

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
Oceanside Unified School District	Julie A. Vitale, Ph.D. Superintendent	Julie.vitale@oside.us 760 966-4000

Plan Summary [2021-22]

General Information

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

The Oceanside Unified School District (OUSD) serves approximately 17,000 students in grades K -12 in northern San Diego County. The city of Oceanside is located 36 miles north of San Diego and 84 miles south of Los Angeles. Marine Corps Base Camp Pendleton borders Oceanside to the north and is home to approximately 1,800 Oceanside students who attend one of the three K-8 elementary schools located on the base and our high schools off the base.

OUSD is composed of sixteen elementary schools, four middle schools, two comprehensive high schools, one continuation high school, a K-12 independent study school, and an adult transition program school. OUSD has one elementary and a feeder middle school designated as STEM schools, two elementary schools and one middle school with Dual Language Immersion programs, and other schools are in the process of developing areas of focus. The traditional high schools offer Advanced Placement (AP) courses as well as Career Technical Education pathways.

The District is proud of its diverse student population which is 59.1% Hispanic, 22.8% White, 4.3% African American, 5.8% Two or More Races, 1.9% Asian-American, 1.7% Pacific Islander, and 0.3% American Indian or Alaska Native. In addition, 13% are English Learners, 65.4% are from Socioeconomically Disadvantaged households, and 13.7% are Students with Disabilities. 37 Foster Youth, 96 Homeless, and 160 Migrant students attend OUSD schools. OUSD had 10,192 unduplicated students in CALPADs for the October reporting period, which is a rate of approximately 60%.

The OUSD leads with a vision, mission, instructional focus, and values to provide coherence and alignment across the system:

VISION
All students graduate college and career ready, prepared to be responsible global citizens, and ambitious future leaders.

MISSION

We design and orchestrate rigorous and relevant learning experiences to inspire and empower all students.

INSTRUCTIONAL FOCUS

All students will demonstrate their thinking, both verbally and in writing, to show understanding of their learning.

VALUES

Students First: Our students are our highest priority. What's best for students guides our decision-making every day.

Respectful Relationships: Strong, respectful relationships are the cornerstone of quality educational experiences. Students and adults are valued and consistently show integrity, compassion, and respect.

Educational Equity: Every student receives the academic, social, and emotional support needed to succeed. Resources are allocated to eradicate persistent achievement and opportunity gaps.

Purposeful Collaboration: We create purposeful and collaborative learning environments that inspire students and adults to achieve their highest potential.

Reflections: Successes

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

The successes outlined in this section are based on 2019 Dashboard results along with the data that is available in the current Dashboard. In addition, local measures have been used to help determine areas of success and/or progress.

Based on California Dashboard data, ELA remained at the Yellow Performance Level in 2018 and 2019. However, there was a 4.4 point increase in 2018 and a 3.2 increase in 2019. Mathematics maintained at the Orange Performance Level and improved from 41.8 points below standard in 2018 to 40 points below standard in 2019. iReady was implemented District-wide as a local measurement tool for ELA and math. It is a comprehensive assessment and instruction program that connects diagnostic information with differentiated instruction. iReady results indicate that 74% scored at or approaching grade level in Reading on the May assessment, and in Math, 73% scored at or approaching grade level on the May assessment. The window 3 mean percent progress for iReady typical growth in reading was 70% and the math percent progress toward typical growth was at 58%.

On the Dashboard, the Graduation rate for All Students went from the Orange Performance Level in 2018 to the Green Performance Level in 2019 with an increase of 2.8%. Based on the AERIES student data system, for the 2020-21 school year, OUSD maintained an average attendance rate of 96.91% and the chronic absenteeism rate was at 9%.

Suspensions went from Orange in 2018 to Green in 2019. Rates have declined from 3.1% (2017-2018) to 2.6% (2018-2019) to 1.8% (2019-2020). Dashboard Performance Levels for the 2020-2021 school year are not available due to COVID-19. However, local data available in

Aeries indicates that the suspension rate was at 0.1% with a total of 17 suspensions during the 2020-2021 school year. Professional development on Restorative Practices for all staff along with the addition of elementary school assistant principals and school counselors, who provide SEL support, have had a positive impact on suspension rates.

Panorama was implemented districtwide in 2020-2021 to assess "Student SEL Competencies" and "Student SEL Supports + Environment." Results indicate several areas of strength for students in grades 3-5. The following areas were at or above the 80th percentile as compared to schools in Panorama's national data set: Student SEL Competencies, Social Awareness, Growth Mindset, Teacher-Student Relationships, and Sense of Belonging. In addition, there were gains over time from fall to spring in most areas for students in grades 3- 5 and for student in grades 6-12.

Participation in DPAC and DELAC meetings increased during the pandemic because virtual meetings removed some barriers as families were able to join from home or work. Virtual Parent Academies and Workshops were offered districtwide and were also well attended. On average, there was a 50% increase in family participation in virtual District-level committees, academies, workshops, and panels. Increased participation of family/community members in virtual meetings indicates the need to continue outreach in flexible/hybrid formats in the future. Each Academy session was offered twice from 1:00-2:00 pm and again from 6:00-7:00 pm. All meetings were presented in English w/ Spanish interpretation available. Meetings were also recorded and posted on the district YouTube channel. Academy topics included the following: Aeries, Blackboard, and Rapid ID; SeeSaw; Apex; Benchmark/GoMath; iReady; Online Resources and Virtual Supports; Behavioral Support Strategies for Virtual Learning; Digital Citizenship; and Positive Relationships at Home. The Parents Learning to Be Better Parents/Mano a Mano Foundation series was presented in Spanish with English interpretation over the course of 8 sessions. Parent/Guardian Partner Panel (Special Education Parent Support) sessions were each offered twice (9:00-11:00am and 4:00-6:00pm). The meetings were held in English with Spanish interpretation and topics included: Student Re-Entry; Procedural Safeguards: Behavioral Strategies and Support; Teaching Tools; IEP Documents; Parent Resources; and Summer Activities.

During the pandemic, the OUSD was able to provide 1:1 devices to all students and provided Wi-Fi hotspots to those who were experiencing connectivity challenges. In addition, professional learning for teachers was provided to ensure a seamless transition to distance and hybrid learning, and technology workshops and other supports, including home visits, were provided to ensure families/students could connect effectively.

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.

The areas of Identified Need outlined in this section are based on 2018 and 2019 Dashboard results along with the data that is available in the current Dashboard. In addition, local measures have been used to help determine areas that need significant improvement.

Based on California Dashboard data, the English Language Arts indicator for All Students was at the Yellow Performance Level in both 2018 and 2019. However, five student groups remained at the Orange level, including African American, Homeless, Pacific Islander, Socioeconomically Disadvantaged, and Students with Disabilities. The Academic Indicator for Mathematics was at the Orange Performance

Level for all students in both 2018 and 2019. The Homeless Student Group was at the Red Performance Level, while the following Student Groups were at the Orange Performance Level: African American, English Learners, Hispanic, Pacific Islander and Students with Disabilities. Local data collected through i-Ready assessments indicate that 10% of students are two grade levels below and 15% are three or more grades levels below in Reading. iReady Math results indicate that 11% are two grade levels below and 16% are three or more grades levels below. Local data also indicates a need to focus on services for Students with Disabilities. The service model will continue to be adjusted to meet students' individual needs. (Action 1.1). In order to address Academic Performance in ELA and Math, the District has been focusing on early literacy and middle school mathematics. Additional professional learning, coaching, inquiry cycles, and modeling of evidenced based instructional strategies have been and will continue to be provided, utilizing teachers on special assignment (TOSAs) for ELA, ELD, math, science, and K-12 student engagement in order to improve learning for students, specifically Low Income and English Learners (Actions 1.2 and 1.3). Extra support will be provided at the six elementary schools with the highest numbers of English learners, including interventions for students and professional learning for teachers (Actions 1.2 and 1.3).

The Graduation rate indicator went from Orange in 2018 to Green in 2019; however, the rate declined from 87.8% in 2019 to 86.1% in 2020. In 2019, the following student groups were at the Red Level: Foster Youth, Homeless, and Pacific Islander. In addition, the following Student Groups were at the Orange Level: Asian, African American, Students with Disabilities, English Learners, Hispanic, Socioeconomically Disadvantaged, and Two or More Races.

The College and Career indicator was at Yellow in both 2018 and 2019. In 2019, the English Learner and Students with Disabilities student groups were in the Red Performance Level, and the following Student groups were in the Orange Performance Level: African American, Hispanic, Homeless, and Socioeconomically Disadvantaged. The rate declined from 40.3% in 2019 prepared to 38.9% prepared in 2020. Supports for improving college and career readiness will be in place for the high schools, including a new system to monitor progress, assistant principal and counselor supports, and alternative program and intervention options (Actions 1.2 and 1.3), with a focus on Student Groups at the Red Performance Level. In addition a range of high-quality CTE pathway options that are specific to student interests and experiences will be developed, and we will expand our dual enrollment options as well as support the expansion of CTE programming at Surfside Academy.

