

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Las Lomas Elementary School District
<b>CDS Code:</b>	41 68957 0000000
<b>LEA Contact Information:</b>	Name: Dr. Beth Polito Position: Superintendent Email: bpolito@llesd.org Phone: 650-854-2880
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$24,691,519.00
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$210,647.00
<b>All Other State Funds</b>	\$1,649,144.00
<b>All Local Funds</b>	\$5,026,563.00
<b>All federal funds</b>	\$309,821.00
<b>Total Projected Revenue</b>	\$31,677,047

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$30,678,447.00
<b>Total Budgeted Expenditures in the LCAP</b>	\$27,021,599.00
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$900,092.00
<b>Expenditures not in the LCAP</b>	\$3,656,848

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$889,000.00
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$1,188,988.00

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$689,445
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$299,988

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	Expenses for all students are included in the Annual budget. The LCAP included Increased and Improved Services above and beyond general expenses. Administrative costs not directly related to teaching and learning are not included.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Las Lomas Elementary School District

CDS Code: 41 68957 0000000

School Year: 2021-22

LEA contact information:

Dr. Beth Polito

Superintendent

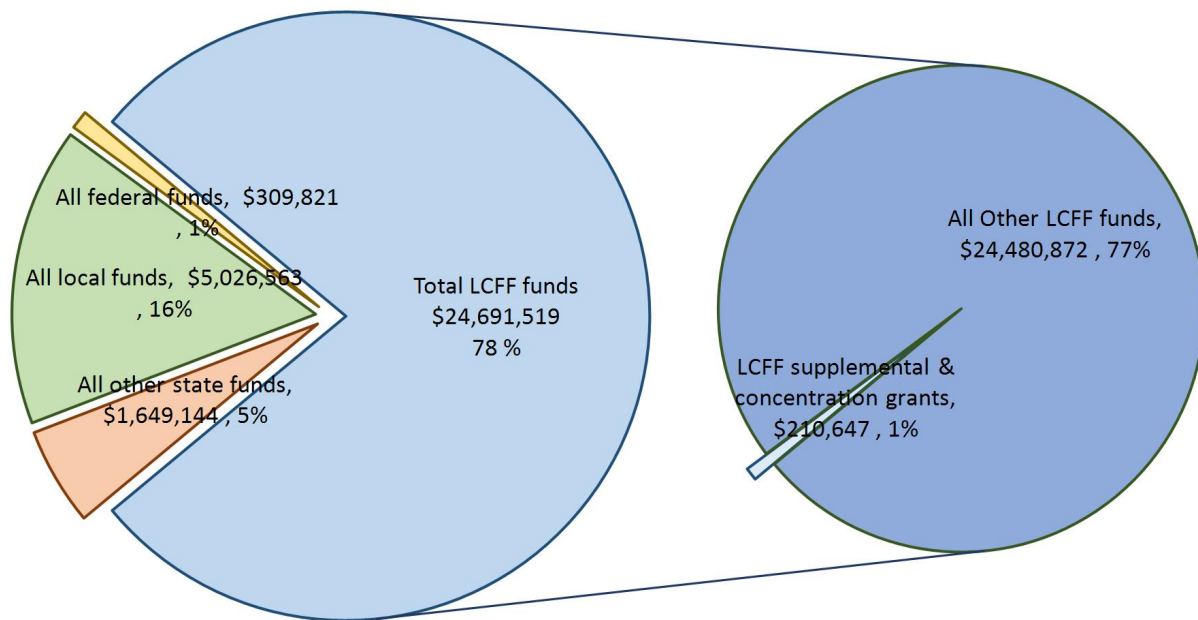
bpolito@llesd.org

650-854-2880

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



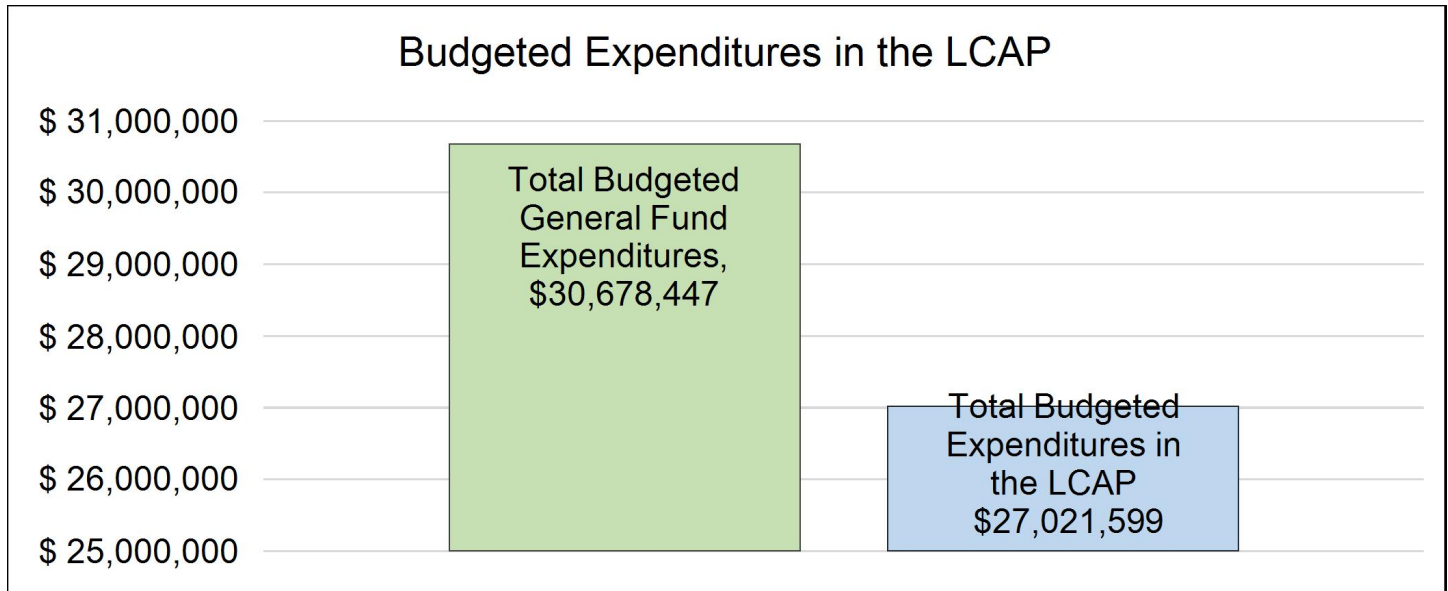
This chart shows the total general purpose revenue Las Lomas Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Las Lomas Elementary School District is \$31,677,047, of which \$24,691,519.00 is Local Control Funding Formula (LCFF), \$1,649,144.00 is other state funds, \$5,026,563.00 is local funds, and \$309,821.00 is federal funds. Of the \$24,691,519.00 in LCFF Funds,

\$210,647.00 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 Las Lomas Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Las Lomas Elementary School District plans to spend \$30,678,447.00 for the 2021-22 school year. Of that amount, \$27,021,599.00 is tied to actions/services in the LCAP and \$3,656,848 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

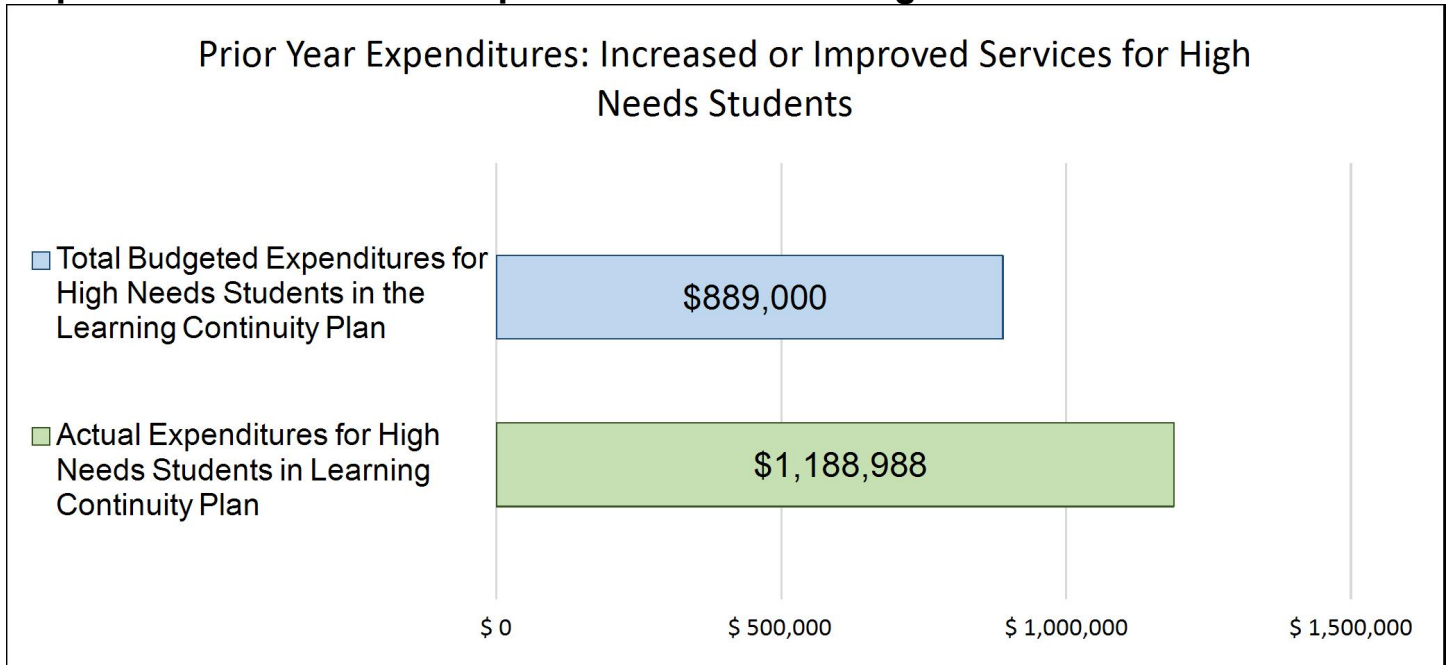
Expenses for all students are included in the Annual budget. The LCAP included Increased and Improved Services above and beyond general expenses. Administrative costs not directly related to teaching and learning are not included.

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

In 2021-22, Las Lomas Elementary School District is projecting it will receive \$210,647.00 based on the enrollment of foster youth, English learner, and low-income students. Las Lomas Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Las Lomas Elementary School District plans to spend \$900,092.00 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 Las Lomas Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Las Lomas Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Las Lomas Elementary School District's Learning Continuity Plan budgeted \$889,000.00 for planned actions to increase or improve services for high needs students. Las Lomas Elementary School District actually spent \$1,188,988.00 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Las Lomas Elementary School District	Dr. Beth Polito Superintendent	bpolito@llesd.org 650-854-2880

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 students will demonstrate high levels of achievement of the Common Core State Standards (CCSS) in mathematics and English Language Arts. [“Students will demonstrate achievement of the California Common Core State Standards in math, language arts, ...” (SP-1.A)]

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Percent of students scoring in the top two bands of SBA-ELA</p> <p><b>19-20</b> Target: 87% on the 18-19 SBA</p> <p><b>Baseline</b> 85% of all students scored in the top two bands of CAASPP ELA summative assessments</p>	<p>86% of students scored in the top two bands of the 2018-19 SBA-ELA</p>
<p><b>Metric/Indicator</b> Percent of students scoring in the top two bands of the SBA-Math</p> <p><b>19-20</b> Target: 82% on the 18-19 SBA</p> <p><b>Baseline</b> 80% of all students scored in the top two bands of CAASPP Math summative assessments</p>	<p>82% of students scoring in the top two bands of the 2018-19 SBA-Math</p>

Expected	Actual
<p><b>Metric/Indicator</b> Percent of English Learners scoring in the top two bands of SBA-ELA and SBA-Math</p> <p><b>19-20</b> Target: 45% ELA on the 18-19 SBA Target: 73% Math on the 18-19 SBA</p> <p><b>Baseline</b> 42% of English Learners scored in the top two bands of CAASPP ELA summative assessments and 59% on the CAASPP math summative assessment</p>	<p>46% of English Learners scoring in the top two bands of on the 2018-19 SBA-ELA and 52% on the 2018-19 SBA-Math</p>
<p><b>Metric/Indicator</b> Percent of English Learners meeting the CELDT Criterion which is based on English Learner Progress and Reclassification rate</p> <p><b>19-20</b> Target: N/A</p> <p><b>Baseline</b> 52% of English Learners met the CELDT Criterion for English Language Proficiency which is based on English Learner Progress and Reclassification rate</p>	<p>No longer applicable</p>
<p><b>Metric/Indicator</b> Percent of prior year's English learners who were reclassified in the current year (Dataquest)</p> <p><b>19-20</b> Target: 22%</p> <p><b>Baseline</b> 18.4% of prior year's English learners were reclassified in 2016-17</p>	<p>Due to COVID-19 emergency closure we did not reclassify any English Learners</p>
<p><b>Metric/Indicator</b> Percent of students attending school on a daily basis</p> <p><b>19-20</b> Target: 95%</p>	<p>95% of students attending school on a daily basis in 2019-20</p>



Expected	Actual
<p><b>Baseline</b> 96.5% of students attended school on a daily basis</p>	
<p><b>Metric/Indicator</b> Percent of students that are labeled as chronic absenteeism</p> <p><b>19-20</b> Target: 2.5%</p> <p><b>Baseline</b> 5% of students that are labeled as chronic absenteeism</p>	<p>3.7% of students that are labeled as chronic absenteeism in 2019-20</p>
<p><b>Metric/Indicator</b> Percent of cumulative students suspended for one or more offenses</p> <p><b>19-20</b> Target: &lt;1%</p> <p><b>Baseline</b> Less than 1% of cumulative students suspended for one or more offenses</p>	<p>.9 % of cumulative students suspended for one or more offenses in 2019-20</p>
<p><b>Metric/Indicator</b> Number of cumulative students expelled</p> <p><b>19-20</b> Target: Zero</p> <p><b>Baseline</b> Zero students expelled</p>	<p>Zero students expelled in 2019-20</p>
<p><b>Metric/Indicator</b> Number of students in grade 8 who drop out of school</p> <p><b>19-20</b> Target: Zero</p> <p><b>Baseline</b> Zero students in grade 8 dropped out of school</p>	<p>Zero students in grade 8 who drop out of school in 2019-20</p>
<p><b>Metric/Indicator</b> Percent of teachers appropriately credentialed and assigned</p>	<p>100% of teachers appropriately credentialed and assigned</p>

Expected	Actual
<p><b>19-20</b> Target: 100%</p> <p><b>Baseline</b> 100% of teachers were appropriately credentialed and assigned</p>	
<p><b>Metric/Indicator</b> Percent of students with daily access to instructional materials</p> <p><b>19-20</b> Target: 100%</p> <p><b>Baseline</b> 100% of students have sufficient instructional materials</p>	<p>100% of students with daily access to instructional materials</p>
<p><b>Metric/Indicator</b> Percent of facilities receiving a rating of good or excellent on the Facilities Inspection Tool (FIT)</p> <p><b>19-20</b> Target: 100%</p> <p><b>Baseline</b> 100% of facilities received a rating of good or better on FIT</p>	<p>100% of facilities receiving a rating of good or excellent on the Facilities Inspection Tool (FIT)</p>
<p><b>Metric/Indicator</b> Number of William's complaints received at the district office</p> <p><b>19-20</b> Target: Zero</p> <p><b>Baseline</b> William's Audits - Zero complaints</p>	<p>Zero William's complaints received at the district office</p>
<p><b>Metric/Indicator</b> Percent of parents participating in grade level and curricular orientation meetings</p> <p><b>19-20</b> Target: 70% Foundation 80% LL PTA 80% LE PTA</p>	<p>Due to COVID-19 emergency closure, we did not have traditional grade level and curricular meetings. We had a 3rd grade to 4th grade transition meeting and a Kindergarten meeting that was moved to a virtual format. We do not know how many parents attended, but have noticed an increase in parent participation in multiple parent meetings due to the increased flexibility the virtual format offers.</p>

