

2021-22 Local Control Accountability Plan (LCAP)

Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alta Loma Elementary School District	Karen Hendricks Superintendent	khendricks@alsd.org (909) 484-5151

Goal 1

GOAL 1 Conditions of Learning (Broad Goal) - Provide students with high quality standard-based instruction that is rigorous and engaging, as well as access to courses beyond the core, and engage educators in professional learning. (State Priority: State Standards, Course Access)

Rationale

The Alta Loma School District expects that students are provided instruction that is aligned to State standards, through lessons that are engaging and promote mastery of concepts, complimented by access to current technology and additional courses.

Analysis of data tracking regarding technology support indicated that 65% of ALSD students received access to a chrome books and 7% of students needed access to the internet during Distance Learning. Updated technology is needed to increase student achievement. In addition, input received from stakeholders indicated a desire to improve writing skills. Staff development in Thinking Maps and Write from the Beginning is needed to improve student learning and increase writing skills for all students. Clarification:

Goal1 is a Broad Goal as it addresses State Standards and Course access.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Student Access to Standard-Based Materials- Williams Report and Stakeholder Surveys 2020-21	98% of students, 97% of parents and 84% of staff report they have access to standard-based materials	94% of students and parents and 97% of staff report they have access to standard-based instruction	100% of stakeholder groups report access to standard-based materials
	Class Size 2020-21	K-3 class size of 24:1, grades 4-8 academic class size of 32:1	K-3 class size of 23:1, grades 4-8 academic class size of 28:1	K-3 class size of 24:1, grades 4-8 academic class size of 32:1
	Stakeholder Survey 2020-21	90% of teachers and 84% of students report that students have access to chrome books daily	97% of teachers and 97% of students report that students have access to chrome books daily	100% of teachers and 100% of students report that students have access to chrome books daily

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Stakeholder Surveys - staff 2020-21	68% of teachers self report they are proficient with the basics of Google applications in the classroom	84% of teachers self report they are proficient with the basics of Google applications in the classroom	90% of teachers self report they are proficient with the basics of Google applications in the classroom
	Stakeholder Surveys - 2020-21	100% of students in grades 1-6 have access to a physical education specialist and chorus and/or band instruction	100% of students in grades 1-6 have access to a physical education specialist and chorus and/or band instruction	100% of students in grades 1-6 have access to a physical education specialist and chorus and/or band instruction
	Number of Spanish Sections at Junior High 2020-21	ALSD has 8 sections of Spanish for junior high students	ALSD has 8.3 sections of Spanish for junior high students	ALSD has 8 sections of Spanish for junior high students
	District Early Reading Assessment	No data available due to COVID-19 Pandemic	68% of first and second grade students read grade level text based on Mid-Year District Reading Assessment	80% of first and second grade students read grade level text at the EOY

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	1.1 Instructional Materials/Student Licenses 1.1 Teachers provide research based standard-aligned instructional materials for all students, as well as intervention materials for special education students	Ongoing	No		Other State 300000	\$300,000.00	\$117,260.48
1.2	1.2 Staff Development/TOSA in Language Arts, Math and ELD 1.2 TOSA's will provide professional development and collaborative coaching (ELA & Math) for all	Ongoing	Yes	LCFF 262548		\$262,548.00	\$92,336.06

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	students and support instruction for English Learners with integrated and designated ELD for teachers						
1.3	1.3 Staff Development/TOSA in Technology 1.3 TOSA's will provide professional development and collaborative coaching in Technology with teachers to ensure current instructional practices are utilized with students	Ongoing	No	LCFF 147394		\$147,394.00	\$78,316.93
1.4	1.4 Professional Development 1.4 TOSAs will provide professional development in instructional strategies, Thinking Maps, Write from the Beginning, DBQ and Google Classroom to teachers to ensure high quality instruction for all students	Ongoing	No	Other State 75000		\$75,000.00	\$17,503.78
1.5	1.5 Class Size 1.5 ALSD will maintain class size (K-3 24:1, grades 4-6 30:1, grades 7-8 30:1) in all classrooms to lower teacher to student ratios primarily for the benefit of low income students, English Learners and Foster Youth/Homeless students.	Ongoing	Yes	LCFF 3005109		\$3,005,109.00	\$1,502,554.50