According to the Dashboard, the Chronic Absenteeism rate remained steady at the Orange Level in 2018 and 2019 (11.4% - 11.3%). Three student groups, Foster Youth, Homeless, and Pacific Islander were in the Red Level in 2019 and Asian, African American Students with Disabilities, English Learners, Hispanic, Socioeconomically Disadvantaged and Two or More Races were at the Yellow Level. In 2020, the rate was not calculated by the CDE due to the fact that the data may "not valid and reliable for the 2019–20 academic year. This is due to the manner in which absenteeism data are collected in the California Longitudinal Pupil Achievement Data System (CALPADS) that impacts the integrity of the data and related calculations for any period of time other than the full academic year." Supports for students to encourage and improve attendance have been and will continue to be implemented (Actions 2.2 and 2.3), especially for Student Groups in the Red Performance Level.

Although suspension rates have improved for All Students, Foster Youth were in the Red in 2018 and 2019 and Homeless Youth dropped from Orange in 2018 to Red in 2019. Professional development on Targeted services including additional SEL supports for Foster and Homeless Youth will be implemented in order to reduce the suspension rates. In addition, the Foster Youth and Homeless Liaison along with

school counselors and assistant principals will focus on interventions that promote safe and positive learning environments (Actions 2.5, 2.11, 2.15).

Panorama was implemented districtwide in 2020-2021 to assess "Student SEL Competencies" and "Student SEL Supports + Environment." The surveys were used to measure and understand social-emotional learning. Several areas of need were indicated, especially for student in grades 6 - 12. The following areas were at the 20th percentile or below for 6th - 12th grade students as compared to schools in Panorama's national data set: Social Awareness, Self-Efficacy, and Sense of Belonging. To address SEL needs, the OUSD developed Goal 2: Support social emotional and physical well-being in order to create safe and positive learning environments, and will provide all students with a safe and supported learning environment (2.1), offer supplemental services to address the social emotional and behavioral needs of students, specifically English Learners, Foster Youth, Low Income, and Homeless (2.2), and provide targeted supplemental services to address the social emotional, behavioral, and safety needs of struggling students (2.3).

LCAP survey results indicate the need to reengage with families in person due to the distance caused by the pandemic. In addition, student surveys indicate a need for in-person family engagement opportunities, many of which had to be put on hold, or were held virtually during the 2020-2021 school year due to COVID-19. Goal 3: "Nurture meaningful family and community engagement" addresses the need to reconnect, and includes the following: "Provide family and community members with opportunities for active engagement" (3.1); "Provide Supplemental services to engage families of English Learners, Foster Youth, Low Income, and Homeless" (3.2); and "Offer responsive supplemental family engagement opportunities" (3.3).

LCAP Highlights

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

The Oceanside Unified School District continues to improve academic programs to ensure that students graduate prepared for college and career (Goal 1). This includes narrowing the focus to address early literacy in elementary school, math and science in middle school, and college and career readiness at high school (Goal 1). This goal concentrates on improving instructional practices through professional learning options for staff and through enrichment and alternative educational options as well as interventions for students. In addition, a range of high-quality CTE pathway options that are specific to student interests and experiences are available, and CTE programming will continue to be expanded. The unduplicated student groups of English Learners, Low Income, Foster Youth, and Homeless students will receive additional supports (Goal 1, Action 1.2).

The multi-tiered system of support (MTSS) utilizes elementary school counselors and assistant principals to coordinate services that address the academic needs of English Learner, Low Income, and Foster Youth (Action 1.3). In addition, OUSD will continue to provide students with safe and positive learning environments to promote social emotional and physical well-being (Goal 2). This includes providing staff to support students and sites with social emotional, behavioral, and safety needs, addressing attendance and student engagement, and ensuring services and supports are in place for Homeless and Foster Youth (Goal 2, Actions 2.2 & 2.3).

The District will also continue to engage families and communities in the educational process (Goal 3) through increased participation and opportunities to provide input on decisions, ensuring interpretation and translation services are available, and offering multiple ways to communicate with families. A Family Engagement Teacher on Special Assignment supports sites with developing and implementing family engagement plans.

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.

Surfside High School (Formerly Ocean Shores High School)

Support for Identified Schools

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

Surfside High School is an alternative high school serving students in 11th and 12th grade. To support Surfside, the Director of Secondary Education meets monthly with the principal to review data, including absences, graduation rates, and credit remediation. Data is analyzed, documentation of efforts to address areas of need are discussed, and plans are revised, as necessary. In addition, the principal engages in monthly leadership team meetings with his colleagues to gain insights into strategies and best practices.

The principal of Surfside High School subsequently engages his staff in Data Science to analyze the progress being made in key areas. The process, which is part of the Needs Assessment, includes teachers, the school counselor, and a Teacher on Special Assignment (TOSA). For the 2020-2021 school year, the team reviewed prior years' CASSP data, student grades by content area, credit completion rates, graduation rates, attendance rates over the past two years, data on 5th year senior progress, and Healthy Kids Survey data. The team also examined the 2017 WASC report as well as current policies and practices.

The Teacher on Special Assignment (TOSA) assigned to Surfside assists in the continuous improvement model at Surfside High, including data collection and analyzation, attendance outreach coordination, PLC support, and CSI Plan development. Improvement cycles have and will be informed by state and local data which include attendance, grades, and course completion and graduation rates.

Stakeholders are engaged through School Site Council, ELAC, parent forums, surveys, and other involvement opportunities. Students are surveyed and empathy interviews are conducted in order to gain an understanding of the challenges faced and to learn what barriers exist that the school can work to remove.

Through this ongoing Needs Assessment process, the team works together to develop the site's CSI plan, and the data gleaned ensures that the CSI plan becomes a living document, in that ongoing feedback determines whether the articulated actions are meeting the expressed goals stated in the plan. Current data indicates that Surfside High School has a high transient rate, which has led to high drop out and

absenteeism rates. This is due to the fact that students enroll in the continuation high school program primarily because of low grades and a history of absences. Many students who start at Surfside are already credit deficient. Data shows that some students will graduate during a fifth year. These patterns are not easily addressed with the shift from a traditional high school to the continuation school.

Therefore, the team at Surfside High School made up of teachers, supports staff, and counselors determined the following priorities: developing an early contact system in which when students who miss a certain number days activates a chain of action that targets chronically absent students, providing extended opportunities to remediate credits through online programs such as APEX, offering in school credit recovery options for students who need additional assistance, working with community partner mentors who provide specialized supports to students, internships, and CTE and job partnership opportunities. CTE supports for Surfside will include staffing for a Hospitality Pathway and collaboration time to develop a Building and Construction Pathway.

In addition, the District assists with the coordination of community agencies that provide outreach, including: education about the importance of school attendance, information about outside support resources, mentorships, home visits, extended school day supports, and resources for students/families in need. Surfside also has access to outside counseling agencies and works closely with the therapists/counselors assigned to support students. In addition, a representative from our community partner agencies who work with individual students.

A portion of the CSI funds are allocated to Surfside High and are included in the SPSA. CSI funds held centrally are used to provide additional support and technical assistance in the form of professional learning and coaching for the principal and staff, monitoring student progress and effectiveness of interventions/supports offered, meeting with students, and engaging families to support their students (Actions 1.3 and 2.3). District staff reviews the draft SPSA and provides feedback, coaching, and technical assistance on the selected metrics/outcomes, activities/strategies, evidence-based interventions, and expenditures in order to ensure identified needs, student groups, and indicators have been adequately addressed. Once the SSC approves the SPSA, central office staff prepares it for approval by the local Board of Education. Ongoing support is provided to determine if strategies/activities are working and/or if they need to be adjusted.

Monitoring and Evaluating Effectiveness

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

To monitor and evaluate effectiveness, District staff will engage in quarterly reviews of the site's CSI Plan to determine progress, including milestones that are approaching or have been met, and feedback will be provided to the site leader and team. Students will serve as an integral part of this process by providing their input through surveys and both formal and informal interviews. The data obtained from students will be analyzed to determine the level of growth made in the areas of attendance, credit completion, motivation to attend school, and overall success.

Community partners will also be engaged as the supports provided have many benefits, including programs to motivate students to improve attendance and engage in opportunities that go beyond high school experiences. These partners represent CTE Workforce Partners, community colleges, and local businesses that have a vested interest in the success of Surfside students. Updates will be provided to these

partners to ensure they are aware of the impact of their partnerships and to help them understand their connection to the success of the CSI Plan for Surfside High School.