Expected	Actual
<p>70% Grade Level Participation</p> <p><b>Baseline</b>            Baseline data collected via sign-in sheets in 2017-18:            65% of the parents donated to the Foundation, 77% of the families from LL joined the PTA and 80% of the families from LE joined the PTA, and 67% of the parents participated in grade level meetings.</p>	
<p><b>Metric/Indicator</b>            School climate survey administered to students</p> <p><b>19-20</b>            Target:            5th grade -            90% safe at school “most of the time” and “all of the time”            65% high levels of school connectedness            60% high level of caring adult relationships            10% high levels of meaningful participation,            66% moderate levels of meaningful participation in school            7th grade -            90% safe or very safe at school            80% high levels of school connectedness            60% high level of caring adult relationships            20% high levels of meaningful participation            56% moderate levels of meaningful participation</p> <p><b>Baseline</b>            Baseline data collected in 2017 -18:            5th grade -            88% safe at school “most of the time” and “all of the time”            61% high levels of school connectedness            49% high level of caring adult relationships            8% high levels of meaningful participation,            66% moderate levels of meaningful participation in school</p>	<p>Actual: 2019-20</p> <p>5th grade -            90% safe at school “most of the time” and “all of the time”            80% high levels of school connectedness            82% high level of caring adult relationships            44% high levels of meaningful participation,            ____% moderate levels of meaningful participation in school</p> <p>7th grade -            78% safe or very safe at school            79% high levels of school connectedness            74% high level of caring adult relationships            38% high levels of meaningful participation            ____% moderate levels of meaningful participation</p>

Expected	Actual
7th grade - 84% safe or very safe at school 78% high levels of school connectedness 51% high level of caring adult relationships 16% high levels of meaningful participation 56% moderate levels of meaningful participation	
<b>Metric/Indicator</b> Percent of English Learners at Level 4 on the ELPAC  <b>19-20</b> Target: 45%  <b>Baseline</b> 43% of English Learners scored at level 4 on the English Language Proficiency Assessment (ELPAC)	Due to COVID -19 emergency closure we did not administer the 2019-20 Sumative ELPAC
<b>Metric/Indicator</b> Percent of parents participating in the Panorama Survey on Parent Engagement  <b>19-20</b> Target: 50%  <b>Baseline</b> New Metric 2018-19: Panorama Survey on Parent Engagement. Baseline data gathered in Spring 2019: 20.6% of parents participated in the Spring Panorama Survey on Parent Engagement	23% of parents participated in the Panorama Survey on Parent Engagement

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1a All students served by general education teachers who are appropriately assigned and fully credentialed in their subject area 1.1b All students served by special education teachers who are appropriately assigned and fully credentialed in their subject area	1.1a, 1.1c, 1.2a, 1.2b, 1.3a, 1.3b, 1.3c, 1.4a, 1.4b, 1.5, 1.6a, 1.6b, 1.7, 1.8, 1.9a, 1.9b, 1.9c 1000-5999	1.1a, 1.1c, 1.2a, 1.2b, 1.3a, 1.3b, 1.3c, 1.4a, 1.4b, 1.5, 1.6a, 1.6b, 1.7, 1.8, 1.9a, 1.9b, 1.9c 1000-5999

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1c 1.5 FTE of ongoing ELA coaching support provided to teachers</p> <p>1.2a New teachers participated in BTSA, District New Teacher Training, and communication and conflict resolution training</p> <p>1.2b Literacy TOSA/Coaches to support new teachers</p> <p>1.3a All teachers assigned to ELA and Math will participate in Common Core ELA/ELD and Math professional development</p> <p>1.3b Increased participation in SBAC by special education students</p> <p>1.3c Specialized professional development for all special education staff (SLP, RSP, SDC, OT, Behaviorist, etc.) to stay current on new developments, changes in the law, best practices</p> <p>1.4a K-8 teachers continued training in Reader's Workshop</p> <p>1.4b Develop and monitor grade level curriculum map/guideline in how to integrate Balanced Literacy and Reader's Workshop throughout the day, week, year. Shared maps with general education and special education</p> <p>1.5 Based on reading assessment data, reading intervention teachers provided small group and one on one instruction to students that provides targeted reading support to struggling readers</p> <p>1.6a Identified students, meeting district criteria, attend district-sponsored summer school programs that focus on reading and math improvement</p> <p>1.6b Identified students will receive math and reading support during the school day through support classes, intervention pull out/push-in, homework center and other after school classes</p> <p>1.7 Administer reading assessment three or more times per year to inform the reading instruction in a systematic way</p> <p>1.8 Use data management system to collect and analyze reading assessment data. Provide training on Illuminate</p> <p>1.9a Offer Reader's Workshop parent training and other Parent Education events</p> <p>1.9b DELAC and Parent organizations will review data gathered from entrance and exit interviews with English learner students and families</p> <p>1.9c Review parent engagement survey and add open-ended questions that allow for the data to be compared to the average score</p>	<p>Salary/Benefits/Services LCFF Base 18,775,210</p> <p>1.2a, 1.2b, 1.3c, 1.4a, 1.4b 1000-5999 Salary/Benefits/Services Title II 16,887</p> <p>1.3a, 1.4a, 1.4b One time Funds/Carryover 1000-5999 Salary/Benefits/Services Locally Defined 100,000</p> <p>1.1b, 1.3b, 1.3c 1000-5999 Salary/Benefits/Services Special Education 3,653,807</p>	<p>Salary/Benefits/Services LCFF Base 19,739,414</p> <p>1.2a, 1.2b, 1.3c, 1.4a, 1.4b 1000-5999 Salary/Benefits/Services Title II 17,430</p> <p>1.3a, 1.4a, 1.4b One time Funds/Carryover 1000-5999 Salary/Benefits/Services Locally Defined 146,343</p> <p>1.1b, 1.3b, 1.3c 1000-5999 Salary/Benefits/Services Special Education 3,430,871</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
for schools or districts in Panorama's national dataset. Survey all parents in winter 2020		
<p>1.10a All students use CCSS-aligned instructional materials</p> <p>1.10b ELA teachers will choose and present for adoption ELA instructional materials including supplemental materials, for adoption</p> <p>1.11a Continue to build out of school bookrooms and classroom libraries</p> <p>1.11b Extra reading support and intervention to focus students as needed which includes providing summer reading materials to check out over the summer, as well as some high-interest books that the students can keep at home permanently</p> <p>1.12a ELD teachers will choose piloted instructional materials for integrated and designated ELD</p> <p>1.12b Purchase ELD Instructional Materials</p> <p>1.12c Supporting families in enriching their academic vocabulary through take-home book programs</p>	<p>1.10, 10a, 1.11a, 1.11b, 1.12a,1.12b 4000-4999: Books And Supplies LCFF Base 215,031</p> <p>1.10, 1.11a, 1.11b, 1.12a,1.12b, 1.12c 4000-4999: Books And Supplies Lottery 110,714</p> <p>1.10, 1.10a, 1.11a, 1.11b, 1.12a,1.12b, 1.12c 4000-4999: Books And Supplies Title III 7,500</p> <p>1.11b Low-Performing Students Block Grant 1000-5999 Salary/Benefits/Services Other 43,473</p>	<p>1.10, 10a, 1.11a, 1.11b, 1.12a,1.12b 4000-4999: Books And Supplies LCFF Base 224,931</p> <p>1.10, 1.11a, 1.11b, 1.12a,1.12b, 1.12c 4000-4999: Books And Supplies Lottery 137,699</p> <p>1.10, 1.10a, 1.11a, 1.11b, 1.12a,1.12b, 1.12c 4000-4999: Books And Supplies Title III 13,732</p> <p>1.11b Low-Performing Students Block Grant 1000-5999 Salary/Benefits/Services Other 21,736</p>
<p>1.13 EL students identified, appropriately grouped for instruction, and will receive both integrated and designated ELD</p> <p>1.14a Finalize the ELD Master Plan aligned with the ELD Frameworks, ELPAC, and state guidelines</p> <p>1.14b Refine the RFEP criteria based on state guidelines and new ELPAC assessment</p> <p>1.15 Paraeducators will assist with data input and reporting for the English Learners</p> <p>1.16a Staffing to support, serve and monitor all English Learners</p> <p>1.16b Professional development provided to teachers and paraprofessionals in the co-teach/co-plan instructional model.</p>	<p>1.13 is included in 1.1 1000-5999 Salary/Benefits/Services LCFF Base 0</p> <p>1.14a, 14b, 1.15, 1.16b 1000-5999 Salary/Benefits/Services Title III 11,176</p> <p>1.13, 1.16a 1000-5999 Salary/Benefits/Services LCFF Supplemental and Concentration 311,750</p>	<p>1.13 is included in 1.1 1000-5999 Salary/Benefits/Services LCFF Base 0</p> <p>1.14a, 14b, 1.15, 1.16b 1000-5999 Salary/Benefits/Services Title III 11,176</p> <p>1.13, 1.16a 1000-5999 Salary/Benefits/Services LCFF Supplemental and Concentration 308,610</p>
<p>1.17 Paraprofessionals will work with teachers in a co-teach/co-plan model that supports students with IEPs working in the general education classrooms</p>	<p>1.17 1000-5999 Salary/Benefits/Services Special Education 1,445,463</p>	<p>1.17 1000-5999 Salary/Benefits/Services Special Education 1,331,143</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>1.18a Professional development will be provided to teachers and paraprofessionals in the co-teach/co-plan instructional model</p> <p>1.18b Provide professional development in positive behaviors, conflict resolution, special educations services, enhancing student independence</p> <p>1.18c Professional development will be provided to teachers and paraprofessionals in the co-teach/co-plan instructional model, social facilitation, behavior issues adjusting the curriculum to meet the needs of different learners, understanding the IEP. Connecting IEP goals to instruction</p> <p>1.18d Continue providing Paraprofessionals with WW &amp; RW training, as well as Math skills and current instructional strategies</p>	<p>1.18a, 1.18b, 1.18c, 1.18d Classified School Employee Professional Development Block Grant and One Time Funds/Carryover included in 1.3a, 1.3c 1000-5999 Salary/Benefits/Services Locally Defined 0</p>	<p>1.18a, 1.18b, 1.18c, 1.18d Classified School Employee Professional Development Block Grant and One Time Funds/Carryover included in 1.3a, 1.3c 1000-5999 Salary/Benefits/Services Locally Defined 0</p>
<p>1.19a Academic counseling and guidance will be provided to support all learners as needed</p> <p>1.19b Use data from 17-18 Academic Achievement class to evaluate and offer intervention class focused on academic, social/emotional and organizational skills in 2019-20</p> <p>1.19c Additional level of support from school counselors and administrators with regular check-ins for socio-economically disadvantaged students as needed</p> <p>1.19d Strategically placement of socioeconomically disadvantaged students in classrooms and provide targeted interventions as needed. Maximize student time spent in their core classrooms and increase push in instruction</p> <p>1.19e Pilot second prototype schedule at Las Lomas</p> <p>1.19f Provide bus transportation for school activities (i.e. dances) for East Community students and to the parents for Parent-Ed events</p>	<p>1.19a, 1.19b, 1.19c, 1.19d 1000- 5999 Salary/Benefits/Services LCFF Base 488,292</p> <p>1.19b, 1.19c, 1.19f 1000-5999 Salary/Benefits/Services Title I 31,996</p>	<p>1.19a, 1.19b, 1.19c, 1.19d 1000- 5999 Salary/Benefits/Services LCFF Base 444,536</p> <p>1.19b, 1.19c, 1.19f 1000-5999 Salary/Benefits/Services Title I 37,739</p>
<p>1.20a Teachers/Staff will develop relationships with each other through the Museum of Tolerance Professional Development, the Achievement Gap group, and grade level, wellness, and social activities. Teachers will participate in afterschool activities including group running, hiking and pickleball. They participate in sessions on</p>	<p>1.20a, 1.20b, 1.20c included in 1.3a and 1.3c 1000-5999 Salary/Benefits/Services LCFF Base 0</p>	<p>1.20a, 1.20b, 1.20c included in 1.3a and 1.3c 1000-5999 Salary/Benefits/Services LCFF Base 0</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>healthy communication and stress reduction during the professional development days</p> <p>1.20b Continue to work on the Wellness Committee priorities (student mental health, employee wellness, and family/ community involvement) based on a staff survey</p> <p>1.20c Explore opportunities to support positive relationships</p>	<p>1.20a, 1.20b, 1.20c Sequoia Healthcare District 1000-5999 Salary/Benefits/Services Other 50,000</p>	<p>1.20a, 1.20b, 1.20c Sequoia Healthcare District 1000-5999 Salary/Benefits/Services Other 50,000</p>
<p>1.21 School facilities are maintained and in good repair</p>	<p>1.21 1000-5999 Salary/Benefits/Services LCFF Base 2,315,836</p> <p>1.21 6000-6999: Capital Outlay LCFF Base 10,000</p>	<p>1.21 1000-5999 Salary/Benefits/Services LCFF Base 2,227,195</p> <p>1.21 6000-6999: Capital Outlay LCFF Base 0</p>
<p>1.22 Las Lomitas Elementary School District does not routinely receive foster or homeless youth as students. However, if we were to have foster or homeless youth enrolled, a support plan would be developed and coordinated by the Director of Student Services. We have historically had no or few homeless and foster students.</p>	<p>1.22 1000-5999 Salary/Benefits/Services LCFF Base 0</p>	<p>1.22 1000-5999 Salary/Benefits/Services LCFF Base 0</p>
<p>1.23a Refine plan to monitor Chronic Absenteeism which includes a review of our attendance monitoring process, communication with parents and teachers, and pre-SARB and SARB process</p> <p>1.23b Communicate data to parents of negative consequences of chronic absenteeism on academic outcomes</p> <p>1.23c Regular attendance monitoring via PowerSchool and communication with teachers asking for names of students where attendance is affecting academic success</p> <p>1.23d Send attendance letters and call monthly to parents of students with excessive absences or tardies</p> <p>1.23e Regular communication in school PTA school newsletters educating parents of the importance of attendance to child’s learning. Send focused message to parents about the importance of attendance learning at Parent Information Night from teachers and administrators</p> <p>1.23f Phone calls home to parents of students with excessive absences and parent meetings of students with excessive absences and develop positive plans</p>	<p>1.23a-h, 1.24a-f included in 1.1a and 1.1b 1000-5999 Salary/Benefits/Services LCFF Base 0</p>	<p>1.23a-h, 1.24a-f included in 1.1a and 1.1b 1000-5999 Salary/Benefits/Services LCFF Base 0</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.23g Integrate School Resource Officer, nurse, counselors and district office (as needed) in parent meetings of students with excessive absences</p> <p>1.23h Pre-SARB and SARB Meetings held as needed</p> <p>1.24a Continue to use the numerous systems in place that assist our most at-risk students</p> <p>1.24b Investigate Restorative Justice as an alternative to suspension. Implement components of PBIS</p> <p>1.24c Monitor and increase, as necessary, communication with parents at parent conferences, SSTs, IEPs, and 504 meetings</p> <p>1.24d Offer behavior intervention/services, individual and group counseling built around student need</p> <p>1.24e Regular monitoring of focus students' progress, grades, and behavior by counselors, specialists, general education teachers, classified staff, and administration</p> <p>1.24f Offer opportunities to learn and practice social skills, e.g. Leopard's Lounge, New Games, etc.</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.

Material differences in estimated actual and budgeted expenditures were primarily due to staff salary schedules which, based on particular employees filling specific positions, significantly increased expenditures over original estimates. Estimated actuals also reflect negotiated settlements with all employees effective July 2019. We partially purchased instructional materials for ELA/ELD in 2019-20, but the District intends to address this action item next school year fully. Title 1 funds were used to support a homework center called "La Salida" in 2018-19. La Salida is an after-school program where students, many of whom are from underperforming subgroups, can get targeted support from certificated teachers and paraeducators. In 2019-20 the funding shifted to the general fund because the state moved the Title 1 funds to Las Lomitas based on Las Lomitas unduplicated count. The funds were used to support math instruction and intervention.

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

From August 2019- March 2020, we successfully implemented most of the activities for this goal. As a result of a focus on instruction, professional development, and student support, the academic achievement in English Language Arts and Mathematics improved. Thoughtful, focused conversations and collaboration around the District initiatives were evidenced by the instruction in classrooms, meeting minutes (staff, grade level, department, and committee), and test results. The Assistant Principals, Counselors, and Office Staff's efforts to understand and get to know the families and the students contributed to the excellent attendance and suspension rates. The thoughtful professional development plan organized to support strategic implementation contributed to our positive teacher retention rates.