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.6	1.6 Technology, Devices, Connectivity and Digital Safety 1.6 Director of Instructional Technology will maintain technology infrastructure, including teacher laptops, student chrome books, inventory software and connectivity and maintain GAFE for standards and collaboration	Ongoing	No		LCFF 447300	\$447,300.00	\$332,138.29
1.7	1.7 Course Access VPA, Spanish and PE 1.7 ALSD will provide access to visual and performing arts and physical education as well as provide Spanish curriculum and instructional resources to increase number of courses available to students at ALJH	Ongoing	No		LCFF 44164	\$44,164.00	\$45,397.10
1.8	1.8 Library 1.8 ALSD will retain media/library clerks to support student access to quality reading materials and technology primarily for the benefit of low income students, English Learners and Foster Youth/Homeless students.	Ongoing	Yes	LCFF 164465		\$164,465.00	\$72,789.22
1.9	1.9 G.A.T.E.	Ongoing	No	LCFF 10000		\$10,000.00	\$14,814.23

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	1.9 G.A.T.E. Coordinators will collaborate to develop strategies and extension events for G.A.T.E. students to ensure accelerated opportunities for students						
1.10	1.10 Staff Development/Materials Primary Reading 1.10 ALSD will provide training and materials for primary guided reading (Fountas and Pinnell) for primary teachers to teach small reading groups	Ongoing	No	Other State 35000		\$35,000.00	\$15,244.22

Goal 2

GOAL 2 Student Outcomes (Broad Goal) - Ensure that students are high school, college and career ready by demonstrating continuous growth towards academics and English Learner Development targets. (State Priority: Pupil Outcomes, Pupil Achievement)

Rationale

The Alta Loma School District reports GREEN on the California Dashboard in English Language Arts and Math for ALL students, with no subgroups identified as RED or ORANGE. Although this represents no subgroups significantly below the ALL, Alta Loma recognizes that the focus on student performance and outcomes needs to remain in order for the District to maintain and/or show continuous growth for ALL student, as well as subgroups. This includes a focus on baseline CAASPP Science performance. With a dramatic increase in the numbers of English Learners enrolling in our District, it is critical to monitor student progress for EL's and increase services.

Analysis of student performance on District assessments shows that 57% of students are meeting or exceeding proficiency in reading and 54% in math. Significant subgroups not meeting proficiency will continue to be monitored through ongoing assessments. As a District, we are especially concerned with the rates of chronic absenteeism amongst Foster Youth at 17%, Students with Disabilities at 9.8% and English Learners in the orange band for chronic absenteeism (Data from the 2019 Dashboard). Research shows the more students are in school, there will be an increase in students reaching proficiency. An emphasis in attendance monitoring and through actions that support and improve attendance will improve student learning and demonstrate growth toward proficiency as reflected in District benchmarks and CAASPP results.

Clarification:

Goal 2 was developed as a Broad Goal and addresses Pupil Outcomes and Pupil Achievement.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	CAASPP Meet or Exceed in ELA, Math and Science 2020-21	68% of ALL students meet or exceed in ELA 58% of ALL students meet or exceed in Math 43% of 5th grade and 49% of 8th grade students meet or exceed in Science (2019 Dashboard)	CAASPP will be given in spring of 2022	70% of ALL students meet or exceed in ELA 63% of ALL students meet or exceed in Math 50% of 5th grade and 55% of 8th grade students meet or exceed in Science
	State Dashboard 2020-21	ELA-GREEN for ALL students Math-GREEN for ALL students (2019 Dashboard)	State Dashboard data unavailable at this time	ELA-GREEN for ALL students Math-GREEN for ALL students
	District Assessments - 2020-21	57% of Students Meeting or Exceeding in Reading 54% of Students Meeting or Exceeding in Math	64% of Students Meeting or Exceeding in Reading 76% of Students Meeting or Exceeding in Math based on Mid-Year District Assessments	67% of Students Meeting or Exceeding in Reading 60% of Students Meeting or Exceeding in Math
	State Dashboard - Subgroups ELA and Math	FY - no performance data in ELA or Math Homeless - YELLOW in ELA, GREEN in Math EL - GREEN in ELA, GREEN in Math SWD - YELLOW in ELA, YELLOW in Math SED - GREEN in ELA, GREEN in Math	State Dashboard data unavailable at this time	FY - no performance data in ELA or Math Homeless - GREEN in ELA, GREEN in Math EL - GREEN in ELA, GREEN in Math SWD - GREEN in ELA, GREEN in Math SED - GREEN in ELA, GREEN in Math