Oceanside Unified School District will assist with evaluating and monitoring attendance, grades, and course completion using multiple measures and approaches in order to address the needs of the school site and its students. The approaches include:

- 1) One-on-one data review meetings with the site principal to monitor progress and provide timely input. Data examined include: a) the outreach log for students who are chronically absent, b) credit completion rates by quarter through AERIES and APEX reports, c) student engagement plan to reach students as noted in the SPSA.
- 2) Meetings with principal, TOSA, and lead teachers to determine next steps based on data visits.
- 3) Leadership meetings during which the principal has opportunities to collaborate with colleagues and discuss strategies and brainstorm additional ideas to address concerns brought forward by the data. This occurs through the monthly principal leadership meetings where strategies based on research based practices in the areas of SEL, Academic and leadership practices are studied for implementation on campuses. , academic intervention practices, and In triad meetings leaders work more closely with colleagues to address the most pressing site needs.
- 4) In 2020-2021, staff participated in Strengthening Participation, Attendance, and Re-Engagement during COVID (SPARC) Network meetings sponsored by the San Diego County Office of Education and will continue to participate in SPARC and/or similar opportunities, as available. i-Ready assessment data will be used to determine learning deficits and to plan for interventions. Graduation rate and course completion for 4th and 5th year graduates will be tracked. Both engagement and attendance will be monitored for short and long-term planning purposes.

Stakeholder Engagement

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

The ongoing, annual process of stakeholder engagement is the most essential aspect of OUSD's LCAP development process, because it helps build trusting relationships, allows for a deeper understanding of needs, and provides opportunities for informed decision-making. Stakeholder engagement activities support LCAP strategic planning, including goals, actions, expenditures, and metrics, which are developed with the input of students, families, staff, and community members. The engagement process for the 2021-2024 LCAP was built upon the process used for the development of 2020-2021 Learning Continuity and Attendance Plan with a variety of stakeholder engagement activities taking place throughout the spring and fall of 2020 and throughout the 2020-2021 school year, including meetings with district committees/groups, district surveys, virtual discussion forums, and public comment during public hearings and school board presentations. Information was shared with and input gathered from district parent advisory committees, district leadership, and the Board of Education. Input and data collected was compiled and reviewed by the LCAP Committee to identify strengths and areas of improvement, as well as to determine the effectiveness of actions/services. The LCAP committee provides recommendations to the Board of Education regarding changes to the LCAP to address the identified needs.

The District consulted with the following stakeholders as part of the LCAP planning process:

LCAP Advisory Committee (February 1, March 1, March 22, April 19, May 3, May 24, 2021):

The LCAP committee includes parents, community members, local bargaining unit members, site administrators, principals, teachers, and district office staff representing all departments. The purpose of the committee is to support the stakeholder engagement process, review data to identify strengths and weaknesses, and provide recommendations to the Board of Education regarding how to address identified needs.

District Parent Advisory Committee (February 2, April 27, and June 1, 2021):

Members of this committee include parent representatives from each site, and all parents districtwide are invited and encouraged to participate. Site administrators, teacher leaders, district staff, and Board of Education members also attend. LCAP presentations are conducted during which participants have opportunities to ask questions, discuss areas of strength, and provide ideas for improvement. Student performance data, LCAP stakeholder input results, and recommended changes to the LCAP are shared and discussed. The LCAP draft was shared with the committee for review and comment. Simultaneous Spanish translations are available for all DPAC meetings.

District English Learner Advisory Committee (January 21, March 4, May 6, 2021):

The District English Learner Parent Advisory Committee advises the Board of Education regarding programs and services for English Learners, the district's needs assessment for English Learners, the annual language census, reclassification criteria, and the LCAP. This committee discusses strengths and ideas for improvement. Student performance data, LCAP stakeholder input results, and recommended changes to the LCAP are shared and discussed. The LCAP draft was shared with the committee for review and comment during the meeting held on January 21, 2021. Simultaneous Spanish translations are available for all DELAC meetings.

Stakeholder Surveys (May 2021):

LCAP surveys were distributed to all stakeholders, including K-12 students, OTA bargaining members, CSEA Members, additional staff members including principals, and families/community members. 3,047 student surveys, 486 staff surveys, and 3,040 family/community surveys were received. LCAP survey data was aggregated and shared with the LCAP Advisory Committee and other stakeholder groups.

Stakeholder Review and Comment (June 9, 2021):

The LCAP draft, a one-page summary, and the presentation provided to the Board of Education will be posted on the district website with a form to submit questions and comments. This is communicated to parents through all-calls, parent messenger, and social media. Principals are asked to share this comment opportunity with School Site Councils, English Learner Advisory Committees, other site parent committees, staff, and students. Information is included in the weekly memos to staff informing them of the opportunity to provide comments. Information is also shared during district parent advisory committee meetings, teacher meetings, and during district leadership meetings.

Public Hearing (June 8, 2021):

An LCAP Public Hearing is held to solicit recommendations from the public including stakeholder opportunities to submit written comments regarding proposed actions and expenditures.

Board of Education (June 22, 2021):

The Board of Education is provided with updates on the LCAP, including information about Local Indicators, California School Dashboard, and progress on other measures. Staff shares accomplishments, stakeholder input results, LCAP committee recommendations, and proposed goals and actions/services. A public hearing (June 8th) provides stakeholders the opportunity to review the final draft of the LCAP. The LCAP will be presented to the Board of Education on June 22nd and will be submitted to the San Diego County Office of Education after it's adopted.

School Plan Alignment (Spring 2021):

The School Plan for Student Achievement template will be reviewed to ensure that LCAP actions and SPSAs are in alignment.

A summary of the feedback provided by specific stakeholder groups.

Strengths and areas of need were identified as a result of data analysis and input from all stakeholder groups, including but not limited to the District Parent Advisory Committee, District English Learner Advisory Committee, and the LCAP committee.

Among the top 5 priorities for each stakeholder group, common themes emerged:

Parent/community, staff, and secondary students prioritized: "Tutoring to support struggling students" and "A variety of elective courses"

Parent/community and staff prioritized: "Intervention teachers to address learning gaps" and "Visual and performing arts"

Parent/community and secondary students prioritized: "Updated curriculum and materials"

Secondary students and staff prioritized: "Release days for teachers planning and collaboration"

Secondary students prioritized: "Digital technology to support instruction"

The top 5 priorities for each stakeholder group are listed below:

Parent/Community Survey (3,040 total responses):

- Tutoring to support struggling students (1,556 responses)
- A variety of elective courses (932 responses)
- Visual and performing arts (809 responses)
- Updated curriculum and materials (761 responses)
- Intervention teachers to address learning gaps (702 responses)

Area of strength: "Uses multiple ways to communicate with families (email, newsletters, texts, website, forums, meetings, etc.) in an easy to understand format." 46% Agree and 46% Strongly Agree.

Area of need: "Offers sufficient enrichment and/or elective opportunities (e.g., music, drama, sports, field trips)." 22% Agree and 12% Strongly Agree.

Staff Survey (496 responses):

- Intervention teachers to address learning gaps (225 responses)
- Tutoring to support struggling students (177 responses)
- Release days for teachers planning and collaboration (135 responses)
- A variety of elective courses for secondary students (106 responses)
- Visual and performing arts (103 responses)

Area of strength: "Uses multiple ways to communicate with families (email, newsletters, texts, website, forums, meetings, etc.) in a friendly, easy to understand format." 47% Agree and 43% Strongly Agree.

Area of need: "Offers adequate enrichment/electives (e.g., music, drama, Career Technical Education)" 22% Agree and 12% Strongly agree.

Secondary Student Survey (1485 responses from students in grades 6-12):

- Tutoring to support struggling students (553 responses)
- A variety of elective courses for secondary students (466 responses)
- Updated curriculum and materials (responses)
- Release days for teacher planning and collaboration (296 responses)
- Digital technology to support instruction (291 responses)

Area of strength: "I use technology at school (computer, iPad, Chromebook, etc.) to help me learn." 42% Agree; 42% Strongly agree

Area of need: "My family comes to school events and meetings (like Back to School Night, family meetings, parent conferences, sports events, concerts, or plays)." 28% Agree; 13% Strongly agree

Elementary Student Survey (1081 responses from students in grades 2 -5):

Most items were rated as areas of strength with over 95% of students responding Sometimes or Yes, always. The following were particular areas of strength: "My teacher helps me learn." "I feel like I am learning a lot at school." "When I don't know something, my teacher helps me." "My school is safe." "Students at my school are nice to each other." "At school, I have a grownup who listens to me when I have something to say."

Areas of need: "My school is fair if someone breaks a rule." 13% No; 30% Sometimes; 57% Yes, always;

"Has special times when my family can come to my school to see what I am doing." 35% No; 29% Sometimes; 36% Yes, always.

Young Student Survey (481 responses from students in grades K-3):

Area of strength: "At my school, I know I have a grown-up who really cares about me." 3% no, 7% sometimes; 90% yes, always.

Area of need: "My school is fair if someone breaks a rule." 23% No; 18% Sometimes; 59% Yes, always.

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

LCAP goals, actions, and services influenced by the main themes that emerged from stakeholder engagement activities and with specific input from stakeholders are included below. The OUSD is committed to allocating the appropriate funding and staff to meet the District's goals in these critical areas.

The three goals of the LCAP were created with stakeholder input. This year, stakeholder input continues to demonstrate that our efforts are focused in the right direction. The following will continue to remain the focus of this plan:

- 1) Advance academic achievement so all students graduate college and career ready
- 2) Support social emotional and physical well -being in order to create safe and positive learning environments
- 3) Nurture meaningful family and community engagement.