Reflection on the 2018-19 data at the start of 2019-20 indicates the outcome for academic achievement was met and exceeded based on the overall CAASPP results in English Language Arts and Mathematics, further analysis of data showed that, while the socio-economically disadvantaged (SED) students improved, they scored, on average as a group, below achievement level 3 in Mathematics. However, students in the SED subgroup did rise above Level 3 on average as a group in ELA. English Learners and Hispanic students maintained just above standard on average, with a slight increase by the Hispanic subgroup and a slight decrease by the Students with Disabilities (SWD) subgroup. The state indicator revealed that, while overall we maintained at approximately 83 points above standard in ELA and 73 points above standard in mathematics, SED students scored 17 points below standard 3 on average in ELA (an improvement over 39 points below in 16-17) and 51 points below on average in mathematics (an improvement over 75 points below in 17-18). Closer analysis of the academic achievement indicators revealed that SED students performed better in English Language Arts than in Mathematics and "Increased Significantly" from Spring 2017 to Spring 2019. Activities to support the student groups are included in the 2019-20 LCAP: Goals 1, 2, and 3. The overall district attendance rate continued to maintain and improve over the local goal of 95%. The Chronic Absenteeism rate of 3.7% represented a slight rise over 2017-18 and prompted the refinement of our district plan to mitigate chronic absenteeism. (Goal 1, 1.23). Based on the 2019-20 suspension data (0.9%), we made minor adjustments as needed to refine our district plan to mitigate suspensions. We trained staff to report discipline data in the SIS properly, some resulting in suspension, have instituted several practices to address suspension, and will continue to make adjustments in the 2021-2022 school year based on the data we will collect in 2020-21. (Goal 1, 1.24)

We adjusted the activities between March and June during the school closure beginning due to the COVID-19 emergency. The School District put together a website to support all parents and staff to distance learning for all students. This website contained resources, tools, and guidance on how to do remote learning successfully. The information and knowledge on this website come largely from the experiences and advice of those who have gone through this before the California Department of Education and County Health Department's guidance. During Virtual Learning, teachers assigned both synchronous and asynchronous work and checked in with students daily through video conferencing. In order to properly plan for summer school and fall 2020, the ELA, Math, and Technology Teachers on Special Assignment (TOSA) helped create an alternative K-8 end of year assessment/progress report which focused on the grade-level end of year standards in ELA and Mathematics and the social-emotional wellness of the students. The District used this data to plan for summer school and the most appropriate fall classroom placement. The District formed the Pandemic Recovery Planning Committee in May, and the team worked throughout the summer to write the Pandemic Recovery and Reopening Plan. The guidelines for the committee were 1) advise and create a program that will deliver the best education possible in the safest environment for all; 2) Consider the social, emotional, and physical health of our students, staff, faculty, and community has to be the

priority, in line with education; 3) Do all we can to ensure equity and access to all of our students.

For further details, see the COVID-19 Operations Written Report for Las Lomas Elementary School District adopted by the LLESD School Board on June 3, 2020. <https://llesd-ca.schoolloop.com/file/1584169721719/1468166545726/8290165390015059658.pdf>

## Goal 2

Writing: Students will demonstrate achievement of the California Common Core State Standards in language arts .... (SP-1.A)  
 Students will be active learners who generate ideas, pose and solve problems, and demonstrate adaptability, self-direction, curiosity, creativity, and analytical thinking. (SP-1.D)

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Percent of students scoring at above standard on Claim 2, Writing on the SBA-ELA</p> <p><b>19-20</b>            Target: 67%</p> <p><b>Baseline</b>            SBA-ELA Claim 2 - WRITING: 60% Above</p>	<p>53% of students scoring at above standard on Claim 2, Writing on the 2018-19 SBA-ELA</p>
<p><b>Metric/Indicator</b>            Percent of writing teachers implementing a consistent approach to writing as evidenced by administrator observation and teacher survey</p> <p><b>19-20</b>            Target: 100% K-5 teachers and Target: 100% 6-8 Core/English teachers</p> <p><b>Baseline</b>            86% of K-5 teachers and 70% of 6-8 Core/English teachers implemented a consistent approach to writing within and across the grades, addressing new genres and depth of skills, utilizing the Workshop Model.</p>	<p>100% K-5 teachers and 100% Core/English teachers</p>

Expected	Actual
<p><b>Metric/Indicator</b> Percent of writing teachers participating in ongoing support provided by writing experts</p> <p><b>19-20</b> Metric Removed in 2019-20</p> <p><b>Baseline</b> 96% of K-5 teachers and 96% of 6-8 Core/English teachers participated in ongoing support provided by writing experts</p>	Metric removed in 2019-20
<p><b>Metric/Indicator</b> Percent of writing teachers implementing on demand writing</p> <p><b>19-20</b> Target: 100%</p> <p><b>Baseline</b> 100% of the teachers implemented on demand writing</p>	100% implemented on demand writing
<p><b>Metric/Indicator</b> Percent of K-8 students scoring in the top two achievement bands on year-end writing assessment</p> <p><b>19-20</b> Target: 75%</p> <p><b>Baseline</b> No date collected in 2017-18. Baseline will be set in 2018-19</p>	Due to COVID-19 emergency closure we did not administer the End of Year Writing Assessment

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1a Provide training for the implementation of Writers' Workshop</p> <p>2.1b ELD teachers to support ELs with their writing skills</p> <p>2.1c Special Education teachers support students through appropriate scaffolding utilizing writer's workshop terms and curricular maps created by grade levels</p>	<p>2.1a, 2.1b, 2.1c, 2.2, 2.3, 2.4 One time Funds/Carryover 1000-5999 Salary/Benefits/Services LCFF Base 28,000</p>	<p>2.1a, 2.1b, 2.1c, 2.2, 2.3, 2.4 One time Funds/Carryover 1000-5999 Salary/Benefits/Services LCFF Base 7,200</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.2 Provide professional development and coaching support for the implementation of Writer's Workshop in 6th-8th grades</p> <p>2.3 Teachers explore RTI, Co-Teaching, differentiation strategies through professional development opportunities</p> <p>2.4 Develop a local writing assessment: prompts, rubrics, process, and scoring. (Local assessment used as a multiple measure with the SBAC)</p> <p>2.5 Release time will be provided for two K-8 grade teachers to plan lessons, analyze work, and collaborate on pacing decisions, assessments, and scoring</p> <p>2.6 Together special education and general education teachers will engage in frequent, collaborative analysis of student work products and assessment results to determine the effectiveness of lessons, student growth and learning, and next instructional steps</p> <p>2.7 "On Demand" writes will be given as formative assessments and results analyzed to determine student learning and any needed intervention</p>	<p>2.2, 2.4, 2.5, 2.6, 2.7 One time Funds/Carryover included in 1.1a, 1.1b, 1.3a 1000-5999 Salary/Benefits/Services LCFF Base 0</p>	<p>2.2, 2.4, 2.5, 2.6, 2.7 One time Funds/Carryover included in 1.1a, 1.1b, 1.3a 1000-5999 Salary/Benefits/Services LCFF Base 0</p>
<p>2.8a Purchase instructional and support materials needed for the implementation of Writers' Workshop</p> <p>2.8b Explore and adopt writing materials as part of the ELA adoption</p>	<p>2.8a, 2.8b 4000-4999: Books And Supplies Lottery 40,000</p>	<p>2.8a, 2.8b 4000-4999: Books And Supplies Lottery 40,000</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.

Expenditures changed as new interest and opportunities arose throughout the year. The professional development plan adjusted based on teachers' readiness, their professional learning goals, the needs of the students, and the school closure due to the COVID-19 emergency.

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

As a result of the focus on instruction and professional development in Writer's Workshop, English Language Arts's academic achievement improved. Thoughtful, focused conversations and collaboration around lesson design and student work increased the rigor in all classrooms and set up a classroom construct for an environment suitable and ready for increased differentiation. The rigor and personalized instruction were evidenced through observation, review of student work, pre and post writing assessments, and the SBAC ELA test results. The students' attention and positive interest in writing were impacted by the staff's successful work in implementing the writing initiatives for all children in our schools. Implementation of Common Core Standards through the Writer's Workshop has reinvigorated our instructional programs.

Although the outcome for academic achievement was met and exceeded based on the overall CAASPP results in English Language Arts and Mathematics, further analysis of data showed a need for continued support for students in our socio-economically disadvantaged students (SED) students with disabilities. The District intends to continue conversations about writing assessments and rubrics. The District ELA Adoption committee studied the assessment process, rubrics, and scoring calibration. Given the progress made to date and the fact that there is still much work to do, the District will continue this goal in 2022-23. In 2019-20 although every teacher gave on-demand writing prompts to inform their instruction. As a summative assessment after each unit through February 2019, due to COVID-19 emergency closure, the sites did not administer the end-of-year writing assessment.

For further details on our work between March and June 1020, see the COVID-19 Operations Written Report for Las Lomas Elementary School District adopted by the LLESD School Board on June 3, 2020. <https://llesd-ca.schoolloop.com/file/1584169721719/1468166545726/8290165390015059658.pdf>

## Goal 3

Math: "Students will demonstrate achievement of the California Common Core State Standards in math..."(SP-1.A)

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Percent of students scoring at above standard on Claim 1, Concepts &amp; Procedures on the SBA-Math</p> <p><b>19-20</b>            Target: 70%</p> <p><b>Baseline</b>            66% of all students scored above standard on SBA-Math Claim 1</p>	<p>73% of students scoring at above standard on Claim 1, Concepts &amp; Procedures on the 2018-19 SBA-Math</p>
<p><b>Metric/Indicator</b>            Percent of students scoring at above standard on Claim 2, Problem Solving and Modeling on the SBA-Math</p> <p><b>19-20</b>            Target: 65%</p> <p><b>Baseline</b>            61% of all students scored above standard on SBA-Math Claim 2</p>	<p>62% of students scoring at above standard on Claim 2, Problem Solving and Modeling on the 2018-19 SBA-Math</p>
<p><b>Metric/Indicator</b></p>	<p>61% of students scoring at above standard on Claim 3, Communication Reasoning on the 2018-19 SBA-Math</p>



Expected	Actual
<p>Percent of students scoring at above standard on Claim 3, Communication Reasoning on the SBA-Math</p> <p><b>19-20</b> Target: 65%</p> <p><b>Baseline</b> 59% of all students scored above standard on SBA-Math Claim 3</p>	
<p><b>Metric/Indicator</b> Percent of teachers participating in training relative to the implementation and use of mathematics instructional materials</p> <p><b>19-20</b> Target: 100%</p> <p><b>Baseline</b> 100% of K-8 mathematics teachers participated in training relative to the implementation and use of mathematics instructional materials</p>	<p>100% of all teachers participating in training relative to the implementation and use of mathematics instructional materials</p>
<p><b>Metric/Indicator</b> Percent of teachers participating in grade level collaboration as evidenced by sign-in sheets</p> <p><b>19-20</b> Target: 100%</p> <p><b>Baseline</b> 85% of teachers collaborated, planned and reflected; sign-in sheets</p>	<p>100% of teachers participating in grade level collaboration</p>
<p><b>Metric/Indicator</b> Percent of students recommended for intervention or acceleration supported by academic counselors and intervention teachers as evidenced by class schedules and counseling logs</p> <p><b>19-20</b> Target: 100%</p> <p><b>Baseline</b></p>	<p>100% of students recommended for intervention or acceleration supported by academic counselors and intervention teachers as evidenced by class schedules and counseling logs</p>

Expected	Actual
100% of students who demonstrate a need for intervention/acceleration opportunities as demonstrated by assessment data and were supported by academic counselors and intervention teacher	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 Provide training for the implementation of the math program</p> <p>3.2 Provide ongoing coaching support for the implementation of the math program</p> <p>3.3 Provide time for teachers to plan, reflect and refine practice. Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments, and scoring</p> <p>3.4 Teachers engage in frequent, collaborative, analysis of student work products and assessment results to determine the effectiveness of lessons, student growth and learning and next instructional steps</p> <p>3.5a Collect data from the local math assessments in grades K - 3. Will pilot benchmark and end of year assessment in grades 4 and 5. Update placement assessments for 6-8 grades as necessary</p> <p>3.5b Administer SBAC Interim assessments to identify student needs and inform practice</p> <p>3.6 Study and evaluate the local math assessment including placement assessments</p> <p>3.7 Teachers explore RTI, Co-Teaching, differentiation through professional development opportunities</p> <p>3.8 Parents attend Math Nights</p>	<p>3.2, 3.8 One Time Funds/Carryover 1000-5999 Salary/Benefits/Services Locally Defined 109,030</p> <p>3.1,3.3, 3.4, 3.5a, 3.5b, 3.6, 3.8 (3.7 see 1.17) One Time Funds/Carryover 1000-5999 Salary/Benefits/Services LCFF Base 46,000</p>	<p>3.2, 3.8 One Time Funds/Carryover 1000-5999 Salary/Benefits/Services Locally Defined 93,510</p> <p>3.1,3.3, 3.4, 3.5a, 3.5b, 3.6, 3.8 (3.7 see 1.17) One Time Funds/Carryover 1000-5999 Salary/Benefits/Services LCFF Base 60,566</p>
<p>3.9 Increase and adjust staffing for intervention and acceleration based on campus need</p> <p>3.10 Continue piloting instructional materials for intervention and acceleration at both sites</p>	<p>3.9 1000-5999 Salary/Benefits/Services LCFF Base 374,505</p>	<p>3.9 1000-5999 Salary/Benefits/Services LCFF Base 492,325</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.

Expenditures changed as new interest and opportunities arose throughout the year. The professional development plan adjusted based on teachers' readiness, their professional learning goals, the needs of the students, and the school closure due to the COVID-19 emergency.

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

As a result of a focus on instruction and professional development in Mathematics, academic achievement in Mathematics improved. Thoughtful, focused conversations and collaboration during shared professional development, coaching sessions, grade level, and department meetings increased differentiation in the math classrooms. The differentiation and personalized instruction were evidenced through observation, parent comments, student work review, and the SBAC Math test results. Implementation of Common Core Standards through the Singapore Math Pedagogy contributed to more reflective teaching staff, one that sought to meet the highest performing learners' needs and the most marginalized learners. This was evidenced as the teachers reviewed the state and local assessments and the coaching conversations throughout the year. The work in the assessment area (class assessment, grade-level assessment, and placement assessment) contributed to teacher reflection. It led to teacher adjustment of their lesson design, lesson/unit sequence, and the base and supplemental materials to meet students' needs. Beginning in March, due to the shift in 2019-2020 to virtual learning, math instruction shifted to a virtual format, and teachers collaborated to tackle this challenge. The math coach quickly brought in electronic resources for the teacher and worked with grade levels on virtual math instructions, games, and assessments.

Although the outcome for academic achievement was met and exceeded based on the overall CAASPP results in English Language Arts and Mathematics, further analysis of data showed a need for continued support for students in our socio-economically disadvantaged students (SED) students with disabilities. The District intends to continue conversations about mathematics assessments designed to gather evidence of students' mathematical thinking and application. Given the progress made to date and the fact that there is still much work to do, the District will continue this goal in 2022-23. In 2019-20 although every teacher gave classroom assessments, not all spring data was gathered as planned.