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		African American - YELLOW in ELA, YELLOW in Math (2019 Dashboard)		African American - GREEN in ELA, GREEN in Math
	ELPAC Summative 2020-21	42% of students made one level growth in the ELPI from initial to summative 16% of students reclassified as RFEP based on the ELPAC Summative Assessment	ELPAC Summative to be given in February-May of 2022	80% of students made one level growth in the ELPI from initial to summative 30% of students reclassified as RFEP based on the ELPAC Summative Assessment
	District Early Literacy Assessment 2020-21	43% of grade 2 students score on or above grade level at the August baseline on STAR Reading Assessment (no EOY data for 2020 due to COVID-19 Pandemic)	59% of grade 2 students score on grade level at the August baseline on STAR Reading Assessment	80% of grade 2 students score on grade level at the August baseline on STAR Reading Assessment
	LCAP Survey 2019-20	79% of grades 3-6 students and 92% of junior high students report they get extra help before, during and/or after school (2020 LCAP Survey) 86% of elementary parents and 93% of junior high parents report their student receives extra help before, during and/or after school (2020 LCAP Survey)	66% of students report they get extra help before, 85% during and/or 89% after school (2021 LCAP Survey) 46% of parents report that students get extra help before, 74% during and/or 63% after school (2021 LCAP Survey)	95% of students report they get extra help before, during and/or after school if needed (New Hanover Survey) 95% of parents report that their student receives extra help before, during and/or after school if needed (New Hanover Survey)

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	2.1 CAASPP Testing 2.1 Students in grades 3-8 will participate in CAASPP. Results will be used to measure progress and revise actions and services	Ongoing	No		LCFF 1000	\$1,000.00	\$0.00
2.2	2.2 District-wide Assessments 2.2 Students in grades K-8 are assessed throughout the year (baseline, two mid-year and EOY) to monitor progress. Staff will work collaboratively to action plan for continuous improvement	Ongoing	No		LCFF 19000	\$19,000.00	\$0.00
2.3	2.3 Teacher Release For Data Analysis/Planning 2.3 Teachers will be released for collaborative data analysis and instructional planning to align with state standards and instruction to focus on achievement for all students, however primarily for the benefit of low income students, English Learners and Foster Youth/Homeless students.	Ongoing	Yes	LCFF 93750		\$93,750.00	\$0.00
2.4	2.4 Curriculum Council 2.4 Curriculum Council will meet to plan, collaborate and articulate curriculum action planning and reflect on outcomes for all student groups	Ongoing	No	LCFF 11250		\$11,250.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.5	2.5 Director of Educational Programs 2.5 Director of Educational Programs will monitor and support the achievement of all students	Ongoing	No	Other State 91657 Federal 91657		\$183,314.00	\$92,699.43
2.6	2.6 Reading Intervention Program for Elementary 2.6 Director of Educational Program coordinates a District-wide Primary Reading Enhancement Program (PREP) for the purpose of early reading intervention, including guided reading materials/school site bookrooms	Ongoing	No	Other State 60000	Other State 15000	\$75,000.00	\$0.00
2.7	2.7 Student Achievement Grants 2.7 Principals will utilize Site Universal Access to provide intervention programs to close achievement gaps with students	Ongoing	No	LCFF 228+02	LCFF 331199	\$331,427.00	\$186,037.88
2.8	2.8 STATS for Elementary and Junior High 2.8 Principals will utilize Student Additional Time and Support (STATS) for students not meeting proficiency on District assessments, as well as Zero Period for at-risk of promotion students	Ongoing	No	Other State 50000	Other State 150000	\$200,000.00	\$2,869.77