Goal 1: Advance academic achievement so all students graduate college and career ready.

Stakeholder input in this area indicates that stakeholders would like to continue with and build upon the efforts made to train and support teachers to ensure the success of all students. In addition, stakeholders would like to see continued offerings that expand intervention and enrichment support to students to ensure opportunities for student advancement. There is a continued desire for all unduplicated students to receive additional support and services to alleviate the additional barriers they may have to reaching success.

Goal 2: Support social emotional and physical well -being in order to create safe and positive learning environments

Stakeholders would like to see continued improvements in the safety and security of facilities. Stakeholders would also like to see an effort made toward maintaining district technology in good repair and increasing district technology for teachers and students. Stakeholders appreciate the increased effort made over the past years towards the health and safety of their students. Stakeholders expressed a desire to see increased mental health and social-emotional support for students at the elementary level through allocating counselors full-time to each elementary school. In addition, there is continued access to mental service providers that continue to be allocated as part of the district's budget.

Goal 3. Nurture meaningful family and community engagement.

Stakeholders desire to see continued efforts to build upon communication with all families and stakeholder groups based on stakeholder input surveys. To address this as OUSD is actively seeking new opportunities for parent education and community engagement opportunities at both the site and district levels.

Goals and Actions

Goal

Goal #	Description
1	<p>Advance academic achievement so all students graduate prepared for college and career.</p> <p>The Oceanside Unified School District will provide a rigorous course of study for all students to ensure that scholars advance academically and graduate college and career ready. In order to ensure equity, all students will be provided with base level educational services, along with supplemental services for all unduplicated students, with targeted supplemental services for at-risk and specific student groups.</p>

An explanation of why the LEA has developed this goal.

The Oceanside Unified School District developed this goal recognizing the importance of addressing the academic needs of all student demographic groups include our English Learners, Students With Disabilities, Foster Youth, Low Income and Homeless Youth.

The English Language Arts indicator on the California Dashboard for All Students was at the Yellow Performance Level in both 2018 and 2019. However, five student groups remained at the Orange level, including African American, Homeless, Pacific Islander, Socioeconomically Disadvantaged, and Students with Disabilities. The Academic Indicator for Mathematics was at the Orange Performance Level for all students in both 2018 and 2019. The Homeless Student Group was at the Red Performance Level, while the following Student Groups were at the Orange Performance Level: African American, English Learners, Hispanic, Pacific Islander and Students with Disabilities. Local data collected through i-Ready assessments indicate that 10% of students are two grade levels below and 15% are three or more grades levels below in reading. iReady Math results indicate that 11% are two grade levels below and 16% are three or more grades levels below. Local data also indicates a need to focus on services for Students with Disabilities.

In order to address the above achievement gaps, OUSD has determined that strategic actions must be employed in an equitable manner to alleviate barriers to success. To ensure that students do well academically and become prepared for postsecondary opportunities, they must have teachers who are properly credentialed and appropriately assigned to their classes; instructional materials that are aligned to the Common Core State Standards; academic interventions and resources that address the learning gaps assessed by students

Ensure equitable opportunities for every student by:

- Providing high-quality academic programs that meet the needs of every student and accelerate the closing of the achievement gap.
- Providing personalized professional development to employees that is built on a shared framework.
- Providing academic intervention, enrichment and advanced opportunities for advanced learning opportunities

Actions include:

- 1.1 Provide all students with base educational services

1.2 Provide supplemental services to students, focusing on English Learners, Foster Youth, Low Income and Homeless
 1.3 Target supplemental services for struggling and specific groups

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of teachers will be appropriately assigned, fully credentialed, and all vacancies will be filled as measured by Williams report	In 2020-21, 100% of teachers were appropriately assigned as measured by the Williams report				100% of teachers will be appropriately assigned, fully credentialed, and all vacancies filled as measured by Williams report.
100% of all students have sufficient access to standards-aligned materials as measured by Williams report	In 2020-21, 100% of students have access to instructional materials as measured by the Williams Report				100% of all students will have sufficient access to standards-aligned materials as measured by Williams report.
Indicator levels on the California School Dashboard (ELA)	2018-19 California School Dashboard Data Blue: Green: Asian, Filipino, Two or More, White Yellow: All Students, English Learners, Foster Youth, Hispanic Orange: Socioeconomically Disadvantaged, African American,				Performance on the ELA Dashboard Indicator (grades 3-8) will improve to Blue or Green for All Students, and each student group will be at least at the Yellow Performance Level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Pacific Islander, Homeless</p> <p>The 2020 CAASPP assessments were waived due to the Covid-19 Pandemic</p> <p>2021-22 Data will become our baseline</p>				
<p>Indicator levels on the California School Dashboard (Math)</p>	<p>2018-19 California School Dashboard Data</p> <p>Green: Asian, Filipino, Two or More</p> <p>Yellow: White, Socioeconomically Disadvantaged</p> <p>Orange: All Students, English Language Learners, African American, Hispanic, Pacific Islander, Students With Disabilities</p> <p>Red: Homeless</p> <p>The 2020 CAASPP assessments were</p>				<p>Performance on the Dashboard Mathematics Indicator (grades 3-8) will improve to Green for All Students, and each student group will be at least at the Yellow Performance Level.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>waived due to the Covid-19 Pandemic</p> <p>2021-22 Data will become our baseline</p>				
Indicator levels on the California School Dashboard (English Learner Progress)	<p>The English Learner Progress Indicator on the 2018-19 California School Dashboard Date indicated that 47.7% of students were making progress towards English Language Proficiency.</p> <p>The 2020 CAASPP assessments were waived due to the Covid-19 Pandemic</p> <p>2021-22 Data will become our baseline</p>				The English Learner Progress Indicator on the California School Dashboard Date will indicate that 65% of students are making progress towards English Language Proficiency.
Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	<p>2019 Score Level Description ELPAC Students</p> <p>Beginning 308—15%</p> <p>Somewhat Developed 748—36%</p>				ELPAC Data will indicate a 20% or greater increase in students scoring at the Well Developed level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Moderately Developed 757—37%</p> <p>Well Developed 241—12%</p> <p>2021 ELPAC Data will become our Baseline</p>				
Reclassification rate will increase by 6% as measured by students meeting the criteria	<p>2019 Reclassification Rate 16%</p> <p>2021 Reclassification rate will be used to determine our baseline rate</p>				The reclassification rate will reach 35% or greater.
College Careers Measures Reports and Data	<p>2020 College/Careers Measures Report California</p> <p>3.6% Prepared</p>				There will be a progressive yearly growth of 10% annually to reach 33.6% in the year 2024.
Students meeting UC/CSU a-g requirements and/or completing a Career Technical Education (CTE) pathway will increase by 6%	<p>A-G = 40%</p> <p>CTE = 16%</p> <p>2021 Data from the state will be used as baseline</p>				At least, 60% of students will graduate meeting A-G requirements, and 30% or more will graduate CTE ready.
AP Test Scores	Overall AP pass rate 53%				AP Pass rate will increase by 10%.
11th Grade CAASP Scores	11th Grade CAASP Scores 2018-19				11th Grade CAASP Scores for the 2023-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ELA: 57.27% Math: 32.24%</p> <p>2021-22 School year CAASP Scores will serve as Baseline Data</p>				24 school year will indicate a minimum 10% growth in ELA and 15% growth in Math.
Performance on the Dashboard High School Graduation Indicator will maintain at or improve to Blue for all student groups	<p>Blue: All Students, Socioeconomically Disadvantaged, Filipino, Hispanic, Pacific Islander, White</p> <p>Green: African American</p> <p>Yellow: English Learners, Students with Disabilities</p>				Performance on the Dashboard High School Graduation Indicator will maintain at Blue and/or will improve to Blue for all student groups.
100% of all students, including unduplicated pupils and Students with Disabilities, have access to a broad course of study as evidenced by daily schedules/master schedules	<p>Grades K-8: 100%</p> <p>High Schools: College and Career Indicator for HS (included above)</p>				100% of all students, including unduplicated pupils and Students with Disabilities, will have access to a broad course of study as evidenced by daily schedules/master schedules.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Base Program (Classroom Teachers)	In order to advance academic achievement so all students graduate prepared for college and career, all students will be provided with a Base Program that includes educational and operational expenditures to support: staffing, supplies, services and other expenditures, and appropriately credentialed and assigned teachers with staffing ratios of K-3 at 24:1, 4-5 at 32:1, 6-8 at 30:1, and 9-12 at 37:1.	\$76,391,851.00	No
2	ELD Teachers	Assign designated English Language Development teachers to support English learners (EL) in order to advance the academic achievement of English learners and to ensure they graduate prepared for college and career.	\$254,526.00	Yes
3	Broad Course of Study	In order to advance academic achievement so all students graduate prepared for college and career, OUSD will purchase standards-aligned texts and instructional materials and will provide standards-aligned texts and instructional materials to all students. A broad course of study covering all required academic subjects for all students, including English learners, Foster Youth, Low Income, Homeless, and Students with Disabilities will be offered.		No
4	Technology	Technology needs, exacerbated by the pandemic, highlight the importance of providing technology in order to advance academic achievement so all students graduate prepared for college and career, especially for Low Income, Foster Youth, and English Learner students. To address this need, the district will continue to purchase technology and will provide technology infrastructure, support staff, professional learning and computers/devices for staff and student use, including access to supportive technological applications for credit recovery, student tutorials, and course enrichment opportunities.	\$4,735,316.00	No
5	Secondary School Counselors	Provide counselors at secondary sites, with job responsibilities to include master schedule development, class scheduling, and student	\$1,297,493.00	No