For further details on our work between March and June 1020, see the COVID-19 Operations Written Report for Las Lomas Elementary School District adopted by the LLESD School Board on June 3, 2020. <https://llesd-ca.schoolloop.com/file/1584169721719/1468166545726/8290165390015059658.pdf>

## Goal 4

Technology: "Students will benefit from technology to support learning and communication, and will select and utilize current technologies to research, collaborate, explore, analyze and communicate ideas, ..." (SP-1.C)

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Bright Bytes Student and Staff Survey Data</p> <p><b>19-20</b>            Target: Metric Removed in 2019-20</p> <p><b>Baseline</b>            1a. Students demonstrated growth in positive digital citizenship as evidenced by CASE (BrightBytes) scores. (+6)            1b. Students improved their foundational, online and multimedia skills as evidenced by CASE (BrightBytes) scores from the Fall to the Spring Survey (Foundational +1; Online +7; Multimedia +14)            1c. Students improved their 4Cs as evidenced by CASE (BrightBytes) scores from the Fall to the Spring Survey (+10)            1d. Teachers demonstrated positive digital citizenship as evidenced by CASE (BrightBytes) scores from the Fall to the Spring Survey (+10).            1e. Teachers improved their foundational, online and multimedia skills as evidenced by CASE (BrightBytes) scores from the Fall to the Spring Survey (Foundational +7; Online -3; Multimedia +6)            1f. Teachers maintained their 4Cs as evidenced by CASE (BrightBytes) scores on the from the Fall to the Spring Survey (+0)</p>	<p>Metric Removed in 2019-20</p>

Expected	Actual
<p><b>Metric/Indicator</b> Percent of students that had access to technology: 17-18 target grades 3-8, 18-19 target grades 2-8, 19-20 target grades K-8</p> <p><b>19-20</b> Metric removed from LCAP in 19-20</p> <p><b>Baseline</b> 100% 17-18 target grades 3-8 100% 18-19 target grades 2-8 100% 19-20 target grades K-8</p>	<p>Metric Removed in 2019-20</p>
<p><b>Metric/Indicator</b> Percent of students and teachers using appropriate application for teaching and learning</p> <p><b>19-20</b> Metric removed from LCAP in 17-18</p> <p><b>Baseline</b> 100% of students and 86% of the 6-8 teachers used appropriate application for teaching and learning.</p>	<p>Metric Removed in 2019-20</p>
<p><b>Metric/Indicator</b> New metric for Spring 2020: Student and Staff Survey Data</p> <p><b>19-20</b> New metric for Spring 2020 Target: 85% teachers use technology daily in the classroom Target: 85% students use technology daily in the classroom Target: 50% teachers use four C's weekly in the classroom Target: 50% students use four C's weekly in the classroom</p> <p><b>Baseline</b></p>	<p>Due to COVID-19 emergency closure we did not survey students and staff</p>

Expected	Actual
Percent of the teachers and students implementing technology in the classroom on a daily basis. Percent of teachers and students using four C's of technology integration: creativity, critical thinking, communication, and collaboration on a weekly basis.	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.1 Replace student computing devices in classrooms and the labs per the replacement plan in the Technology Plan</p> <p>4.2 Teachers will attend summer institutes, local conferences, and specific professional development based on teacher/coaching needs including Coding 1 &amp; 2</p> <p>4.3 0.34 FTE of ongoing coaching support provided to teachers at La Entrada. Hourly support or release time will be provided at Las Lomas</p> <p>4.4 Volunteer teachers will work with the coaches and model the implementation of the 4Cs</p> <p>4.5 Expand the technology course offerings to include articulated classes that support the high school college to career pathways</p>	<p>4.1 4000-4999: Books And Supplies LCFF Base 150,000</p> <p>4.3 One Time Funds/Carryover 1000-5999 Salary/Benefits/Services LCFF Base 48,703</p> <p>4.2, 4.4. 4.5 One Time Funds/Carryover 1000-5999 Salary/Benefits/Services LCFF Base 15,000</p>	<p>4.1 4000-4999: Books And Supplies LCFF Base 31,769</p> <p>4.3 One Time Funds/Carryover 1000-5999 Salary/Benefits/Services LCFF Base 71,020</p> <p>4.2, 4.4. 4.5 One Time Funds/Carryover 1000-5999 Salary/Benefits/Services LCFF Base 1,000</p>
<p>4.6a Purchase software, digital resources, assessments</p> <p>4.6b Purchase ebooks and audiobooks</p> <p>4.7 Publish website for compliance with privacy laws</p> <p>4.8 Update district and site website for compliance with 508 compliance (Website Accessibility Guidelines)</p>	<p>4.6a 5000-5999: Services And Other Operating Expenditures LCFF Base 50,000</p> <p>4.6a, 4.6b 5000-5999: Services And Other Operating Expenditures Special Education 26,000</p> <p>4.6b One Time Funds/Carryover 5000-5999: Services And Other Operating Expenditures Locally Defined 5,500</p>	<p>4.6a 5000-5999: Services And Other Operating Expenditures LCFF Base 40,739</p> <p>4.6a, 4.6b 5000-5999: Services And Other Operating Expenditures Special Education 1,160</p> <p>4.6b One Time Funds/Carryover 5000-5999: Services And Other Operating Expenditures Locally Defined 5,500</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.

Expenditures changed as new interests and opportunities arose throughout the year. Material differences in estimated actual and budgeted expenditures were primarily due to the technology purchases' timing, which, based on the planning for and processing time of particular devices, significantly decreased expenditures over original estimates. Teachers and administration adjusted the professional development plan based on teachers' readiness, professional learning goals, students' needs, and the school closure due to the COVID-19 emergency.

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

In 2019-2020, the District replaced 200 Chromebooks that reached Auto-Update Expiration and, in summer 2020, replaced another 200 Chromebooks. As the result of increasing the number of iPads and Chromebooks available to teachers in Grades K-5, a focus on professional development in technology integration, and expanded coaching support across both school sites, the teachers' interest in using technology in the classroom and designing technology integrated lessons increased. Thoughtful, focused conversations and collaboration during shared professional development, coaching sessions, grade level, and department meetings increased technology integration in Writer's Workshop, Mathematics, and Science instruction. Beginning in March, during the school closure due to the COVID-19 emergency, the devices purchased and deployed became invaluable to the teachers, students, and families. The district distributed Chromebooks, iPads, and internet hotspots to any student, family, and teacher who requested technology resources. District administration modified the District's Student Acceptable Use Agreement to incorporate Distance Learning practices and security issues. Remote support of teachers and staff is an extension of our regular technology support structure, but the addition of remote support of students/parents was required. On-Site Tech Office Hours were added to address teacher, staff, and student support issues that are difficult to resolve via remote support.

Actions and Services for this goal were generally implemented as planned, with a few exceptions. Software purchases accelerated to accommodate Virtual Classroom (Distance Learning) environments necessitated by the Coronavirus Pandemic. The school sites took advantage of many of the free software apps and programs that publishers made available in Spring of 2020. The use of the Spring software set the teachers, students, and District up for expanded use in fall 2020.

For further details on our work between March and June 2020, see the COVID-19 Operations Written Report for Las Lomas Elementary School District adopted by the LLESB School Board on June 3, 2020. <https://llesd-ca.schoolloop.com/file/1584169721719/1468166545726/8290165390015059658.pdf>

## Goal 5

Science: "Students will demonstrate achievement of the California Common Core State Standards in science..."(SP-1.A)

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            CAST scores</p> <p><b>19-20</b>            Baseline in Spring 2018</p> <p><b>Baseline</b>            To be determined in August 2017 when we receive the 2017 CAST scores</p>	<p>73.7% of students scored in the two top bands of the 2018-19 CAST</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5.1 6th - 8th grade science teachers participate in professional development in the NGSS and Frameworks</p> <p>5.2 6th - 8th grade science teachers and special education staff further design units/lessons using a template that has explicit ELD and technology integration</p> <p>5.3 Provide release time/common prep to MS Science teachers to plan lessons, analyze work, and collaborate on unit/lesson design that supports NGSS, ELD, and technology</p> <p>5.4 Provide coding in science training</p>	<p>Funds/Carryover included in 1.1a, 1.1b, 1.3a 1000-5999</p> <p>Salary/Benefits/Services Locally Defined 18,000</p>	<p>Funds/Carryover included in 1.1a, 1.1b, 1.3a 1000-5999</p> <p>Salary/Benefits/Services Locally Defined 20,088</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.5a Pilot instructional materials in science 5.5b Purchase instructional materials in science 5.5c Encourage and recruit parent to support/volunteer for science experiences (e.g. field trips, assemblies)	5.5a, 5.5b, 5.5c One Time Funds/Carryover 4000-4999: Books And Supplies LCFF Base 160,000	5.5a, 5.5b, 5.5c One Time Funds/Carryover 4000-4999: Books And Supplies LCFF Base 160,000
5.6 K-5 grade science teachers will participate in professional development in the NGSS and Frameworks 5.7 K-5 grade teachers will design units/lessons using a template that has explicit ELD and technology integration 5.8 Provide release time/common prep for classroom and special education staff to plan lessons, analyze work, and collaborate on unit/lesson design that supports NGSS, ELD, and technology 5.9 Provide coding in science training 5.10 Increase and enhance science experiences and access for all students (e.g. assemblies, field trips, equipment, professional development)	5.6, 5.7, 5.8, 5.9, 5.10 One Time Funds/Carryover included in 1.1a, 1.1b, 1.3a 1000-5999 Salary/Benefits/Services Locally Defined 72,000	5.6, 5.7, 5.8, 5.9, 5.10 One Time Funds/Carryover included in 1.1a, 1.1b, 1.3a 1000-5999 Salary/Benefits/Services Locally Defined 67,445

## Goal Analysis

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

Expenditures changed as new interests and opportunities arose throughout the year. Administration and teachers adjusted the professional development plan based on teachers' readiness, professional learning goals, students' needs, and the school closure due to the COVID-19 emergency.

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

Through attendance at focused professional development sessions and via deliberate conversations, the K-8 science teams and administration developed and deepened their understanding of the NGSS movement. The team understands that there is a focus on the culture of academic discourse and the architecture of the lesson design to incorporate anchor and investigative phenomena. As evidenced by observation and continued team dialogue, teachers made progress on integrating the 5E's and offering rich science learning opportunities. The Technology TOSA and administration attended the County Science meetings throughout the year in 2019-

2020. The K-5 teachers continued their NGSS unit planning and supported each other with the design and implementation plan of their NGSS units that teachers developed. Teams collaborated around refining units as the year progressed. Two pilot teachers per grade level used Stemscope and Twig throughout the fall and winter. After gathering evidence from students and parents and deliberation around the two programs, 4-8 grade teachers proposed the adoption of Stemscope. The K-3 teachers presented their evidence and asked for more time for the evaluation, but they were leaning toward recommending TWIG Science. The board approved Stemscope for grades 4-8 in April 2020. K-3 pilot teachers planned to continue the pilot through May, but due to the COVID-19 emergency school closure, they postponed the pilot through summer. In fall 2020, the K-2 pilot teachers recommended TWIG, which aligned with the evidence and their thoughts in April.

For further details on our work between March and June 2020, see the COVID-19 Operations Written Report for Las Lomas Elementary School District adopted by the LLESD School Board on June 3, 2020. <https://llesd-ca.schoolloop.com/file/1584169721719/1468166545726/8290165390015059658.pdf>

# 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
Curriculum mapping and planning	15,000	38,172	Yes
Print based and electronic instructional materials	140,000	218,810	Yes
Technology equipment and software for staff and students	90,000	90,000	Yes
Personal Protective Equipment - projected spending to date	50,000	160,000	Yes
Staffing	240,000	120,000	Yes

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

Expenditures changed as new needs and opportunities arose throughout the year. Administration and teachers adjusted the professional development plan based on teachers' readiness, professional learning goals, students' needs, and the school closure due to the COVID-19 emergency. As more students returned to in person instruction, requirements for technology, software, and personal protective equipment (PPE) also increased. The District added cameras to all dual platform classrooms, added monitors and computing devices to each classroom, purchased freestanding HEPA filters for each classroom and gathering space, and tents for both campuses.

### Analysis of In-Person Instructional Offerings

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

Students began arriving on campus on September 14, 2020, and continued to increase through January 19, 2021.

Some of the success were:

- In-Person and Virtual Summer School Program

- Created cohorts of 16 or fewer students in K-3
- Brought our most vulnerable students back to in-person in September
- Expectations for mask wearing were adhered to by our youngest learners
- Students visibly happy when on campus, be it waiting in line to wash their hands or sitting in their chair in the classroom.
- Recess/Lunch areas were separated into cohort specific areas to support cohort integrity
- Connections between students and teachers, enabling more meaningful instructional time
- Due to the implementation of protocols, the schools were a safe place to be for students.
- Students were comfortable and could learn effectively
- Less screen time

Some of the challenges were:

- Implementing a highly regulated recess/lunch to prevent mixing of cohorts
- Having outdoor recess/lunch on rainy days
- Staffing for supervision during recess/lunch
- Creating dedicated cohort recess/lunch sections to support cohort integrity - spaces limitations and weather constraints
- Reminding students to remain 6' apart during non-structured time
- Time constraints and reduction in instructional minutes due to the need to increase the time for recommended "Four Pillars" work/personal sanitation
- Inability for students to see all teachers in-person - "Dual Platform" instruction with middle school students
- Getting all staff, students, and families to complete daily health screening questionnaires prior to coming onto campus and then monitoring all questionnaires
- Figuring out when a student or staff member needs to remain home and become virtual was a short timeline

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Curriculum mapping and planning - Cost included in In-Person planning section	0	0	
Summer professional development opportunities and new/reassigned teacher support	129,000	337,006	Yes
Print based and electronic instructional materials - Cost included in In-Person planning section	0	0	
Technology equipment for staff and students - Cost included in In-Person planning section	0	0	
Three additional professional development days	225,000	225,000	Yes

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.

Budgeted expenditures were planned for and did not change but the professional development topics changed as new needs and opportunities arose throughout the year. Administration and teachers adjusted the professional development plan based on teachers' readiness, professional learning goals, students' needs, and the school closure due to the COVID-19 emergency.

## 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.

Students began arriving on campus on September 14, 2020 and continued to increase through January 19, 2021.

Some of the success were:

- Distribution of devices to families in need
- Successful and organized materials pick-up and drop-off
- A greater implementation of technology applications in lesson design and execution

Some of the challenges were:

- Accessing enough hotspots in a timely fashion
- Connectivity for families with devices and hotspots
- Finding a common platform that was user-friendly for students, families, and school staff
- Balancing equity and social emotional wellness (SEL) with students being visible on-screen from their workspace, which may have been at their home, parents' office, a supervised classroom, etc.
- Adapting to a new format of turning in assignments, as some work required scanning and uploading, which was not always intuitive to all individuals
- Access to printers at home was also another challenge for some

Describe Continuity of Instruction:

- Teachers were able to develop and deliver high quality, robust virtual instruction for students
- Curriculum maps were impacted but teachers were still able to focus on the most important parts of their curriculum

Describe student and teacher connectivity:

- Teachers established genuine connections with students in virtual settings
- Zoom breakout rooms allowed for 1:1 conversations

Describe pupil participation and progress:

- Overall pupil participation and progress has been good
- Students have demonstrated growth in the areas of reading, writing, and math
- There has been overall evidence of resiliency and perseverance by our students.

Distance Learning Professional Development:

- Professional development for the new curriculum (NGSS) was provided and access to digital resources highlighted
- Staff attended training on the "Four Pillars" and safety/health protocols
- Training on specific technology applications was provided at the start of the school year (Zoom, Google Classroom, Nearpod, etc.)
- Digital math resources were purchased and invitations to training provided
- Staff attended virtual professional development to prepare for their return to in-person/hybrid learning
- In house training in virtual and dual-platform teaching was provided for teachers to learn from each other
- Ongoing consulting and training on social-emotional learning and wellness

Staff responsibilities and support of students with unique needs. 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:

- Students with special needs were strategically clustered to provide easier access for push in or virtual group support

- Meetings for teachers with students who have 1:1 support were held at the beginning of the year
- Virtual meetings allowed for collaboration among teaching teams
- Virtual meetings provided increased accessibility to working parents

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
All actions to address pupil learning loss are described above - no additional costs are associated with these actions	0	0	

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.

No specific expenditures were used for pupil learning loss. Staff members were reassigned to meet the need for small cohorts and other supplemental support for the neediest students.

