\$3,988,886.00	\$4,175,442.00
Limited Total:	\$654,624.00	\$758,814.00
Schoolwide Total:	\$368,140.00	\$446,230.00

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Art Residency	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$20,436.00	\$20,436.00
1	2	Art Teacher	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$129,537.00	\$129,537.00
1	3	Additional Library Media Technician hours	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$78,320.00	\$78,320.00
1	4	English Learner Site Lead	Limited	English learner (EL)	All Schools	\$7,900.00	\$7,900.00
1	6	Positive Behavioral Intervention Supports (PBIS)	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$54,278.00	\$54,278.00
1	7	Lead Counselor-McKinney Vento/Foster Youth	Limited	Foster Youth, Low Income	All Schools	\$0.00	\$91,690.00
1	9	Counselors	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$734,204.00	\$874,574.00
1	10	Social Worker	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools,Mc Grath and Newhall	\$0.00	\$78,090.00
1	11	NSD Home Connect	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$52,003.00	\$52,003.00
1	12	Attendance Recognition and Response	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$3,250.00	\$3,250.00

1	13	Social Emotional Screener	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$41,819.00	\$41,819.00
2	1	Data Analysis	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$50,038.00	\$50,038.00
2	2	Universal Screening and Progress Monitoring	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$0.00	\$46,186.00
2	3	Site Intervention (RTI) Plans	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,625,100.00	\$1,625,100.00
2	4	District Support Team	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Mc Grath, Newhall, Wiley Canyon	\$10,834.00	\$10,834.00
2	5	Instructional Leadership Team	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$27,085.00	\$27,085.00
2	7	ELA/ELD Instructional Coach	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$130,853.00	\$130,853.00
2	8	Bilingual Support Program	Limited	English learner (EL)	All Schools	\$150,359.00	\$150,359.00
2	10	Additional Assistant Principal Time	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Schools, Wiley Canyon, Old Orchard, Peachland	\$357,306.00	\$357,306.00
2	11	Science Instructional Coach-Professional Learning	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$130,853.00	\$130,853.00
2	12	NGSS Assessment Analysis Team	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$16,458.00	\$16,458.00
2	16	Science Lab Technicians	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$255,470.00	\$255,470.00
3	2	Welcome to NSD	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$1,083.00	\$1,083.00

3	3	Parent Workshops TK-2	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$39,004.00	\$39,004.00
3	4	English Learner Focus Parent Workshops	Limited	English learner (EL)	All Schools	\$0.00	\$12,500.00
3	6	School Community Outreach	Limited	English learner (EL)	All Schools	\$496,365.00	\$496,365.00
3	10	LCAP Advisory Council	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,975.00	\$1,975.00
4	4	Technology Support	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$597,120.00	\$597,120.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022-23:** 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 2022–23 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 (2022-23)
Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2020–21 .	Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then.	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 2020–21 .

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 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.