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.9	2.9 Literacy Labs for Title 1 School Sites 2.9 Assistant Principals will coordinate support programs in math, ELA, and content related coursework offered to close learning gaps for targeted students at qualified school sites (Title 1)	Ongoing	No	Federal 364490		\$364,490.00	\$243,280.55
2.10	2.10 ELD Aides to Support Language Acquisition 2.10 Instructional aides will provide support to English Learners and support the assessment and progress of English learners District-wide	Ongoing	Yes	LCFF 178303		\$178,303.00	\$125,414.75
2.11	2.11 ELD Materials/Licenses/Professional Development 2.11 ELD Aides will provide level I and II English Learners access to online reading and language development intervention programs (Non-English speaking students-Imagine Learning). ELD Teachers and aides will participate in training for "Strategies" through ELLEVATION.	Ongoing	No		Federal 35000	\$35,000.00	\$16,919.59
2.12	2.12 TAPS at Elementary 2.12 Teaching Assistant Principals (TAPS) will	Ongoing	Yes	LCFF 1174013 Other State 391338		\$1,565,351.00	\$1,069,341.40

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	support student achievement for ALL learners, with a focus on English learners and low income subgroups						
2.13	2.13 Math Integrated Support (in-class) 2.13 Instructional aides will provide support to students in math classrooms (grades 4-6) to mitigate learning loss and fill in gaps.	Ongoing	No	Other State 200848		\$200,848.00	\$121,863.00
2.14	2.14 First Grade Expanded Support 2.14 Instructional aides will provide in-classroom reading to students to mitigate learning loss	Ongoing	No	Other State 160679		\$160,679.00	\$95,749.00
2.15	2.15 Kindergarten Connection 2.15 Instructional tutors will provide extended day instructional support for kindergarteners to ensure success in school, primarily for the benefit of low income students, English Learners and Foster Youth/Homeless students.	Ongoing	Yes	LCFF 80000	LCFF 10000	\$90,000.00	\$0.00
2.16	2.16 Summer School 2.16 Director of Educational Programs will coordinate a summer school intervention for students not proficient in language arts and math.	1 year	No	Other State 100000		\$100,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.17	2.17 On-line Homework Support 2.17 A consultant team will provide on-line homework support for students in grades 4-8 for the purpose of assuring student achievement	1 year	No		Other State 150000	\$150,000.00	\$154,440.00

Goal 3

GOAL 3 Engagement (Broad Goal) - Cultivate a positive school environment by supporting school engagement and school connectedness, and provide opportunities for parent input on educational programs and services. (State Priority: Pupil Engagement, School Climate, Parent Involvement and Family Engagement)

Rationale

The Alta Loma School District reports GREEN on the California Dashboard in Chronic Absenteeism for ALL students, however the subgroups of EL, African American and American Indian are two levels below the ALL with ORANGE. This area requires constant intervention to maintain the GREEN for ALL, and improve the subgroups which lag behind. The Alta Loma School District reports GREEN in Suspension Rate for ALL students, however, the subgroups of FY is three levels behind in RED, and Homeless, African American, American Indian and Filipino are two levels behind at ORANGE. Continued staff development is needed in other means of correction, restorative practices, as well as an effort to sustain PBIS and expand our work in cultural proficiency and equity.

Clarification:

Goal 3 was written as a Broad Goal to address Pupil Engagement, School Climate, Parent Involvement and Family Engagement

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Dashboard Indicator for Chronic Absenteeism 2018-19	ALL students are indicated as GREEN for Chronic Absenteeism Subgroups: EL is ORANGE, African American is ORANGE and American Indian is	State Dashboard data unavailable at this time	ALL students are indicated as GREEN for Chronic Absenteeism All subgroups indicate GREEN for Chronic Absenteeism