## 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.

We began looking at student learning loss in June 2020 and then again in November 2020, followed up in winter 2021

Some of the success were:

- Students with attention deficit challenges were highly successful in the virtual learning environment
- Teaching teams collaborated to standardize assessments and analyze metrics
- Curricular and programmatic decisions were fine tuned and streamlined to strategize ways to curb learning loss
- Schools focused on providing support for the most vulnerable students, including the offering of the supervised classroom on campus that offered a quiet environment with internet access

Some of the challenges were:

- The infrastructure of support classes and specialists was not available, and as a result, students who typically relied on more intimate and targeted help sessions struggled
- Assessment data was collected while some students were attending school in-person and while some were remote.
- Discrepancy in assessment delivery may result in variances in the collected measures
- Despite home visits, phone calls, and email communications, it still proved difficult to trace and locate some of our struggling students
- Special Education Teachers and support staff needed to adapt and think creatively to provide special education services, as support was still mainly virtual



Based on the data collected in November 2020, March 2021 and qualitative data since fall 2020 the program has been effective in a variety of ways:

- Interim CAASPP scores in math show that most students are still performing at the “Above Standard” level
- Teachers have become thoughtful about their practices and offered opportunities to all of their students, providing chances for late work, test retakes, and extra help sessions at lunch or after school
- Based on the March data, 85% of our students are performing at the expected March benchmark or higher
- The success of the in-person and dual classroom is evidenced by the number of students on campus in the 4th quarter: 80%-88% of our students have returned to in-person instruction

## 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.

Some of the success were:

- Increase in the number of meetings with counselors and student/families
- Adolescent Counseling Services (ACS) added counselors and increased the number of client sessions
- Issues causing social-emotional wellness (SEL) issues identified
- Friendship circles created
- Parent support groups created
- Drop-in hours available
- Awareness of home challenges increased

Some of the challenges were:

- Sometimes unable to connect with wth students virtually
- Identify ways to address identified social-emotional wellness (SEL) issues
- Determine how to address post traumatic stress for students and staff
- Plan how to meet the increased need for social-emotional wellness (SEL) support

## 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.

Some of the success were:

- opening our schools to in-person instruction in September/October
- participation and engagement forms developed to drive communication between the teacher and parents, teacher and counselors, and teacher and administration as a tiered response to students not participating
- creation of an extended day program to support students in need from our East Community
- virtual Student Study Teams (SSTs) as needed to support families with student engagement and learning
- supplying technology (tablets, laptops, and wifi) for families in need
- more opportunities for families to engage through digital principals' and superintendent's chats

Some of the challenges were:

- connectivity to virtual learning even with district provided devices
- getting district-provided devices to families who could not come to campus
- balancing students' social-emotional needs (SEL) with expectations of camera being on during virtual learning

## Analysis of School Nutrition

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

Some of the success were:

- Able to continue providing meal services either for pick up at district sites or by delivery to drop off areas within the school district boundaries
- Once the schools started back in person, the schools worked with Choice Lunch to provide lunches on campus for students

Some of the challenges were:

- Poor response to outreach efforts to provide meals either due to the menu options or frequency of deliveries

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A	N/A	

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.

No additional actions were budgeted.

## 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.

- Start the 2021-22 school year conservatively with small cohorts. This will provide stability for the reassigned teachers during summer planning and in 2021-22
- Use data from March 2020 as baseline data for reviewing the needs around learning recovery, also referred to as learning loss in this plan
- Year one LCAP plans include two summer programs, the traditional summer school program for students with academic and social-emotional needs (SEL) and for students on an extended year as per their Individual Education Plan (IEP) as well as a second program designed to “Kick Start” the year for students that are new to both campuses
- One LCAP goal is around social-emotional wellness and that stems directly from the effect that COVID-19 pandemic has had upon our students, staff, and families. The plan outlines ways in which the District will continue to work within the health and safety guidelines and parameters set out by the CDE and the department of Public health
- In addition to starting the year in small cohorts, the District is developing a virtual classroom strand that like this year may be stand-alone classrooms or may be part of a dual platform delivery model depending on numbers at each grade level. As of March 2021, 88% of the K-3 students returned to in-person instruction, 85% of the fourth and fifth graders, and 80% of the 6th-8th grade students
- The plan also outlines a restructuring of the academic and guidance counselor duties to include more SEL support and less administrative support such as monitoring the students with 504s and doing the master schedule.
- The District has budgeted more counseling, wellness, and program specialist time to support our neediest students in 2021-22

- The District has budgeted Learning Recovery Specialists to support our neediest students in 2021-22 (English Learners, Low-income, Homeless, Foster Youth)

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

The achievement metrics and surveys we used in March and April 2021 will be used moving forward. The March 2020 and March 2021 set baseline data for the 2021-2024 LCAP. Each year we will analyze the student achievement data, evaluate the success and challenges, and adjust the actions and budget around each goal to ensure all students progress.

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.

There were no 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 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.

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 in the following ways:

- established baseline data on newly introduced metrics which continue in the 2021-22 through 23-24 LCAP
- 2020-21 student data indicate a need for professional development in mathematics, assessment, and social-emotional learning/wellness
- survey data used to write the Strategic Plan informed the 2020-21 Learning Continuity and Attendance Plan and the 21-22 through 23-24 LCAP
- 2020-21 student data indicate a need to increase guidance and academic counseling support and redesign their duties to allow for SEL support
- 2020-21 the increase in mental health services will continue in the 2021-22 LCAP
- extended day learning supports introduced in 2020-21 continue in the 2021-22 LCAP
- efforts in 2019-20 to address the disproportionality outlined in the Significant Disproportionality Comprehensive Coordinated Early Intervening Services Plan (CCEIS) continue in the 21-22 LCAP
- 2020-21 small class size established to reopen safely in October 2020 continue in the 21-22 LCAP
- to have sufficient staff for small class sizes, the reduction of pull out intervention specialists will remain reduced in the 2021-22 LCAP (from 6 in 2019-20 to 0 in 2020-21 to 4 in 2021-22)
- to have sufficient staff for small class sizes in K-5, the reduction of elective/specialists will remain reduced in the 2021-22 LCAP (from 5 in 2019-20 to 0 in 2020-21 to 2 in 2021-22)
- 2020-21 expanded nursing and wellness coordinator hours extend through 2021-22 LCAP
- 2020-21 student data indicate a need to increase guidance and academic counseling support and redesign their duties to allow for SEL support
- 2020-21 increase in mental health services will continue in the 2021-22 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](mailto:lcff@cde.ca.gov).*

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - 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.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

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

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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



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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	28,729,873.00	29,234,877.00
LCFF Base	22,676,577.00	23,500,695.00
LCFF Supplemental and Concentration	311,750.00	308,610.00
Locally Defined	304,530.00	332,886.00
Lottery	150,714.00	177,699.00
Other	93,473.00	71,736.00
Special Education	5,125,270.00	4,763,174.00
Title I	31,996.00	37,739.00
Title II	16,887.00	17,430.00
Title III	18,676.00	24,908.00
	18,676.00	24,908.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	28,729,873.00	29,234,877.00
1000-5999 Salary/Benefits/Services	1,077,637.00	28,579,347.00
1000-5999 Salary/Benefits/Services	26,877,491.00	0.00
4000-4999: Books And Supplies	683,245.00	608,131.00
5000-5999: Services And Other Operating Expenditures	81,500.00	47,399.00
6000-6999: Capital Outlay	10,000.00	0.00

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	28,729,873.00	29,234,877.00
1000-5999 Salary/Benefits/Services	LCFF Base	512,208.00	23,043,256.00
1000-5999 Salary/Benefits/Services	LCFF Supplemental and Concentration	311,750.00	308,610.00
1000-5999 Salary/Benefits/Services	Locally Defined	199,030.00	327,386.00
1000-5999 Salary/Benefits/Services	Other	43,473.00	71,736.00
1000-5999 Salary/Benefits/Services	Special Education	0.00	4,762,014.00
1000-5999 Salary/Benefits/Services	Title I	0.00	37,739.00
1000-5999 Salary/Benefits/Services	Title II	0.00	17,430.00
1000-5999 Salary/Benefits/Services	Title III	11,176.00	11,176.00
1000-5999 Salary/Benefits/Services	LCFF Base	21,579,338.00	0.00
1000-5999 Salary/Benefits/Services	Locally Defined	100,000.00	0.00
1000-5999 Salary/Benefits/Services	Other	50,000.00	0.00
1000-5999 Salary/Benefits/Services	Special Education	5,099,270.00	0.00
1000-5999 Salary/Benefits/Services	Title I	31,996.00	0.00
1000-5999 Salary/Benefits/Services	Title II	16,887.00	0.00
4000-4999: Books And Supplies	LCFF Base	525,031.00	416,700.00
4000-4999: Books And Supplies	Lottery	150,714.00	177,699.00
4000-4999: Books And Supplies	Title III	7,500.00	13,732.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	50,000.00	40,739.00
5000-5999: Services And Other Operating Expenditures	Locally Defined	5,500.00	5,500.00
5000-5999: Services And Other Operating Expenditures	Special Education	26,000.00	1,160.00
6000-6999: Capital Outlay	LCFF Base	10,000.00	0.00
		10,000.00	0.00

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	27,587,135.00	28,142,555.00
<b>Goal 2</b>	68,000.00	47,200.00
<b>Goal 3</b>	529,535.00	646,401.00
<b>Goal 4</b>	295,203.00	151,188.00
<b>Goal 5</b>	250,000.00	247,533.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$535,000.00	\$626,982.00
Distance Learning Program	\$354,000.00	\$562,006.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$889,000.00</b>	<b>\$1,188,988.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$535,000.00	\$626,982.00
Distance Learning Program	\$354,000.00	\$562,006.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$889,000.00</b>	<b>\$1,188,988.00</b>



# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Las Lomas Elementary School District	Dr. Beth Polito Superintendent	bpolito@llesd.org 650-854-2880

## Plan Summary [2021-22]

### General Information

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

Las Lomas Elementary School District (LLESd) is committed to build upon existing excellence and utilize continuous improvement to create best-in-class, student-centered, public education that inclusively engages and inspires all LLESd students as a foundation for their lifelong learning & future success in high school and beyond.

The District Strategic Plan, approved by the Board in June 2021, is the road map for much of our work. The Strategic Plan planning process involved many stakeholders and encompasses the district's vision for the period of 2021-2026. The Strategic Plan is posted on the District website for easy accessibility. Diversity, Equity, and Inclusion (DEI) was identified as an important opportunity for strategic focus and continued improvement during the strategic planning process. Each of the Strategic Planning Task Force teams has considered issues of equity in their team reports. In addition, while the Task Force work was ongoing, LLESd formed the 2021 DEI Students, Staff, and Community Committee to explore opportunities for focus in these areas. The work of this group was ongoing at the time of this summary report and is expected to be integrated into the future initiatives during implementation and based on Board review, input, and direction when available.

#### Strategic Plan Goals:

- Goal #1: Make our educational program even more engaging & inclusive
- Goal #2: Ensure equitable access to robust resources that promote social and emotional learning & health for all students & staff
- Goal #3: Provide meaningful professional development to support the strategic vision
- Goal #4: Strengthen stakeholder engagement & strategic communications to support student success
- Goal #5: Invest in facilities & infrastructure to support the strategic vision

DEI is a focus area for our strategic planning process. We are using DEI as a lens to review all work outcomes outlined in the approved plan. Significant training has taken place in DEI, starting with a group of 69 staff and community members attending Courageous Conversations training, including the entire leadership team and Board of Trustees. A DEI team made up of all constituents has continued the work by

reviewing current community issues and outlining future work. Las Lomas School will pilot a Global Citizenship course in K-3 next year, and spring hiring has included a DEI lens for all hires. (Strategic Plan - Overarching Goal and State Priority #1, 3, 5, 6)

The Board approved a Facilities Master Plan in February 2013, and LLESD passed one of two Bond Measures in November 2013. Construction at La Entrada began in the Spring of 2017 on a new 2 story building containing 21 classrooms completed and occupied in August 2018. Construction at Las Lomas began in the Summer of 2017 on a new Kindergarten wing, which was occupied in August 2018. Additional construction at Las Lomas to complete a new administration area and new parking lot continued through the Summer of 2019. The District passed a second Bond Measure in June 2018 to provide funding to repair/update existing buildings, which is projected to be completed by the Summer of 2023. To complete the modernization program over the next three years, the coming summer will need to be used for immediate actions to facilitate the next steps. Both sites will undergo a refurbishment of front parking lots. Las Lomas will add a lunch shade structure. We will begin to prepare for the first round of classroom transitions that will take place in temporary housing for the following summer's work. (Strategic Plan #5 and State Priority #1)

An important area of focus in the coming year will revolve around disproportionality in special education. Last year the District was identified for the first time as being Significantly Disproportionate. As a result, a Significant Disproportionality Comprehensive Coordinated Early Intervening Services Plan (CCEIS) was developed by the District Leadership Team and approved by the Board of Trustees. The Plan is in the early stages of implementation. It addresses the finding that the percentage of Latino students at our schools with an Individualized Educational Plan (IEP) for a Specific Learning Disability (SLD) exceeds the CDE established risk ratio of 3.0. It is important to note that over the past three years, we have made steady progress in reducing our risk ratio from 4.52 to 3.12. The District looks forward to continuing this work and to taking the meaningful steps needed to exit disproportionality while finding the most effective ways to serve all of our students. (Strategic Plan #1 and State Priority #5, 7)

All teachers working in LLESD are appropriately assigned per credential requirements. Many teachers hold multiple credentials and teach across content areas. Because of the small size of the district and the fluctuation in enrollment, many teachers are assigned courses in multiple areas to fill their schedule in low enrollment years and accommodate our full master schedule in high enrollment years; teachers teach extra classes. Their flexibility is essential in a small district. Teachers have done extensive work understanding and planning the Common Core State Standards and the Next Generation Science Standards. There is a system-wide focus on writing, reading, mathematics, technology, and science related to implementing a 21st-century education. All students have full access to standards-aligned instructional materials. We have School Board adopted core mathematics materials. We continue to pilot technology-based supplemental ELA, math, and ELD instructional materials. Although we have reduced extra classes and supplemental support during the Pandemic, pre-pandemic students in LLESD have access to all required courses and instructional materials as well as enrichment classes, such as music, art, drama, world language, leadership, and technology. Students with special needs are supported based on their Individualized Education Plan (IEP) or Section 504 Plan. Our faculty prides itself on implementing these special education services, which are provided in the least restrictive environment. Students with special needs make meaningful, successful gains, both academically and socially. All students in LLESD have had a history of performing very well on statewide assessments. Students who complete the 8th grade in LLESD are prepared to go to the high school of their choice, public and private, and compete with other students in the most rigorous courses. A number of our 8th grade students complete Geometry as 8th graders, and a few complete more advanced math such as Algebra 2 and Pre Calculus. (Strategic Plan #1, 2, 3 and State Priority #1, 2, 4, 5)

English Learners (ELs) comprise approximately 6% of the total district population. The ELs have access to the core curriculum and English Language Development (ELD) instruction at all grade levels. Their English acquisition is supported through designated and integrated ELD. Historically, the number of foster youth in our system is very low or non-existent. When services and supports are required, our Director of Student Services ensures that they are in place and coordinated. (Strategic Plan #1 and State Priority #1, 2, 4, 5, 7)

Students and parents in LLESD value education and know the importance of regular attendance. Our DELAC reviews and encourages attendance. Among our low SES and EL student populations, attendance averages are particularly high. We utilize the SARB process when needed. Student attendance in LLESD is excellent (typically better than 96%); suspensions are very low (typically less than 1% per year), and there have been no expelled students for the past several years. There are no middle school drop-outs. (Strategic Plan #2 and State Priority #1, 2, 4, 5, 8)

Positive school culture and climate are important components of a thriving, successful school community. The social skills curriculum is taught at both schools. "Project Cornerstone" is in place at La Entrada and "Second Step" and "Rainbow Kids." at Las Lomitas. Before the implementation of "Project Cornerstone" at La Entrada, students and parents were surveyed. The data from the surveys informed action steps at La Entrada. Digital TAT2, a company focused on cyber safety, was hired to teach all 4th grade students about cyberbullying, digital safety, and responsibility. Although we have reduced supplemental support during the Pandemic, pre-pandemic students addressed social skills through New Games, Lion's Lunch, and reverse mainstreaming. La Entrada began to reverse mainstreaming in 2016, and it is coupled with Leopard's Lounge to support social skills at the middle school. The District Wellness Coordinator and the entire wellness team address the wellness and safety of the students and staff. (Strategic Plan #2 and State Priority #6, 8)

Parental input is an important component of the culture of this district. Each site has a PTA and Site Council, and pre-pandemic each site had many classroom volunteers. A Joint Committee on Priorities (JCOP) serves as the LCAP Parent Advisory Committee (PAC) that meets monthly, comprised of both schools' PTA leadership, Site Council leadership, Foundation leadership, DELAC leadership, site administrators, and district administrators. The District English Learner Advisory Committee (DELAC), our LCAP English Learner Parent Advisory Committee (ELPAC), meets throughout the year, with representation from Las Lomitas and La Entrada. Two Special Education parents serve on the SELPA Parent Advisory Council. Several times per year, parents of Special Education students are invited to meetings relative to special topics. Parent involvement is highly encouraged at every IEP meeting. Periodically, parents are surveyed on important topics to garner input and feedback. In Spring 2021, the LE PTA surveyed its members about parent participation and the direction of the PTA-sponsored events. As part of our LCAP, the District sought input from parents on the District decision-making process and how the District has promoted parent participation in programs. The online survey included questions on Parent Engagement, School Climate, and Safety. (Strategic Plan #4 and State Priority #3).