Action #	Title	Description	Total Funds	Contributing
		progress monitoring in order to advance academic achievement so all students graduate prepared for college and career, including English Learner, Foster Youth, Low Income, Homeless, and Students with Disabilities.		
6	Instructional and Operational Staff	Provide instructional and operational staff at sites and district to oversee programs and ensure student success in order to advance academic achievement so all students graduate prepared for college and career, including English Learner, Foster Youth, Low Income, Homeless, and Students with Disabilities.	\$26,632,127.00	No
7	Employee Recruitment, Retention, and Wellness	Ongoing cost increases for step and column salary advancements, increases to health and statutory benefits, and negotiated salary increases.		No
8	Operating Expenses	Maintain basic operating services (instructional supplies, utilities, services).	\$10,270,238.00	No
9	Instructional Materials	Provide standards aligned instructional materials, units of study, pacing guides, and assessments for all students, including English Learner, Foster Youth, Low Income, Homeless, and Students with Disabilities in order to advance academic achievement so all students graduate prepared for college and career.	\$798,000.00	No
10	Special Education Supports	Targeted Special Education supports, including services for identified students, time for teachers to collaborate, transportation, Extended School Year, Sp. Ed staffing, health and nursing services, classified and certificated staff, school psychologists, instructional materials, testing materials, and equipment in order to advance academic achievement so all students, especially English Learner, Foster Youth, Low Income, Homeless, and Students with Disabilities, graduate prepared for college and career.	\$48,043,980.00	No

Action #	Title	Description	Total Funds	Contributing
11	Assistant Principals/District Level Staff	Provide assistant principals, counselors, and district level staff dedicated to coordinating services and monitoring students' progress in order to advance academic achievement so all students graduate prepared for college and career. The efforts of this staff will be principally directed to support Foster Youth, HY, English Learner, Low-income and Students with Disabilities.	\$4,904,844.00	Yes
12	College and Career Supports	College and career supports for secondary students through support of high school guidance techs and other supports including Career Centers, PSAT, monitoring progress towards graduation and a-g completion, AVID, test proctors, FAFSA workshops, and awareness-building activities at elementary schools will advance academic achievement so all students graduate prepared for college and career. The efforts of these resources will be principally directed to support FY, HY, EL, Low-income and SWD.	\$842,825.00	Yes
13	Intervention and Enrichment Opportunities (STEAM/STEM, Dual Language, ES Music Teachers)	In order to advance academic achievement so all students graduate prepared for college and career, intervention options will be provided to students who need credit recovery or other supports to promote or graduate. Enrichment and other options to engage students, including STEM/STEAM, music programs, challenging curriculum, summer enrichment, Dual Language Immersion Program (available at specific sites), and opportunities for students with advanced skills and/or for those who are GATE identified will also be provided. The efforts of these resources will be principally directed to support FY, HY, EL, Low-income and SWD.	\$8,870,898.00	Yes
14	Professional Learning	Personalized professional learning for staff on effective instructional strategies and academic content to advance academic achievement so all students graduate prepared for college and career. This includes BTSA, Induction Programs, National Board Certification Supports. The	\$716,894.00	Yes

Action #	Title	Description	Total Funds	Contributing
		efforts of this professional learning will be principally directed to support FY, HY, EL, Low-income and SWD.		
15	Alternative Education	Offer alternative education options, such as the K-12th independent study and the direct instruction high school program(s) at Surfside Education Academy in order to advance academic achievement so all students graduate prepared for college and career. The efforts of this staff will be principally directed to support FY, HY, EL, Low-income and SWD.	\$4,406,536.00	Yes
16	Career Technical Education	In order to advance academic achievement so all students graduate prepared for college and career, CTE staff will work to increase the opportunities to earn industry specific certifications; develop Career Technical Education (CTE) programs at comprehensive and continuation high schools; develop career exploration curriculum and experiences in middle school; increase availability and enrollment in College Credit Courses. Provide professional development for teachers, including opportunities for CTE teachers to attend conferences and specialized training to advance their technical skills; and provide materials/supplies/equipment for program operation and staff to manage CTE programs districtwide. The efforts of this these resources will be principally directed to support FY, HY, EL, Low-income and SWD.	\$1,884,805.00	Yes
17	Library Media Centers	Library Media Technicians and Librarians provide support to students through access to diverse literary. and media options for students. The focus of these supports are principally directed to support FY, HY, EL, Low-income and SWD.	\$2,778,844.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	<p>Create safe and positive learning environments.</p> <p>The Oceanside Unified School District will provide students with safe and positive learning environments that foster experiences to support students' social emotional and physical well-being. This will be achieved by providing access to supplemental services that address the social emotional and behavioral needs for all students, including our English Learners, Foster Youth, Low Income and Homeless students. To further our efforts to achieve this goal, OUSD will provide targeted services to address the social emotional, behavioral, and safety needs of struggling students.</p>

An explanation of why the LEA has developed this goal.

Panorama was implemented districtwide in 2020-2021. Panorama is a resource that allows for reports, surveys and interventions plans to be created to support the academic and social emotional learning (SEL) needs of students in a responsive manner. To assess "Student SEL Competencies" and "Student SEL Supports + Environment." The surveys were used to measure and understand social-emotional learning. Several areas of need were indicated, especially for student in grades 6 - 12. The following areas were at the 20th percentile or below for 6th - 12th grade students as compared to schools in Panorama's national data set: Social Awareness, Self-Efficacy, and Sense of Belonging.

According to 2019-2020 CHKS Survey results: 74% of 5th graders; 55% of 7th graders; 52% of 9th graders; and 53% of 11th graders responded favorably to "Sense of Safety." In addition, 70% of 5th graders, 55% of 7th graders; 52% of 9th graders; and 52% of 11th graders responded favorably to "School Connectedness."

To create a sense of safety and positive learning environments, OUSD must continue to create a student-centered and meaningful school experience, student agency, academic advancement, and a sense of belonging for all. The culture and climate of schools must be conducive to learning, embrace diversity as an asset, and encourage social-emotional development. This LCAP goal reflects intended outcomes that support a safe, welcoming, respectful, and rigorous learning environment for every member of the school community.

The actions of this goal seek to:

- Cultivate an atmosphere where every student feels physically safe, emotionally supported, and academically challenged.
- Promote positive and respectful relationships with students, parents, employees, and other members of the school community.
- Provide opportunities for employees to develop meaningful relationships that positively impact their ability to serve students and grow professionally.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Facilities Inspection Tool (FIT)	100% maintained in good repair				100% of school facilities will be maintained in good repair as measured by the Facilities Inspection Tool (FIT).
Attendance rate as measured in AERIES	2020-21 average attendance rate of 96.91% as measured in AERIES				Achieve and maintain school attendance rate of 97%.
Chronic absenteeism rate as measured in AERIES	2020-21 Chronic Absenteeism Rate 9% as measured in AERIES				Achieve and maintain a chronic absenteeism rate of 8% or below.
Middle school drop out rate (CALPADS)	2020-21 Middle School Drop Out Rate 0%				Maintain a low middle school dropout rate.
High school drop out rate (CALPADS)	High School Drop Out Rates for 2019-20: All Students = 4.2% English Learner = 7.2% Socioeconomically Disadvantaged = 4.7% Students with Disabilities = 6.8% Migrant = 8.1%				High School Drop Out Rates for 2023-24 will reduce by a minimum of 1% for all students and 10% for Foster Youth.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth = 31.0%				
Suspension rates (California Student Dashboard)	<p>2019 Suspension Rate Data</p> <p>Blue: Asian</p> <p>Green: All Students, African American, American Indian, Filipino, Two or More Races, Socioeconomically Disadvantaged, White, Asian, Hispanic</p> <p>Yellow: English Language Learners, Hispanic, Students With Disabilities. Pacific Islander</p> <p>Red: Foster Youth, Homeless</p>				The suspension rate will at minimum remain in the Green tier for all students and unduplicated student groups as measured by the California Dashboard.
Expulsion rate as measured in AERIES	2020-21 Expulsion rate: 0.15%				Maintain low expulsion rate below 1%.
Student Sense of Safety and School Connectedness as measured by the California Healthy Kids Survey (CHKS)	<p>2019-2020 CHKS Survey:</p> <p>Sense of Safety</p> <p>5th = 74%</p> <p>7th = 55%</p>				The 2023-24 CHKS Survey will reveal a 10% or greater increase for surveyed grade levels in the areas of School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	9th = 52% 11th = 53% School Connectedness 5th = 70% 7th = 55% 9th = 52% 11th = 52%				Safety and School Connectedness.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe and Supportive Learning Environments	Provide all students with a safe and supported learning environment (Base Program), maintain facilities in good repair to ensure the safety of students and staff, including Maintenance and Operations staff and services, and custodial support in order to create safe and positive learning environments.	\$33,124,008.00	No
2	Physical Safety	In order to create safe and positive learning environments, the following will be provided: <ul style="list-style-type: none"> • Staff to supervisor students (SRO, Noon-Duty) • Crisis response coordination and communication • Safety equipment (radios, cameras, licenses, software, and servers) • Activities to promote wellness, healthy habits, and ensure students’ safety (Wellness plan) • Creation and implementation of Crisis Response, Safe School, and Comprehensive Safety Plans • Regular crisis response drills 	\$1,916,411.00	No