# Reflections: Successes

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

Based on California School Dashboard (Dashboard) and local data, LLESD has been successful in the following areas:

## 1. Academic Performance

- English Language Arts - Based on the 2019 Smarter Balanced Summative Assessment (SBAC), 86% of the 3-8 students scored proficient or above, and 6 out of 7 student groups were placed as green or blue (high, very high). The 2021 local assessment data (86% of the K-8 students scored proficient or above) confirms consistent reading performance despite the pandemic and school closure.
- Mathematics - Based on the 2019 Smarter Balanced Summative Assessment (SBAC), 82% of the 3-8 students scored proficient or above, and 4 out of 7 student groups were placed as green or blue (high, very high).
- English Learner Progress - Based on The English Language Proficiency Assessments for California (ELPAC), 53.2% making progress towards English language proficiency which is considered medium progress (45% to less than 55%)
- Implementation of Academic Standards - Standard Met

## 2. Academic Engagement

- Attendance and Chronic Absenteeism - Based on the attendance reported through CALPADS and reported on the Dashboard, 3.7% of LLESD are absent more than 10% of the school year. Despite the school closure and the pandemic, the average daily attendance for 2020-21 is 98.8%
- Access to a Broad Course of Study - Standard Met

## 3. Conditions and Climate

- Suspension Rate - Based on the suspensions reported through CALPADS and reported on the Dashboard/Dataquest, less than 1%
- Basics: Teachers, Instructional Materials, Facilities - Standard Met
- Parent and Family Engagement - Standard Met - Based on the 2020-21 Parent Engagement Survey, only 20% of the families were engaged in 2020-21. Those numbers are much lower due to the school closure and the pandemic, and the District anticipates an improvement in 2021-22.
- Local Climate Survey - Standard Met - Based on the 2020-21 Parent Engagement Survey, 82% of the families indicate a positive school climate despite the uncertainty and school closure due to the pandemic.

The District plans on maintaining success through continuous reflection and adjustment throughout the year, focused and strategic

professional development and student support, and communication with students, families, and staff.

## Reflections: Identified Need

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

Based on California School Dashboard (Dashboard) and local data, LLESD needs significant improvement in the following areas:

### 1. Academic Performance

- English Language Arts - The student with disabilities student group (SWD) remains at performance color yellow (medium performance) with little to no improvement over the past four years. Based on this information, the District is focusing on supporting this group through LCAP Goal 4.
- Mathematics - The student with disabilities student group (SWD) remains at performance color orange with little to no improvement. Based on this information, the District is focusing on supporting this group through LCAP Goal 4
- English Learner Progress - Our ELs are making medium progress, and to decrease the time students remain ELs, the District is implementing training and curriculum for designated and integrated ELD in the classrooms through LCAP Goal 4
- Implementation of Academic Standards - Explore, pilot, and recommend for adoption history-social studies instructional materials that consider multiple perspectives and celebrate various points of view to spur the evoking of a positive sense of self, belonging, and empathy among students, staff, and community members as indicated through LCAP Goal 2

### 2. Academic Engagement

Attendance and Chronic Absenteeism - Continue to monitor student attendance and intervene as necessary to support students experiencing trauma and social-emotional stress due to the pandemic. Create safe spaces for students to retreat during the school day (e.g., Zen Den). Review existing SEL strategies, identify and pilot new SEL curricula as indicated in LCAP Goal 3.

- Access to a Broad Course of Study - Reintroduce some of the pre-pandemic electives in grades 4-8 and design and implement the “Global Citizenship” program at Las Lomas (K-3) as indicated in LCAP Goal 1.

### 3. Conditions and Climate

- Suspension Rate - Review existing SEL strategies, identify and pilot new SEL curricula, so that staff and students develop the skills necessary to prevent suspension as indicated in LCAP Goal 3
- Basics: Teachers, Instructional Materials, Facilities - To maintain an equitable program and promote excellence in all classrooms, we will review, research, and calibrate the evaluation process for all staff (administration, certificated, and classified) as indicated in LCAP Goal 2.

- Parent and Family Engagement - Offer parent involvement opportunities in multiple languages and multiple settings to increase parent engagement as indicated in LCAP Goal 5.
- Local Climate Survey - Provide training in diversity, equity, and inclusion (Adult SEL, Restorative Practices, Growth Mindset, etc.) as a way of increasing awareness of everyone's story and sense of belonging as a way of improving school climate and culture as indicated in LCAP Goal 1.

## LCAP Highlights

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

Diversity, equity, and inclusion (DEI) guided the development of the Strategic Plan and the LCAP. Through our DEI lens, the District will evaluate programs, make decisions about teaching and learning, offer professional development, and evaluate our student, staff, and parent engagement. The strategic planning process occurred parallel to the LCAP development process so there are some similarities in the language and actions. The District vision and the Strategic Plan inform the LCAP that will inform the School Plans for Student Achievement (SPSAs).

Some key features of the plan:

1. Introduction of an overarching goal around DEI which includes the design and implementation of a “Global Citizenship” program at Las Lomas (Strategic Plan Goal #1, LCAP Goal #1)
2. Creation of a DEI Community Group/Committee (Parents, Staff, Students) (Strategic Plan Goal #1, LCAP Goal #1)
3. Expand counseling and support services to ensure that both school sites have access to professional services and resources, including, when possible, access to full-time counselors on-site (Strategic Plan Goal #2, LCAP Goal #3)
4. Create shared language for SEL, mental health, and wellness that is common and consistent across classroom levels and District-wide (with students, staff, families) (Strategic Plan Goal #2, LCAP Goal #3)
5. Reduce disproportionality for students in identified groups to ensure that all students receive as much support as possible in general education classrooms; reduce unnecessary referrals to special education and increase time and resources for additional time in a general education setting (Strategic Plan Goal #2, LCAP Goal #3)
6. Investigate flexible and easily accessed credentialing opportunities for hard-to-hire-for positions. (Strategic Plan Goal #3, LCAP Goal #4)
7. Explore various leadership development programs for all staff, teachers, and administrators (Strategic Plan Goal #3, LCAP Goal #2)
8. Identify student groups and facilitators to create vision and infrastructure for thematic learning opportunities, including the selection of initial theme and design/prototyping opportunities (Strategic Plan Goal #1, LCAP Goal #4)
9. Allocate resources to fund staffing for information/communications & engagement (Strategic Plan Goal #4, LCAP Goal #5)
10. Create an LLESB Communications strategy/plan, including assessing communications systems and technology while making the communications more personal. (Strategic Plan Goal #4, LCAP Goal #5)

- 11. Develop programmatic ideas for La Entrada Middle School that support students, such as student advisory and re-imagining the LE Middle School schedule (Strategic Plan Goal #4, LCAP Goal #3)
- 12. Refresh Technology Goals, especially related to Infrastructure and Digital Tools, to reflect the most commonly used hardware, software, devices, and apps. (Strategic Plan Goal #5, LCAP Goal #2)

## 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: No schools in Las Lomitas are eligible

### 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: No schools in Las Lomitas are eligible

### Monitoring and Evaluating Effectiveness

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

N/A: No schools in Las Lomitas are eligible

# Stakeholder Engagement

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

The Las Lomas Elementary School District engaged in a comprehensive Strategic Plan effort (approved in June 2021). A representative committee whose membership included parents, community members, Board members, teachers, and administrators worked with stakeholders to create a Strategic Plan. The LCAP encompasses the work of the Strategic Plan, Board Goals, and Facilities Master Plan and will provide continuous focus to our district goals, LCAP goals, and efforts. In addition, the LCAP has been reviewed with the schools' faculties, the Joint Committee on Priorities (JCOP), Las Lomas Education Foundation (LLEF), District English Learner Advisory Committee (DELAC), Las Lomas Education Association (LLEA), and California School Employee Association (CSEA), as well as students, for input and feedback. Stakeholder engagement is an ongoing, annual process. The JCOP serves as the District Parent Advisory Committee (PAC), and the DELAC serves as the District English Language Advisory Committee (ELPAC).

## Meetings:

- 12/11/20: Joint Committee on Priorities (PAC) - Diversity, Equity, and Inclusion
- 12/15/21: Joint Committee on Priorities (PAC) - Diversity, Equity, and Inclusion
- 01/19/21: Joint Committee on Priorities (PAC) - 2019-20 LCAP Annual Update
- 02/05/21: La Entrada PTA - Discussed Programs to include in the Strategic Plan/LCAP
- 02/08/21: Joint Committee on Priorities (PAC) - 2020-21 Learning Continuity and Attendance Plan Update
- 02/08/21: Strategic Planning and Diversity, Equity, and Inclusion Parent and Staff Survey
- 02/10/21: La Entrada Staff Mtg - Discussed Programs to include in the Strategic Plan/LCAP
- 02/10/21: La Entrada Staff Mtg - Discussed Programs to bring back/keep in 2021-22
- 02/10/21: District English Learner Advisory Committee (ELPAC) - Reviewed Fall Assessment Results and discussed the ELPAC
- 02/11/21 La Entrada School Site Council - - Discussed Programs to include in the Strategic Plan/LCAP
- 02/17/21: East Community Outreach - Strategic Planning and Diversity, Equity, and Inclusion
- 03/04/21 Las Lomas Staff Mtg - Discussed Programs to include in the Strategic Plan/LCAP
- 03/10/21: School Board Meeting - 2019-20 LCAP Annual Update
- 03/16/21: Joint Committee on Priorities (PAC) - Discussed Panorama SEL and Engagement Survey
- 03/18/21 Las Lomas School Site Council - Discussed Programs to include in the Strategic Plan/LCAP
- 03/24/21 Las Lomas Staff Mtg - Discussed Programs to bring back/keep in 2021-22
- 03/24/21: SELPA Consultation - SELPA LCAP consultation process for the 2021 - 2022 school year
- 04/09/21: SELPA Consultation - SELPA LCAP consultation process for the 2021 - 2022 school year
- 04/14/21: School Board Meeting - 2020-21 Learning Continuity and Attendance Plan Update
- 04/19/21: Diversity, Equity, and Inclusion Student, Staff, and Community Committee
- 04/20/21: Joint Committee on Priorities (PAC) - Collected information on the successes and challenges of 2021, generated ideas to inform the Expanded Learning Opportunity Grant Plan
- 04/24/21: SELPA Consultation - SELPA LCAP consultation process for the 2021 - 2022 school year



- 04/28/21: District English Learner Advisory Committee (ELPAC) - Collected information on the successes and challenges of 2021, generated ideas to inform the Expanded Learning Opportunity Grant Plan
- 04/30/21: CSEA Leadership: Consulted and generated ideas to inform the Expanded Learning Opportunity Grant Application, professional development plan
- 05/03/21: District Ongoing (Certificated) - Consulted and generated ideas to inform the Expanded Learning Opportunity Grant Plan, professional development plan
- 05/12/21: School Board Meeting - Expanded Learning Opportunity Grant Plan, professional development plan
- 05/14/21: Diversity, Equity, and Inclusion Student, Staff, and Community Committee - Student focus group
- 05/17/21: Diversity, Equity, and Inclusion Student, Staff, and Community Committee - Student focus group results
- 05/18/21: Joint Committee on Priorities (PAC) - Review the LCAP Goals based on the march assessment data (achievement data and survey data), CA Dashboard Local Indicators call for activities
- 05/26/21: District English Learner Advisory Committee (ELPAC) - Review LCAP Goals and call for activities
- 06/07/21: Diversity, Equity, and Inclusion Student, Staff, and Community Committee - Call for activities for Strategic Plan and LCAP
- 06/01/21: SELPA Consultation - SELPA LCAP consultation process for the 2021 - 2022 school year

#### Surveys:

- K-2: Panorama Social-Emotional Learning: Teacher Perception of Student - Spring 2021
- 3rd-8th: Panorama Social-Emotional Learning: Student Competency & Well-Being Measures, Diversity, Equity, and Inclusion - Spring 2021
- Teachers and Staff: Panorama Social-Emotional Learning: Adult Measures, Expanded Learning Opportunity Grant, Diversity, Equity, and Inclusion - Spring 2021
- Teachers and Staff: Strategic Planning Survey - Fall and Spring
- Family: Family-School Relationships Survey, Learning Continuity Plan, Diversity, Equity, and Inclusion, PTA Support - La Entrada - Spring 2021
- Family: Family-School Relationships Survey, Learning Continuity Plan, Diversity, Equity, and Inclusion, PTA Support - Las Lomitas - Spring 2021
- Family: Quarter Survey on Intention to move to In-Person Instruction
- Family: Strategic Planning Survey - Fall and Spring

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

Feedback was provided via discussion, meeting notes, shared Google documents, and survey data. In general, the ideas provided by the staff and community were aligned with the efforts of the strategic plan. The emphasis on diversity, equity, and inclusion is a continuation of the efforts over the last seven years, and so there was District-wide support for DEI. All stakeholders understand the stress and trauma of the pandemic and agree that the LCAP should focus on social-emotional health and wellness for all stakeholders. Input in the form of survey data was robust, and there are some discrepancies in how the parents see school culture and climate and how staff sees it. As the District moves into 2021-22, it will focus on the climate and culture because there is room for improvement.

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

The Strategic Plan and, therefore the LCAP was influenced by the students, staff, administration, parents, and community in the following ways:

- focus on diversity, equity, and inclusion (LCAP Goal #1)
- continue with small classes and fewer support classes to maintain continuity for staff and students in 2021-22 (LCAP Goal #2, 3, 4)
- additional staffing and supports for student and staff social-emotional wellness (LCAP Goal #3)
- additional professional development opportunities, including opportunities for leadership training (LCAP Goal #4)
- support for disproportionately work (LCAP Goal #4)
- increased parent engagement and communication (LCAP Goal #5)

# Goals and Actions

## Goal

Goal #	Description
1	Prioritize diversity, equity, and inclusion as a lens through which LLESD looks at programs, priorities, and opportunities for students. Strive for high comparable performance for all identifiable subgroups of learners so that achievement and performance gaps are virtually non-existent. Ensure equitable access and inclusion, resources, and treatment of all students and staff. All staff will accept responsibility and hold themselves and each other responsible for every learner having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning to achieve at excellent levels in academic and other student outcomes.

An explanation of why the LEA has developed this goal.

DEI, Culture, and Climate (Strategic Plan Vision)

- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

During the strategic planning process, diversity, equity, and inclusion (DEI) was identified as an important opportunity for strategic focus and continuous improvement. Each of the Strategic Planning Task Force teams has considered issues of equity in their team reports. In addition, while the Task Force work was ongoing, LLESD formed the 2021 DEI Working Group to explore opportunities for focus in these areas. The work of this group is expected to be integrated into future initiatives (LCAP 2021-24)

Input received from stakeholders through the LCAP development process indicates a desire to improve and expand our efforts related to diversity, equity, and inclusion. We plan to improve performance through actions that improve and expand our efforts related to diversity, equity, and inclusion and will measure progress towards our goal using the metrics identified below.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase in parents' school climate as measured on Panorama	82% parents report a positive school climate (2020-21 baseline)				87% parents report a positive school climate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase in teachers' and staffs' school climate as measured on Panorama	57% of the teachers report a positive school climate (2020-21 baseline)  64% of the staff report a positive school climate (2020-21 baseline)				62% of the teachers report a positive school climate  69% of the staff report a positive school climate
Percent of students receiving a broad course of study	100% of students receiving a broad course of study (2020-21 baseline)				100% of students receiving a broad course of study
Increase in students' cultural awareness and action as measured on Panorama Survey	0% Never been measured (Baseline 2021-22)				Reasonable improvement unless 100% is reached. (Actual outcome set after there is baseline data in 2021-22)
Increase in teachers' and staffs' cultural awareness and action as measured on Panorama Survey	56% of teachers and staff report schools support learning about, discussing, and confronting cultural awareness and action (2020-21 baseline)				100% of teachers and staff report schools support learning about, discussing, and confronting cultural awareness and action
Increase in student engagement in Global Citizenship Course as measured on student and parent survey	0% Never been measured (Baseline 2021-22)				Reasonable improvement unless 100% is reached. (Actual outcome set after there is baseline data in 2021-22)

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing	1a. Create Global Citizenship course	\$309,366.00	No
2	Professional Development/Training (PD)	2a. PD in DEI (Restorative Practices, Growth Mindset, Culturally Responsive Classrooms, etc.) 2b. Training, resources, and skill building opportunities with staff to help them teach diverse and anti-racism topics in their classrooms 2c. Hold book and movie studies on diversity, equity, and inclusion topics 2d. Research changes that can be implemented in teaching and learning that focus on increasing empathy, resourcefulness, collaboration, and inventiveness	\$10,000.00	No
3	Community Engagement	3a. Create DEI Community Group/Committee (Parents, Staff, Students) 3b. Conduct listening circles and focus groups among students, staff, and families - particularly with those who have been historically underrepresented in the decision making process - to understand from these stakeholders their primary concerns and priorities regarding diversity, equity, and inclusion and to use their feedback to inform programs and services 3c. Parent education to engage with parents on diversity, inclusion, and support	\$10,000.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	All students will receive core instruction in redesigned and well-maintained facilities from highly qualified certificated and classified employees who are fully credentialed, appropriately assigned, and who value and support the preparation of our students to successfully meet the CCSS, NGSS, and other state standards through a broad course of study.

An explanation of why the LEA has developed this goal.

Conditions of Learning (Strategic Plan: Facilities & Technology)

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

Analysis of California Dashboard data, local facilities data, and survey data has shown that 100% of the students receive core instruction in redesigned and well-maintained facilities from highly qualified certificated and classified employees who are fully credentialed. The 2020-21 survey on student safety has shown that approximately 20% of the families remain concerned about safety at school due to conditions of the COVID-19 pandemic. We plan to remain conservative in our approach to school safety and follow the San Mateo County Health department guidance.

Input received from stakeholders through the LCAP development process indicates a desire to maintain and improve conditions of learning. We plan to improve performance through actions that ensure positive conditions of learning and will measure progress towards our goal using the metrics identified below.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of teachers appropriately credentialed and assigned	100% of teachers were appropriately credentialed and assigned (Baseline 2020-21)				100% of teachers were appropriately credentialed and assigned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students with daily access to instructional materials	100% of students have sufficient instructional materials (Baseline 2020-21)				100% of students have sufficient instructional materials
Percent of students with access to internet and electronic devices enabling access to standards-aligned instructional materials as measured on student and parent survey	100% of all students have access to internet and electronic devices enabling access to standards-aligned instructional materials (Baseline 2020-21)				100% of all students have access to internet and electronic devices enabling access to standards-aligned instructional materials
Percent of facilities receiving a rating of good or excellent on the Facilities Inspection Tool (FIT)	100% of facilities received a rating of good or better on FIT (Baseline 2020-21)				100% of facilities received a rating of good or better on FIT
Number of William's complaints received at the District office	William's Audits - zero complaints (Baseline 2020-21)				William's Audits - zero complaints
Percent of students receiving a broad course of study	100% of students receiving a broad course of study (Baseline 2020-21)				100% of students receiving a broad course of study
Increase in the family-school relationship regarding safety as measured on Panorama Survey	82% parents report favorable school safety (Baseline 2020-21)				100% parents report favorable school safety

## Actions



Action #	Title	Description	Total Funds	Contributing
1	Instructional Materials and Assessments	1a. All students use CCSS-aligned instructional materials. 1b. Enhanced school bookrooms and classroom libraries. 1c. History-Social Science pilot and recommendation 1d. Purchase board approved History-Social Science instructional materials 1e. Purchase software, digital resources, assessments 1f. Purchase ebooks and audiobooks	\$168,388.00	No
2	Professional Development and Training (PD)	2a. New teachers participate in BTSA, District New Teacher Training, and training on LLESD initiatives and standards 2b. Research leadership development PD for administration, teachers, and staff (e.g. CSET and SCOPE, TICAL) 2c. Develop staff survey to gather interest in cross training and position interests	\$30,000.00	No
3	Staffing	3a. All students served by general education teachers who are appropriately assigned and fully credentialed in their subject area 3b. All students served by special education teachers who are appropriately assigned and fully credentialed in their subject area 3c. Some students supported by paraeducators 3d. Review, research, and calibrate evaluation process for all staff (administration, certificated, and classified) 3e. Investigate flexible and easily accessed credentialing opportunities for hard-to-hire-for positions	\$20,620,796.00	No
4	Facilities and Technology	4a. School facilities are maintained and in good repair 4b. Safety training for bus drivers/custodial support 4c. Refresh Technology Goals, especially related to infrastructure and digital tools to reflect most commonly used hardware, software, devices, and apps. 4d. Review and update the District Technology Plan	\$3,916,771.00	No

Action #	Title	Description	Total Funds	Contributing
		4e. Purchase equipment to support student learning and District systems 4f. 1:1 iPads in K-1 classrooms and 1:1 Chromebooks in 3-8 classrooms (core classes) 4g. Replacing interactive displays in all classrooms 4h. Utilize Installed webcams in classrooms (purchased to support distance learning in 2021) 4i. Provided hotspots and iPads/Chromebooks for home use to all that required/needed/asked 4j. Monitor internet connection bandwidth to the district (doubled in 2021 to support distance learning) 4k. Continue redesigned and restructuring campus networks to increase performance and reliability 4l. Install video surveillance systems to enhance student/staff safety		
5	Support for Student Groups	5a. Las Lomitas Elementary School District does not routinely receive foster or homeless youth as students. However, if we were to have foster or homeless youth enrolled, a support plan would be developed and coordinated by the Director of Student Services. We have historically had no or few homeless and foster students.	\$0.00	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
3	Prioritize student social-emotional wellness and increase student engagement and sense of belonging within the school community through a continued, focused effort to create safe, empathetic, and well-balanced school environments. Increase the percentage of students who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are foster youth, experiencing homelessness and/or low-income.

An explanation of why the LEA has developed this goal.

Social-Emotional Learning, Wellness, and Safety (Strategic Plan: SEL & Health)

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

Analysis of student survey data has shown that 20% of students do not feel connected to the school community, particularly among students who are experiencing homelessness and/or low-income. Survey data from parents and teachers, as well as feedback from school counselors and expanded learning providers have also highlighted that there is a need related to school connectedness, as educational research data shows that these students are more likely to have poor attendance, increased behavior referrals, and low academic achievement. The science of learning and development identifies developmental relationships and safe, calm, and predictable environments as critical supports that help students overcome stress so that they can self-regulate, focus, and learn. Utilizing actions targeted to address these needs we will decrease the percentage of students who do not feel connected to the school community.

Input received from stakeholders through the LCAP development process indicates a desire to improve social-emotional wellness in our students, staff, and community. We plan to improve performance through actions that increase and improve student and adult social-emotional wellness and will measure progress towards our goal using the metrics identified below.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase in K-2 students' competency and well-being as	69% of the students exert classroom effort (2020-21 baseline)				75% of the students exert classroom effort

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured on Panorama Survey	<p>83% of the students show emotional regulation (2020-21 baseline)</p> <p>62% of the students have grit (2020-21 baseline)</p> <p>54% of the students have self-management over emotions, thoughts, and behaviors (2020-21 baseline)</p> <p>72% have social awareness (2020-21 baseline)</p> <p>73% show engagement in school (2020-21 baseline)</p>				<p>88% of the students show emotional regulation</p> <p>67% of the students have grit</p> <p>59% of the students have self-management over emotions, thoughts, and behaviors</p> <p>77% have social awareness</p> <p>78% show engagement in school</p>
Increase in 3-5 students' competency and well-being as measured on Panorama Survey	<p>87% of the students exert classroom effort (2020-21 baseline)</p> <p>53% of the students favorable emotional regulation (2020-21 baseline)</p>				<p>92% of the students exert classroom effort</p> <p>58% of the students show emotional regulation</p> <p>61% of the students have grit</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>56% of the students have grit (2020-21 baseline)</p> <p>80% of the students have self-management over emotions, thoughts, and behaviors (2020-21 baseline)</p> <p>72% have social awareness (2020-21 baseline)</p> <p>82% of students have supportive relationships with friends, family, and adults at school (2020-21 baseline)</p> <p>83% show engagement in school (2020-21 baseline)</p>				<p>85% of the students have self-management over emotions, thoughts, and behaviors</p> <p>77% have social awareness</p> <p>87% of students have supportive relationships with friends, family, and adults at school</p> <p>88% show engagement in school</p>
Increase in 6-8 students' competency and well-being as measured on Panorama Survey	<p>79% of the students exert classroom effort (2020-21 baseline)</p> <p>50% of the students show emotional regulation (2020-21 baseline)</p>				<p>84% of the students exert classroom effort</p> <p>55% of the students show emotional regulation</p> <p>58% of the students have grit</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>53% of the students have grit (2020-21 baseline)</p> <p>79% of the students have self-management over emotions, thoughts, and behaviors (2020-21 baseline)</p> <p>67% have social awareness (2020-21 baseline)</p> <p>79% of students have supportive relationships with friends, family, and adults at school (2020-21 baseline)</p> <p>56% of the students consider the perspectives of their teachers (2020-21 baseline)</p>				<p>84% of the students have self-management over emotions, thoughts, and behaviors</p> <p>72% have social awareness</p> <p>84% of students have supportive relationships with friends, family, and adults at school</p> <p>61% of the students consider the perspectives of their teachers</p>
Percent of teachers fully implementing social emotional learning strategies as measured through lesson plans and observation	0% Never been measured (Baseline 2021-22)				Reasonable improvement unless 100% is reached. (Actual outcome set after there is baseline data in 2021-22)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase in teachers' social-emotional learning and wellness as measured on Panorama Survey	54% of teachers reported positive well-being (2020-21 baseline)  64% of teachers reported a sense of belonging (2020-21 baseline)				59% of teachers reported positive well-being  69% of teachers reported a sense of belonging
Increase in staffs' social-emotional learning and wellness as measured on Panorama Survey	74% of staff reported positive well-being (2020-21 baseline)  56% of teachers reported a sense of belonging (2020-21 baseline)				79% of staff reported positive well-being  61% of teachers reported a sense of belonging
Percent of students that are attending school on a daily basis	98.8% of students attended school on a daily basis in 2020-21				99% of students attended school on a daily basis
Percent of students that are labeled as chronic absenteeism	3.3% of students that are labeled as chronic absenteeism in 2018-19				Less than 1% of students that are labeled as chronic absenteeism
Percent of cumulative students suspended for one or more offenses	Less than 1% of cumulative students suspended for one or more offenses in 2019-20				Less than 1% of cumulative students suspended for one or more offenses
Number of cumulative students expelled	Zero students expelled 2020-21				Zero students expelled



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students in grade 8 who drop out of school	Zero students in grade 8 dropped out of school 2020-21				Zero students in grade 8 dropped out of school

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing	1a. Academic counseling and guidance provided to support all learners. 1b. Review and realign the counselors, nurses, behaviorist, wellness coordinator’s roles to best meet student and staff needs	\$583,634.00	No
2	Support for Student Groups	2a. Offer mental health services onsite and by referral 2b. Launch afterschool programming for students to connect socially, organized by students who share common stressors, by affinity group, grade level, etc. 2c. Monitor chronic absenteeism plan 2d. Monitor suspension plan 2e. Develop programmatic ideas for La Entrada Middle School that support students, such as student advisory and re-imagining the LE Middle School schedule 2f. Create safe spaces for students to retreat during the school day (e.g., Zen Den)	\$120,000.00	No
3	Professional Development and Training (PD)	3a. Parent education events on social-emotional learning and student and adult wellness. 3b. Community Resiliency Model (CRM) training continued with SMCOE for teachers and staff 3c. Develop strategies and opportunities for students and staff to build meaningful relationships with each other, especially for students who have indicated that they lack a supportive adult at school	\$102,552.00	No

Action #	Title	Description	Total Funds	Contributing
		3d. Meet with staff leadership to brainstorm short- and long-term interventions that will alleviate staff stress and improve their physical, social-emotional and mental health. 3e. Continue to work on the Wellness Committee priorities (student mental health, employee wellness, and family/community involvement) based on staff survey		
4	Instructional Materials and Assessments	4a. Review existing SEL strategies, identify and pilot new SEL curricula, unify SEL messaging/tools district-wide 4b. Student, teachers, staff, and parent survey tool	\$5,000.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
4	All students will demonstrate growth towards meeting or exceeding standards in Science, Mathematics, and English Language Arts (ELA) and growth in English language proficiency as demonstrated through state assessments and local assessments. Through learning recovery supports, English Learners, students with disabilities, socio-economically disadvantaged, and Hispanic students will demonstrate growth towards meeting or exceeding standards. The District will continue taking specific steps to reduce disproportionality and the overrepresentation of Hispanic students in special education.

An explanation of why the LEA has developed this goal.

Achievement (Strategic Plan: #Inspired & Professional Development)

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Analysis of student performance on 2019 state benchmark assessments shows:

86% of all students met or exceeded grade-level standards in ELA

46% of English Learners (ELs) met or exceeded grade-level standards in ELA

30% of Students with Disabilities (SWD) met or exceeded grade-level standards in ELA

61% of Socio-economically disadvantaged Students (SED) met or exceeded grade-level standards in ELA

65% of Hispanic students met or exceeded grade-level standards in ELA

82% of all students met or exceeded grade-level standards in Math

52% of English Learners (ELs) met or exceeded grade-level standards in Math

27% of Students with Disabilities (SWD) met or exceeded grade-level standards in Math

37% of Socio-economically disadvantaged Students (SED) met or exceeded grade-level standards in Math

44% of Hispanic students met or exceeded grade-level standards in Math

Analysis of student performance on March 2021 local benchmark reading assessments shows:

86% of all students met or exceeded grade-level standards in Reading

56% of English Learners (ELs) met or exceeded grade-level standards in Reading

47% of Students with Disabilities (SWD) met or exceeded grade-level standards in Reading

50% of Socio-economically disadvantaged Students (SED) met or exceeded grade-level standards in Reading

59% of Hispanic students met or exceeded grade-level standards in Reading

The achievement gap in the identified subgroups can also be referred to as an opportunity gap based on the disproportionate numbers of Hispanic ELs identified as students with disabilities in LLES. A student that needs a specially designed curriculum has less opportunity to remain with peers in the general education classroom. As outlined in the Significant Disproportionality Comprehensive Coordinated Early Intervening Services Plan (CCEIS), the District needs to continue to evaluate how students move from general education into special education, student assessment (including cutpoints, and data use to guide instruction), how interventions in the classroom are delivered, and how special education services are delivered.