Action #	Title	Description	Total Funds	Contributing
3	Supplemental Services	In order to create safe and positive learning environments, Supplemental Services provided through mental health providers, staff and contract services who will address the social emotional and behavioral needs of students, specifically English Learners, Foster Youth, Low Income, Homeless, and Pacific Islanders, including: district staff to provide program oversight and support to sites in the areas of social emotional learning, behavior interventions, and professional learning. The efforts of this staff will be principally directed to support FY, HY, EL, Low-income and SWD.	\$2,171,776.00	Yes
4	Safety Staffing	Address the physical safety of students and staff by providing site/district staff and School Resource Officers to oversee school safety in order to create safe and positive learning environments for all students. The efforts of this staff will be principally directed to support FY, HY, EL, Low-income and SWD.	\$2,686,164.00	Yes
5	Social Emotional Supports	Provide social emotional supports, character development, mentoring, and intervention programs for students in order to create safe and positive learning environments. These programs will be principally directed to support FY, HY, EL, Low-income and SWD.	\$4,000.00	Yes
6	Multitiered System of Support	MTSS and CSI TOSAs will support the develop and oversee a multi-tiered system of support (MTSS) to address students' social emotional, academic and behavioral needs in order to create safe and positive learning environments for all students. MTSS efforts will be principally directed to support FY, HY, EL, Low-income and SWD.	\$267,211.00	Yes
7	Attendance Monitoring and Supports	Monitor and support students with attendance concerns, including Saturday school programs, incentives, interventions, in order to improve attendance rates and to create safe and positive learning environments. The efforts of this resources and staff will be principally directed to support FY, HY, EL, Low-income and SWD.	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Targeted Supplemental Services	Provide Targeted Supplemental Services to address the social emotional and behavioral needs of struggling students, including: counseling, mentoring, and social emotional supports in order to create safe and positive learning environments for all students. The efforts of this resource will be principally directed to support FY, HY, EL, Low-income and SWD.	\$57,000.00	No Yes
9	Extended Day Programs	Offer Before and After School Programs to ensure that students have access to extended day opportunities that are part of safe and positive learning environments. The efforts of these opportunities will be principally directed to support FY, HY, EL, Low-income and SWD.	\$2,911,962.00	Yes
10	Site Specific Supports	Offer site-specific supports supports for sites through supplies, professional learning through the direct support of the district TOSA .The efforts of this resource will be principally directed to support FY, HY, EL, Low-income and SWD as well as there staff.	\$584,588.00	Yes
11	Elementary school counselors and assistant principals	Utilize elementary/ base K-8 school counselors (16) and assistant principals(16) assigned full time to each site to collect data, coordinate assessments, monitor student progress, and oversee interventions and support programs for struggling students in order to develop SEL skills and to create safe and positive learning environments. The efforts of this staff will be principally directed to support FY, HY, EL, Low-income and SWD.	\$3,549,071.00	Yes
12	Chronically Absent Student Support	Assign district staff to focus on supporting sites with addressing students who are chronically absent and/or truant to ensure that all students feel a part of school communities that offer safe and positive learning environments.	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
13	Clinical Social Workers	In order to create safe and positive learning environments, clinical social workers will focus on students with disruptive behaviors, trauma, and/or mental health challenges and will supervise mental health interns. The efforts of this staff will be principally directed to support FY, HY, EL, Low-income and SWD.	\$260,000.00	No
14	Districtwide System of Support	Identify district staff to support the development and implementation of a district-wide system of support, including professional learning and a process for documenting and monitoring student concerns in order to create safe and positive learning environments for all students. The efforts of this resource will be principally directed to support FY, HY, EL, Low-income and SWD.	\$15,000.00	No
15	Foster Youth and Homeless Liaison	In order to create welcoming, safe, and positive learning environments for all students, a district staff member will be designated to provide advocacy and case management for Foster Youth and Homeless students. The efforts of this staff will be principally directed to support FY, HY, EL, Low-income and SWD. (Funding include in Action 3)		No Yes
16	Universal and Targets Supports	Implement universal and targeted interventions to support students, including character development programs at all elementary schools, curriculum targeted to students at risk of dropping out, and professional learning for mental health counselors in order to create safe and positive learning environments for all students.	\$15,000.00	No
17	Physical health and nutrition (Elementary PE Teachers)	A skills-based wellness education program that emphasizes physical fitness, nutrition education, and age-appropriate curriculum to address the California Health Education Standards will be provided in order to achieve health literacy for all students beginning at the Elementary level. Elementary PE teachers cover topics that include but are not limited to the following: nutrition and physical activity concepts, human growth and development, injury prevention and safety, and healthy choices.	\$1,289,961.00	No

Action #	Title	Description	Total Funds	Contributing

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	<p>Meaningful family and community engagement.</p> <p>The Oceanside Unified School District will nurture meaningful family and community engagement. This will be done through multiple means of communication to families, students and community members that elicit active participation. OUSD will provide additional services and responsive supplemental opportunities to all OUSD families, including our English Learners, Foster Youth, Low Income, Homeless and Students with Disabilities.</p>

An explanation of why the LEA has developed this goal.

According to the 2020-2021 LCAP survey, 49% of family/community respondents either Agree or Strongly Agree that families are provided with opportunities to give input on decisions. 47% believe that families are provided with options for engagement (activities, virtual activities, volunteering, education), and 50% - 53% either Agree or Strongly agree that site and district communication meets their needs. The data indicates that additional opportunities for decision making and engagement must be developed, and we must also refine communication strategies. Parents must be supported in their efforts to become informed and educated so that they can actively participate in the OUSD community and promote educational success for their children. In a survey of students, there is a desire for the voice of students to be taken into account when decisions are being made.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual LCAP survey	<p>Baseline established in the 2021-2122 LCAP Survey:</p> <p>"Provides families with opportunities to give input on decisions." 31% Agree; 17% Strongly Agree</p>				The Annual LCAP Survey will reflect a 15% growth in how families feel about their ability to provide input on decision.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual LCAP survey	<p>Baseline established in the 2021-2122 LCAP Survey:</p> <p>"Offers families options for engagement (activities, virtual activities, volunteering, education)" 30% Agree; 17% Strongly Agree</p>				The Annual LCAP Survey will reflect a 15% growth in how families feel about engagement options.
Annual LCAP Survey	<p>Baseline established in the 2021-2122 LCAP Survey:</p> <p>"Uses multiple ways to communicate with families (email, newsletters, texts, website, forums, meetings, etc.) in an easy to understand format." 35% Agree; 33% Strongly Agree</p> <p>"Provides information about school events and activities with enough time for</p>				The Annual Survey will reveal a 15% or more growth in the area of communication with families.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>families to arrange schedules." 33% Agree; 23% Strongly Agree</p> <p>"The communication from the school meets my needs." 33% Agree; 23% Strongly Agree</p> <p>"The communication from the district meets my needs." 30% Agree; 20% Strongly Agree</p>				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Engagement Opportunities	Provide families with opportunities for meaningful engagement, including opportunities to offer input on decisions through site/district committees, surveys, LCAP stakeholder meetings, and site parent meetings, including parents of English Learners, Foster Youth, Low Income, and Homeless, and Students with Disabilities (Base Program).	\$2,012.00	No
2	Family Engagement Supplemental Services	Provide Supplemental Services to engage families of English Learners, Foster Youth, Low Income, and Homeless, including education and workshops for families, such as college and career awareness, information on students' progress. The efforts of this staff will be principally directed to support FY, HY, EL, Low-income and SWD (Funding provided in Goal 2, Action 3).		Yes

Action #	Title	Description	Total Funds	Contributing
3	School Community Advisors	Site School Community Advisors to promote family participation, serve as liaisons, support the EL program, and provide translation and interpretation services in order to provide meaningful family and community engagement opportunities. The efforts of this staff will be principally directed to support FY, HY, EL, Low-income and SWD.	\$1,061,632.00	Yes
4	Two-way Communication	Improve two-way communication by providing information in multiple formats, offering translation and interpretation services, and developing districtwide guidelines in order to promote meaningful family and community engagement.	\$1,545,240.00	No
5	Family Engagement Teacher on Special Assignment	Utilize Family Engagement TOSA to assist sites with coordinating opportunities for family and improve communication in order to promote meaningful family and community engagement. The efforts of this staff will be principally directed to support FY, HY, EL, Low-income and SWD.	\$154,987.00	Yes
6	Targeted Supplemental Services	Offer Targeted Supplemental Services, including education, workshops, parent conferences, and/or informational meetings, to include topics such as helping students at home, college and career awareness, student progress, digital citizenship, and using and accessing resources in order to promote meaningful family and community engagement. The efforts of this resource will be principally directed to support FY, HY, EL, Low-income and SWD.	\$4,000.00	Yes
7	School Site Family Engagement Opportunities	Offer family activities at school sites such as Back to School Night, Open House, literacy/math nights, and/or social events in order to promote meaningful family and community engagement,	\$30,779.00	No