Input received from stakeholders through the LCAP development process indicates a desire to improve ELA, Math, and Science achievement for all students. We plan to improve performance through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of all students and students of historically marginalized subgroups in grades 3-8 who score proficient on California Assessment of Student Performance and Progress (CAASPP)	2019 CAASPP All Students: <ul style="list-style-type: none"> <li>86% ELA &amp; 82% Math</li> </ul> English Learners (ELs): <ul style="list-style-type: none"> <li>46% ELA &amp; 52% Math</li> </ul> Students with Disabilities (SWD): <ul style="list-style-type: none"> <li>30% ELA &amp; 27% Math</li> </ul> Socio-economically disadvantaged (SED): <ul style="list-style-type: none"> <li>61% ELA &amp; 37% Math</li> </ul> Hispanic: <ul style="list-style-type: none"> <li>65% ELA &amp; 44% Math</li> </ul>				2024 CAASPP All Students: <ul style="list-style-type: none"> <li>91% ELA &amp; 87% Math</li> </ul> English Learners (ELs): <ul style="list-style-type: none"> <li>58% ELA &amp; 64% Math</li> </ul> Students with Disabilities (SWD): <ul style="list-style-type: none"> <li>42% ELA &amp; 39% Math</li> </ul> Socio-economically disadvantaged (SED): <ul style="list-style-type: none"> <li>73% ELA &amp; 49% Math</li> </ul> Hispanic: <ul style="list-style-type: none"> <li>76% ELA &amp; 56% Math</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of all students and students of historically marginalized subgroups in grades K-8 who meet or exceed standards on the district benchmark reading assessment	Baseline set in July 2021 All Students: English Learners (ELs): Students with Disabilities (SWD): Socio-Economically Disadvantaged (SED): Hispanic:				2024 Reading Assessment set in July 2021 All Students: English Learners (ELs): Students with Disabilities (SWD): Socio-Economically Disadvantaged (SED): Hispanic:
Percent of all students and students of historically marginalized subgroups in grades K-8 who meet or exceed standards on the district benchmark writing assessment	0% Never been measured (Baseline 2021-22)				Reasonable improvement unless 100% is reached. (Actual outcome set after there is baseline data in 2021-22)
Percent of all students and students of historically marginalized subgroups in grades K-8 who meet or exceed standards on the district benchmark math assessment (MARS)	Baseline set in July 2021 All Students: English Learners (ELs): Students with Disabilities (SWD): Socio-Economically Disadvantaged (SED): Hispanic:				2024 Reading Assessment set in July 2021 All Students: English Learners (ELs): Students with Disabilities (SWD): Socio-Economically Disadvantaged (SED): Hispanic:
Percent of all students and students of	0% Never been measured				Reasonable improvement unless

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
historically marginalized subgroups in grades K-8 who meet or exceed standards on the district benchmark math assessment	(Baseline 2021-22)				100% is reached. (Actual outcome set after there is baseline data in 2021-22)
Percent of all students and students of historically marginalized subgroups in grades 5 and 8 who score proficient on California Science Test (CAST)	2019 CAST Baseline All Students: 74% English Learners (ELs): Fewer than 10 students - No data available Students with Disabilities (SWD): 33% Socio-Economically Disadvantaged (SED): 26%				2024 CAST All Students: 79% English Learners (ELs): Fewer than 10 students - No data available Students with Disabilities (SWD): 45% Socio-Economically Disadvantaged (SED): 38% Hispanic: 56%
Increase in K-2 students' competency and well-being as measured on Panorama Survey	64% students report having sufficient learning strategies (Baseline 2021-22)  69% students report believing they can succeed in achieving academic outcomes (Baseline 2021-22)				69% students report having sufficient learning strategies  74% students report believing they can succeed in achieving academic outcomes
Increase in 3-5 students' competency and well-being as	67% students report having sufficient				72% students report having sufficient learning strategies

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured on Panorama Survey	<p>learning strategies (Baseline 2020-21)</p> <p>68% students report believing they can succeed in achieving academic outcomes (Baseline 2020-21)</p>				73% students report believing they can succeed in achieving academic outcomes
Increase in 6-8 students' competency and well-being as measured on Panorama Survey	<p>61% students report having sufficient learning strategies (Baseline 2021-22)</p> <p>59% students report believing they can succeed in achieving academic outcomes overall</p> <ul style="list-style-type: none"> <li>• 75% ELA</li> <li>• 78% Math</li> <li>• 82% History/Social Science</li> <li>• 83% Science (Baseline 2020-21)</li> </ul>				<p>66% students report having sufficient learning strategies</p> <p>64% students report believing they can succeed in achieving academic outcomes overall</p> <ul style="list-style-type: none"> <li>• 80% ELA</li> <li>• 83% Math</li> <li>• 87% History/Social Science</li> <li>• 88% Science</li> </ul>
Increase in teachers' social-emotional learning and wellness as measured on Panorama Survey	68% of teachers report confidence in educating all students (Baseline 2020-21)				73% of teachers report confidence in educating all students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase in staffs' social-emotional learning and wellness as measured on Panorama Survey	67% of staff report confidence in educating all students (Baseline 2020-21)				72% of staff report confidence in educating all students
Decrease the District's Risk Ratio for Hispanic students with an IEP for a Specific Learning Disability (SLD)	2020 Risk Ratio: 3.12 (Baseline 2020-21)				The number of Hispanic students with an IEP for SLD will be reduced by 10% and/or reach a Risk Ratio lower than the 3.0 criterion
Percent of science teachers implementing board adopted curriculum as evidenced by administrator observation and survey.	0% Never been measured (Baseline 2021-22)				100% of the teachers

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing	1a. Learning Recovery Staff (Certificated and Classified)	\$811,069.00	No Yes
2	Staffing	2a. Certificated and Classified staffing to support ELs	\$169,023.00	Yes
3	Professional Development and Training (PD)	2a. PD opportunities in mathematics, reading, writing, and science 2b. PD opportunities in using English learners and inclusion strategies in the classroom 2c. PD opportunities in innovation (e.g, design, coding, inquiry)	\$100,000.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>2d. PD opportunities to teachers and paraprofessionals in the co-teach/co-plan instructional model</p> <p>2e. PD opportunities in using technology in the classroom</p> <p>2f. Integrate vertical articulation conversations during team meetings and create time and space during the school year for coordination and integration of insights</p> <p>2g. Identify student groups and facilitators to create vision and infrastructure for thematic learning opportunities, including the selection of initial theme and design/prototyping opportunities</p> <p>2h. Create a design committee to support the implementation of the Strategic Plan</p>		
<b>4</b>	Instructional Materials and Assessments	<p>4a. Pilot Benchmark Assessment System (BAS)</p> <p>4b. Pilot Universal Dyslexia Screener</p> <p>4c. Study proficiency cutpoints for local assessments</p> <p>4d. Refine/Create/pilot benchmark assessments at all grade levels</p> <p>4e. Purchase digital instructional materials</p> <p>4f. Administer reading assessment multiple times per year to inform the reading instruction</p> <p>4g. Use data management system to collect and analyze reading assessment data. Provide training on Illuminate</p> <p>4h. Develop a local writing assessment; prompts, rubrics, process, and scoring</p> <p>4i. "On Demand" writes given as formative assessments and results analyzed to determine student learning and any needed intervention.</p> <p>4j. Review, revise, create, and adopt K-8 math assessments</p> <p>4k. Teachers engage in frequent, collaborative analysis of student work products and assessment results to determine the effectiveness of lessons, student growth and learning, and next instructional steps.</p>	\$5,000.00	No
<b>5</b>	Instructional Materials and Assessments	<p>5a. ELD teachers will choose piloted instructional materials for designated ELD.</p> <p>5b. Purchase ELD Instructional Materials</p>	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Support for Student Groups	<p>6a. Reduce disproportionality for students in identified groups to ensure that all students receive as much support as possible in general education classrooms, reduce unnecessary referrals to special education, and increase time and resources for additional time in a general education setting.</p> <p>6b. Identified students, meeting district criteria, attend district-sponsored summer school programs that focus on reading and math improvement.</p> <p>6c. Identified students will receive math and reading support during, before and after the school day through support classes, intervention pull out, homework center and other after school classes.</p> <p>6d. Explore and formalize Response to Intervention Program at the sites</p> <p>6e. Review and redesign the Student Study Team process (SST)</p>		No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
5	Strengthen stakeholder engagement and strategic communications to support student success. Deliver consistent, timely, and culturally responsive communications that promote family and staff engagement. Increase the percentage of students, staff, and parents who feel engaged and successful at the school sites. Foster relationships, trust, and collaboration among all district stakeholder groups.

An explanation of why the LEA has developed this goal.

Parent Engagement and Communication (Strategic Plan: Engagement & Communications)

- Priority 3: Parental Involvement (Engagement)
- Priority 6: School Climate (Engagement)

The benefits to student success of investing in effective communication with stakeholders are backed by years of education research that shows it: (1) increases family engagement, the number one predictor of student success, (2) creates an informed, connected, inviting, professional workplace, which increases teamwork, productivity, employee morale, job satisfaction and retention, and ultimately strong school leadership and staffing, and (3) enhances community trust, which builds political will for financial initiatives like bond measures.

Input received from stakeholders through the LCAP development process indicates a desire to improve parent engagement and communication. We plan to improve performance through actions that increase and improve parent engagement and communication and will measure progress towards our goal using the metrics identified below.

Sources: Blank, Marvin, J.; Melaville, Atelia; and Shah, Bela P., Making the Difference: Research and Practice in Community Schools, Coalition for Community Schools, May 2003; Bryk, Anthony, and Barbara Schneider. "Trust in Schools: A Core Resource for School Reform." Educational Leadership, Mar. 2003; Mapp, Karen L. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. National Center for Family and Community Connections with Schools, 2002.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase in parent satisfaction regarding communication as	0% Never been measured (Baseline 2021-22)				Reasonable improvement unless 100% is reached.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured on parent survey					(Actual outcome set after there is baseline data in 2021-22)
Increase in the family-school relationship as measured on Panorama Survey	<p>20% of the families engage in the schools (Baseline 2020-21)</p> <p>85% of the parents indicate there are no barriers to family engagement (Baseline 2020-21)</p> <p>82% of the parents report a positive school climate (Baseline 2020-2221)</p>				<p>25% of the families engage in the schools</p> <p>85% of the parents indicate there are no barriers to family engagement</p> <p>92% of the parents report a positive school climate</p>
Increase in teachers' social-emotional learning and wellness as measured on Panorama Survey	<p>57% of the teachers report a positive school climate (Baseline 2020-21)</p> <p>56% of the teachers have a sense of belonging (Baseline 2020-21)</p>				<p>62% of the teachers report a positive school climate</p> <p>61% of the teachers have a sense of belonging</p>
Increase in staffs' social-emotional learning and wellness as measured on Panorama Survey	64% of the staff report a positive school climate (Baseline 2020-21)				<p>69% of the staff report a positive school climate</p> <p>69% of the staff have a sense of belonging</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	64% of the staff have a sense of belonging (Baseline 2020-21)				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Communication Plan	<p>1a. Allocate resources to pilot communications and engagement staffing</p> <p>1b. Create an LLESD communications plan/strategy and pilot it for one year</p> <p>1c. Assess communications plan pilot success/outcomes</p> <p>1d. Determine the overarching messages that should be present in all site/district/board communications</p> <p>1e. Evaluate and coordinate LLESD’s systems of communications (including intra-district communications) for content management, learning management, student info., mobile apps, notifications</p> <p>1f. Determine the types of technology LLESD stakeholders use in order to reach everyone/hear all voices</p> <p>1g. Focus on making communications personal through the inclusion of stories, photos, etc. in order to build community connections, student belonging, success, and ownership</p> <p>1h. Update and improve websites</p>	\$50,000.00	No
2	Family Engagement	2a. Create more family events that meet all families’ needs. Include diverse geographies and backgrounds		No
3	Family Engagement	3a. DELAC and Parent organizations will review immigrant patterns and languages and adjust school and parent events to increase participation	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3b. Engage volunteers as cultural ambassadors to orient families from their home country 3c. Pilot a multilingual family liaison/family coordinator or program		

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2.13%	210,647

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.

### Goal 2: Conditions of Learning (Strategic Plan: Facilities & Technology)

- Actions: Support for Student Groups

Las Lomas Elementary School District does not routinely receive foster or homeless youth as students. However, if we were to have foster or homeless youth enrolled, a support plan would be developed and coordinated by the Director of Student Services. This action will address the need by supporting the families and students with learning and health and wellness.

### Goal 4: Achievement (Strategic Plan: #Inspired & Professional Development)

- Actions: Staffing, Instructional Materials and Assessments (1, 2, 4)

After assessing the needs, conditions, and circumstances of our low-income students and our English Learners, we learned that the achievement data of our low-income is 25% lower in ELA and 45% lower in Math and English Learners is 40% lower in ELA and 30% lower in math than the achievement data for all students. To address the conditions of our low-income students and English Learners, we will redesign our intervention program to address some of the major causes of lower achievement, including the loss of status and instruction when pulled out of the classroom, as well as an understanding and frequency of assessment to target learning gaps

With so few unduplicated students across all classrooms, the District reviewed the data and employed 3 FTE Learning Recovery Teachers to push in and work with a small group of students across the classrooms which include unduplicated students. This extra staffing and the purchasing of instructional materials will help the English Learners achieve English acquisition by providing staffing and materials for



designated and integrated English Language Development.

Goal 5: Parent Engagement and Communication (Strategic Plan: Engagement & Communications)

- Actions: Family Engagement

After assessing our low-income and English Learner Families' needs, conditions, and circumstances, we learned that the barriers to engagement of our English Learners' families are lower than the families at the K-3 school, and it is higher at the 4-8 school. To address this condition of our English Learner families, we will create a communication plan and allocate resources to pilot communications and engagement staffing, including introducing more multilingual and multicultural opportunities so that the families have an increased comfort level at the schools and access to information. These actions are being provided on an LEA-wide basis, and we expect/hope that all families will benefit. However, because of the higher barriers to engagement of English learner families and because the actions meet needs most associated with English learners' needs, we expect that the engagement data for English learners will increase more than the achievement of all other students.

Translations and parent meetings will help the English Learner families achieve increased engagement and involvement by increasing access to information in their primary language and increasing the opportunity to come together as families of English Learners.

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

In 2021-22, Las Lomas Elementary School District is projecting it will receive \$210,647.00 based on the enrollment of foster youth, English Learner, and low-income students. The District plans to spend \$900,092.00 towards meeting this requirement. Services provided for unduplicated pupils are increased or improved by more than the percentage calculated as compared to the services provided for all students in the 2021-22 LCAP. Specific activities included in the plan:

- Additional English Learner support (Goal 4)
- Summer and school year ELD professional development for teachers and staff (Goal 4)
- Purchase ELD instructional materials (Goal 4)
- Additional Learning Recovery Specialists to support the lowest-performing students which historically are English Learners and low-income students (Goal 4)

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$23,349,458.00	\$724,000.00	\$2,823,214.00	\$124,927.00	\$27,021,599.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$25,560,274.00	\$1,461,325.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities ELs, SWD, SED, Hispanic	Staffing	\$154,683.00		\$154,683.00		\$309,366.00
1	2	All Students with Disabilities ELs, SWD, SED, Hispanic	Professional Development/Training (PD)			\$10,000.00		\$10,000.00
1	3	All Students with Disabilities ELs, SWD, SED, Hispanic	Community Engagement			\$10,000.00		\$10,000.00
2	1	All Students with Disabilities ELs, SWD, SED, Hispanic	Instructional Materials and Assessments			\$168,388.00		\$168,388.00
2	2	All Students with Disabilities ELs, SWD, SED, Hispanic	Professional Development and Training (PD)	\$16,272.00			\$13,728.00	\$30,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	All Students with Disabilities ELs, SWD, SED, Hispanic	Staffing	\$18,693,258.00	\$719,000.00	\$1,200,000.00	\$8,538.00	\$20,620,796.00
2	4	All Students with Disabilities ELs, SWD, SED, Hispanic	Facilities and Technology	\$3,547,814.00		\$368,957.00		\$3,916,771.00
2	5	Foster Youth	Support for Student Groups					\$0.00
3	1	All Students with Disabilities ELs, SWD, SED, Hispanic	Staffing			\$583,634.00		\$583,634.00
3	2	All Students with Disabilities ELs, SWD, SED, Hispanic	Support for Student Groups			\$120,000.00		\$120,000.00
3	3	All Students with Disabilities ELs, SWD, SED, Hispanic	Professional Development and Training (PD)			\$102,552.00		\$102,552.00
3	4	All Students with Disabilities ELs, SWD, SED, Hispanic	Instructional Materials and Assessments	\$5,000.00				\$5,000.00
4	1	English Learners Foster Youth Low Income ELs, SWD, SED, Hispanic	Staffing	\$776,679.00			\$34,390.00	\$811,069.00
4	2	English Learners	Staffing	\$150,752.00			\$18,271.00	\$169,023.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	3	All Students with Disabilities ELs, SWD, SED, Hispanic	Professional Development and Training (PD)			\$100,000.00		\$100,000.00
4	4	All Students with Disabilities ELs, SWD, SED, Hispanic	Instructional Materials and Assessments		\$5,000.00			\$5,000.00
4	5	English Learners	Instructional Materials and Assessments	\$5,000.00				\$5,000.00
4	6	All Students with Disabilities ELs, SWD, SED, Hispanic	Support for Student Groups					
5	1	All Students with Disabilities ELs, SWD, SED, Hispanic	Communication Plan				\$50,000.00	\$50,000.00
5	2	All Students with Disabilities ELs, SWD, SED, Hispanic	Family Engagement					
5	3	English Learners	Family Engagement			\$5,000.00		\$5,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$932,431.00	\$990,092.00
<b>LEA-wide Total:</b>	\$932,431.00	\$990,092.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	5	Support for Student Groups	LEA-wide	Foster Youth	All Schools		\$0.00
4	1	Staffing	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$776,679.00	\$811,069.00
4	2	Staffing	LEA-wide	English Learners	All Schools	\$150,752.00	\$169,023.00
4	5	Instructional Materials and Assessments	LEA-wide	English Learners	All Schools	\$5,000.00	\$5,000.00
5	3	Family Engagement	LEA-wide	English Learners	All Schools		\$5,000.00

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

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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



# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

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

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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



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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

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

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

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

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

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