Action #	Title	Description	Total Funds	Contributing
8	Volunteer Opportunities	Provide opportunities for volunteering (classrooms, field trips,) in order to promote meaningful family and community engagement.		No
9	Family Needs Consideration	Consider the needs of families when scheduling events (advanced notice, childcare, and convenient time for families to attend) in order to facilitate participation and promote meaningful family and community engagement (funding provided in Goal 2 Action 5) .		No
10	Community Schools	Community Schools provide an equity-driven, researched-based strategy for uniting, schools, families and communities for young people’s success. Oceanside Unified School District would like to engage in the development of Community Schools in order to strengthen the support we provide to our families and community. We will engage in hiring coordinators and support staff to develop and create community schools at initially 4 sites then further expand based on determined need. The priority of this work will be principally directed to support FY, HY, EL, Low-income and SWD.	\$450,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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
16.82%	\$24,651,270

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

Required Descriptions

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

The following actions are (1) being provided districtwide and (2) principally directed to and effective in meeting the needs of Foster Youth, English Learners, and Low-Income students. The actions are categorized by LCAP goal, and describe (a) the relevant needs, conditions, or circumstances of its unduplicated pupils; (b) the design, content, methods, or location of the service; and (c) how the service meets student needs.

Goal 1: Advance academic achievement so all students graduate prepared for college and career.

Academic supports that advance achievement in order to prepare students for college and career are essential for all students, but especially for Low-Income, English Learners, Foster Youth, and Homeless students who typically don't have as many outside resources and experiences. Therefore, academic supports that prepare students for graduation and college and career are key to the success of unduplicated students. Dedicated staff, professional learning opportunities for teachers, alternative educational programs, including enrichment activities, and Career Technical Education (CTE) are included in OUSD's plan to provide all students access to career-based learning. The following Actions are focused on meeting the needs of Foster Youth, English Learners, and Low-Income students:

Goal 1, Action 2: ELD Teachers—Assign designated English Language Development teachers to support English learners (EL) in order to advance the academic achievement of English learners and to ensure they graduate prepared for college and career.

Goal 1, Action 11: Assistant Principals/District Level Staff—Provide assistant principals, counselors, and district level staff dedicated to coordinating services and monitoring students' progress in order to advance academic achievement so all students graduate prepared for college and career.

Goal 1, Action 12: College and Career Supports—College and career supports for secondary students (including Career Centers, PSAT, monitoring progress towards graduation and a-g completion, test proctors, FAFSA workshops), and awareness-building activities at elementary schools will advance academic achievement so all students graduate prepared for college and career.

Goal 1, Action 13: Intervention and Enrichment Opportunities—In order to advance academic achievement so all students graduate prepared for college and career, intervention options will be provided to students who need credit recovery or other supports to promote or graduate. Enrichment and other options to engage students, including STEM/STEAM, rigorous curriculum, summer enrichment, Dual Language Immersion Program, dual enrollment, State Seal of Biliteracy (available at specific sites), and opportunities for students with advanced skills and/or for those who are GATE identified will also be provided.

Goal 1, Action 14: Professional Learning—Personalized professional learning for staff on effective instructional strategies and academic content to advance academic achievement so all students graduate prepared for college and career.

Goal 1, Action 15: Alternative Education—Offer alternative education options, such as the K-12th independent study and the direct instruction high school program(s) at Surfside Education Academy in order to advance academic achievement so all students graduate prepared for college and career.

Goal 1, Action 16: Career Technical Education—In order to advance academic achievement so all students graduate prepared for college and career, OUSD will: provide a range of high-quality CTE pathway options that are specific to student interests and experiences; expand dual enrollment options, and support the expansion of CTE programming at Surfside Academy. In addition, the OUSD will support ongoing implementation of established CTE programs; work with staff to increase the opportunities to earn industry specific certifications; work with staff and partners to develop new Hospitality and Building and Construction pathways at Surfside Academy; maintain and expand existing Career Technical Education (CTE) programs at comprehensive and continuation high schools; develop career exploration curriculum and experiences in middle school; increase availability and enrollment in College Credit Courses. Provide professional development for teachers, including opportunities for CTE teachers to attend conferences and specialized training to advance their technical skills; and provide materials/supplies/equipment for program operation and staff to manage CTE programs districtwide.

Goal 2: Create safe and positive learning environments.

Low-income students, English Learners, and Foster Youth are at greater risk of trauma, including pandemic-related trauma. Consequently, OUSD emphasizes connecting unduplicated students with social-emotional and mental health resources, including site support from elementary and secondary school counselors, family outreach, and referrals for district and community-agency resources. In addition, Low-Income students, English Learners, and Foster Youth need to feel a greater sense of safety and security while at school in order to ensure they have a willingness to attend and engage. OUSD's Foster and Homeless youth services are designed to address the needs of students who require a sense of stability and belonging. Specific needs include academic services, social emotional learning, and family support. District staff conduct home visits, provide referrals to community resource agencies, and provide for basic needs. District staff also collaborate with community partners and outside agencies to address educational and school of origin rights. The following Actions are focused on meeting the needs of Foster Youth, English Learners, and Low-Income students:

Goal 2, Action 3: Supplemental Services—In order to create safe and positive learning environments, Supplemental Services will address the social emotional and behavioral needs of students, specifically English Learners, Foster Youth, Low Income, Homeless, and Pacific Islanders, including: district staff to provide program oversight and support to sites in the areas of social emotional learning, behavior interventions, and professional learning.

Goal 2, Action 4: Safety Staffing—Address the physical safety of students and staff by providing site/district staff and School Resource Officers to oversee school safety in order to create safe and positive learning environments for all students.

Goal 2, Action 5: Social Emotional Supports—Provide social emotional supports, character development, mentoring, and intervention programs for students in order to create safe and positive learning environments.

Goal 2, Action 6: Multi-tiered System of Support—Develop and oversee a multi-tiered system of support (MTSS) to address students' social emotional and behavioral needs in order to create safe and positive learning environments for all students.

Goal 2, Action 7: Attendance Monitoring and Supports—Monitor and support students with attendance concerns, including Saturday school programs, incentives, interventions, and the School Attendance Review Board (SARB) in order to improve attendance rates and to create safe and positive learning environments.

Goal 2, Action 11: Utilize elementary school counselors and assistant principals to collect data, coordinate assessments, monitor student progress, and oversee interventions and support programs for struggling students in order to develop SEL skills and to create safe and positive learning environments.

Goal 2, Action 15: Foster Youth and Homeless Liaison—In order to create welcoming, safe, and positive learning environments for all students, a district staff member will be designated to provide advocacy and case management for Foster Youth and Homeless students.

Goal 2, Action 18: Implement universal and targeted interventions to support students, including character development programs at all elementary schools, curriculum targeted to students at risk of dropping out, and professional learning for mental health counselors in order to create safe and positive learning environments for all students.

Goal 3: Meaningful family and community engagement.

Families of Low-Income, English Learner, and Foster youth are often the most disconnected from our schools because they are impacted by outside circumstances that prohibit engagement. Improving participation to ensure parents/guardians of unduplicated pupils have opportunities to provide input on decisions and participate in programs are key to closing achievement gaps. The following Actions are focused on meeting the needs of Foster Youth, English Learners, and Low-Income students:

Goal 3, Action 2: Family Engagement Supplemental Services—Provide Family Engagement Supplemental Services to engage families of English Learners, Foster Youth, Low Income, and Homeless, including education and workshops for families, such as college and career awareness, information on students' progress.

Goal 3, Action 3: School Community Advisors —Site School Community Advisors to promote family participation, serve as liaisons, support the EL program, and provide translation and interpretation services in order to provide meaningful family and community engagement opportunities.

Goal 3, Action 5: Family Engagement Teacher on Special Assignment—Utilize Family Engagement TOSA to assist sites with coordinating opportunities for family and improve communication in order to promote meaningful family and community engagement.

Goal 3, Action 6: Targeted Supplemental—Offer Targeted Supplemental Services, including education, workshops, parent conferences, and/or informational meetings, to include topics such as helping students at home, college and career awareness, student progress, digital citizenship, and using and accessing resources in order to promote meaningful family and community engagement.

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

The Supplemental and Concentration Funds are being expended on actions and services principally directed toward unduplicated student groups. The services in the LCAP demonstrate a 16.82% improvement in services for unduplicated students as compared to the services provided to all pupils in the 2020-2021 school year. The actions specifically addressing Foster Youth, English Learners and Low-Income students are listed below:

Goal 1

Action 2: ELD Teachers

Action 14: Assistant Principals/District Level Staff

Action 15: College and Career Supports

Action 16: Intervention and Enrichment Opportunities

Action 17: Professional Learning

Action 18: Alternative Education

Action 20: Career Technical Education

Goal 2

Action 3: Supplemental Services

Action 4: Safety Staffing

Action 5: Social Emotional Supports

Action 7: Multi-tiered System of Support

Action 9: Attendance Monitoring and Supports

Action 17: Foster Youth and Homeless Liaison

Goal 3

Action 2: Family Engagement Supplemental Services

Action 3: School Community Advisors

Action 5: Family Engagement Teacher on Special Assignment

Action 6: Targeted Supplemental Services

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$185,855,825.00	\$28,504,526.00	\$10,102,911.00	\$20,616,717.00	\$245,079,979.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$204,735,192.00	\$40,344,787.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Base Program (Classroom Teachers)	\$76,391,851.00				\$76,391,851.00
1	2	English Learners	ELD Teachers				\$254,526.00	\$254,526.00
1	3	All	Broad Course of Study					
1	4	All	Technology	\$4,450,130.00			\$285,186.00	\$4,735,316.00
1	5	All Secondary students grades 6-12	Secondary School Counselors	\$1,297,493.00				\$1,297,493.00
1	6	All	Instructional and Operational Staff	\$26,632,127.00				\$26,632,127.00
1	7	All	Employee Recruitment, Retention, and Wellness					
1	8	All	Operating Expenses		\$10,270,238.00			\$10,270,238.00
1	9	All	Instructional Materials		\$798,000.00			\$798,000.00
1	10	Students with Disabilities	Special Education Supports	\$33,672,635.00	\$10,716,477.00		\$3,654,868.00	\$48,043,980.00
1	11	English Learners Foster Youth Low Income	Assistant Principals/District Level Staff	\$4,190,830.00			\$714,014.00	\$4,904,844.00
1	12	English Learners Foster Youth Low Income	College and Career Supports	\$647,482.00			\$195,343.00	\$842,825.00
1	13	English Learners Foster Youth Low Income	Intervention and Enrichment Opportunities (STEAM/STEM, Dual Language, ES Music Teachers)	\$2,528,435.00	\$5,278,793.00		\$1,063,670.00	\$8,870,898.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	14	English Learners Foster Youth Low Income	Professional Learning	\$186,289.00			\$530,605.00	\$716,894.00
1	15	English Learners Foster Youth Low Income	Alternative Education	\$4,406,536.00				\$4,406,536.00
1	16	English Learners Foster Youth Low Income	Career Technical Education	\$1,149,021.00	\$596,430.00		\$139,354.00	\$1,884,805.00
1	17	English Learners Foster Youth Low Income	Library Media Centers	\$2,778,844.00				\$2,778,844.00
2	1	All	Safe and Supportive Learning Environments	\$14,678,303.00		\$7,190,949.00	\$11,254,756.00	\$33,124,008.00
2	2	All	Physical Safety	\$1,916,411.00				\$1,916,411.00
2	3	English Learners Foster Youth Low Income	Supplemental Services	\$2,171,776.00				\$2,171,776.00
2	4	English Learners Foster Youth Low Income	Safety Staffing	\$2,686,164.00				\$2,686,164.00
2	5	English Learners Foster Youth Low Income	Social Emotional Supports				\$4,000.00	\$4,000.00
2	6	English Learners Foster Youth Low Income	Multitiered System of Support	\$111,639.00			\$155,572.00	\$267,211.00
2	7	English Learners	Attendance Monitoring and Supports	\$100,000.00				\$100,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	8	English Learners Foster Youth Low Income All, Students with Disabilities, EL, FY, LI, Homeless, and students struggling academically or social emotionally	Targeted Supplemental Services	\$57,000.00				\$57,000.00
2	9	English Learners Foster Youth Low Income	Extended Day Programs			\$2,911,962.00		\$2,911,962.00
2	10	English Learners Foster Youth Low Income	Site Specific Supports		\$584,588.00			\$584,588.00
2	11	English Learners Foster Youth Low Income	Elementary school counselors and assistant principals	\$1,335,268.00			\$2,213,803.00	\$3,549,071.00
2	12	All Students with Disabilities All, Students with Disabilities, EL, FY, LI, Homeless, and students struggling academically or social emotionally	Chronically Absent Student Support	\$50,000.00				\$50,000.00
2	13	All Students with Disabilities All, Students with Disabilities, EL, FY, LI, Homeless, and students struggling academically or social emotionally	Clinical Social Workers		\$260,000.00			\$260,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	14	All All, Students with Disabilities, EL, FY, LI, Homeless, and students struggling academically or social emotionally	Districtwide System of Support	\$15,000.00				\$15,000.00
2	15	Foster Youth All, Students with Disabilities, EL, FY, LI, Homeless, and students struggling academically or social emotionally	Foster Youth and Homeless Liaison					
2	16	All Students with Disabilities All, Students with Disabilities, EL, FY, LI, Homeless, and students struggling academically or social emotionally	Universal and Targets Supports	\$15,000.00				\$15,000.00
2	17	All Students with Disabilities	Physical health and nutrition (Elementary PE Teachers)	\$1,289,961.00				\$1,289,961.00
3	1	All	Family Engagement Opportunities	\$2,012.00				\$2,012.00
3	2	English Learners Foster Youth Low Income	Family Engagement Supplemental Services					
3	3	English Learners Foster Youth Low Income	School Community Advisors	\$1,061,632.00				\$1,061,632.00
3	4	All Students with Disabilities	Two-way Communication	\$1,545,240.00				\$1,545,240.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5	English Learners Foster Youth Low Income	Family Engagement Teacher on Special Assignment	\$38,746.00			\$116,241.00	\$154,987.00
3	6	English Learners Foster Youth Low Income	Targeted Supplemental Services				\$4,000.00	\$4,000.00
3	7	All Students with Disabilities	School Site Family Engagement Opportunities				\$30,779.00	\$30,779.00
3	8	All Students with Disabilities	Volunteer Opportunities					
3	9	All Students with Disabilities	Family Needs Consideration					
3	10	English Learners Foster Youth Low Income	Community Schools	\$450,000.00				\$450,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$23,899,662.00	\$38,662,563.00
LEA-wide Total:	\$19,278,550.00	\$31,827,648.00
Limited Total:	\$607,000.00	\$1,191,588.00
Schoolwide Total:	\$8,404,942.00	\$14,248,721.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	ELD Teachers	LEA-wide	English Learners	All Schools		\$254,526.00
1	11	Assistant Principals/District Level Staff	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$4,190,830.00	\$4,904,844.00
1	12	College and Career Supports	LEA-wide	English Learners Foster Youth Low Income		\$647,482.00	\$842,825.00
1	13	Intervention and Enrichment Opportunities (STEAM/STEM, Dual Language, ES Music Teachers)	LEA-wide	English Learners Foster Youth Low Income		\$2,528,435.00	\$8,870,898.00
1	14	Professional Learning	LEA-wide	English Learners Foster Youth Low Income		\$186,289.00	\$716,894.00
1	15	Alternative Education	LEA-wide	English Learners Foster Youth Low Income		\$4,406,536.00	\$4,406,536.00
1	16	Career Technical Education	LEA-wide	English Learners Foster Youth Low Income		\$1,149,021.00	\$1,884,805.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	17	Library Media Centers	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,778,844.00	\$2,778,844.00
2	3	Supplemental Services	LEA-wide	English Learners Foster Youth Low Income		\$2,171,776.00	\$2,171,776.00
2	4	Safety Staffing	LEA-wide	English Learners Foster Youth Low Income		\$2,686,164.00	\$2,686,164.00
2	5	Social Emotional Supports	LEA-wide	English Learners Foster Youth Low Income			\$4,000.00
2	6	Multitiered System of Support	LEA-wide	English Learners Foster Youth Low Income		\$111,639.00	\$267,211.00
2	7	Attendance Monitoring and Supports	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners		\$100,000.00	\$100,000.00
2	8	Targeted Supplemental Services	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$57,000.00	\$57,000.00
2	9	Extended Day Programs	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$2,911,962.00
2	10	Site Specific Supports	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$584,588.00
2	11	Elementary school counselors and assistant principals	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Elementary Sites	\$1,335,268.00	\$3,549,071.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	15	Foster Youth and Homeless Liaison	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		
3	2	Family Engagement Supplemental Services	LEA-wide	English Learners Foster Youth Low Income			
3	3	School Community Advisors	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,061,632.00	\$1,061,632.00
3	5	Family Engagement Teacher on Special Assignment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$38,746.00	\$154,987.00
3	6	Targeted Supplemental Services	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$4,000.00
3	10	Community Schools	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Libby, Laurel, Mlsson, Jefferson	\$450,000.00	\$450,000.00

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
			Totals:	Planned Expenditure Total	Estimated Actual Total
			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.

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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