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		ORANGE, each indicating two levels below the ALL		
	LCAP Survey Results - Student Sports 2019-20	97% of junior high students report access to a variety of after school activities including sports	97% of junior high students report access to a variety of after school activities including sports	97% of junior high students report access to a variety of after school activities including sports
	LCAP Survey Results- Admin and Staff	No data at this time	66% of all staff report training in cultural proficiency and equity	100% of administrators and 100% of teachers report training in cultural proficiency and equity
	LCAP Survey Results - Parents 2019-20	55% of parents report they receive messages from school	81% of parents report they receive messages from school	80% of parents report they receive messages from school
	LCAP Annual Survey for Students, Parents and Staff Administered Annually 2019-20	3,172 students in grades 3-8, 1,169 parents, 201 teachers and 21 administrators completed the annual LCAP Stakeholder Engagement surveys	3,079 respondents participated in the November 2021 LCAP Survey	Maintain a high return of LCAP Stakeholder surveys
	LCAP Advisory, DELAC and TIDE Agendas and Calendar 2020-21	LCAP Advisory Committee represents all subgroups and met three times to provide stakeholder input, review student achievement and revise the LCAP Survey DELAC and TIDE held regular meetings	LCAP Advisory Committee represents all subgroups and met two times to provide stakeholder input, review student achievement and revise the LCAP Survey DELAC and TIDE held regular meetings	LCAP Advisory Committee represents all subgroups and met four times to provide stakeholder input, review student achievement and revise the LCAP Survey DELAC and TIDE held regular meetings
	Dashboard Indicator for Suspension Rate 2018-19	ALL students are indicated as GREEN for Suspension Rate Subgroups: FY is RED, Homeless is ORANGE, African American is ORANGE, American Indian is ORANGE	State Dashboard data unavailable at this time	ALL students are indicated as GREEN for Suspension Rate All subgroups indicate GREEN for Suspension Rate

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		and Filipino is ORANGE, each indicating two or more levels below the ALL		
	Family Liaison Logs	No Baseline Data Available	100% of Foster Youth and Homeless students receive direct support from the District Family Engagement Liaison and School Site Family Engagement Liaisons	100% of Foster Youth and Homeless students receive direct support from the District Family Engagement Liaison
	Parent Attendance Roster 2020-21	149 parents and guardians attended Parent University	Due to COVID-19, the format of Parent University has been modified to virtual meetings throughout the year at this time.	300 parents and guardians attended Parent University
	Foster Youth and Homeless Contact Logs	No Baseline Data Available	100% of Homeless and Foster Youth students meet with the on-site liaison a minimum of 1 time per trimester	100% of Homeless and Foster Youth students met with the on-site liaison a minimum of 3 times per school year

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	3.1 Chronic Absenteeism 3.1 To maintain and improve attendance, the Director of Student Services and site administrators will collaborate and review attendance records at sites and design a plan for student success, monitor incidents of chronic absenteeism, and hold SART, DART and SARB meetings accordingly	Ongoing	No	Other State 5000		\$5,000.00	\$3,881.48

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
3.2	3.2 District-wide Family Engagement and Communication 3.2 ALSD will continue District and site-based family engagement activities such as Parent University and maintain on-going communication contact with families to ensure parent engagement to advance the achievement of students, primarily for the benefit on low income, English Learners and Foster Youth/Homeless families.	Ongoing	Yes			LCFF 1000 Federal 5000		\$6,000.00	\$3,881.48
3.3	3.3 Family Engagement Liaison and Parent Ambassadors 3.3 Family Engagement Liaison will promote outreach to at-risk subgroups and families including Title 1 sites as well as provide Parent Ambassadors at the Title 1 school sites to increase parent participation in school events	Ongoing	No	Local 75600 Federal 25000				\$100,600.00	\$25,229.12
3.4	3.4 After-School Sports 3.4 Coaches will improve school connectedness through junior high after-school sports program	Ongoing	No	LCFF 50000		LCFF 10000		\$60,000.00	\$30,052.07
3.5	3.5 Safe School Ambassadors	Ongoing	No			Other State 6000		\$6,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	3.5 Deans will continue to improve school connectedness, safety and responsibility for students, parents, and staff through participation in Safe School Ambassador Program at both junior high schools						
3.6	3.6 Equity and Culturally Responsive Practices 3.6 Consultants will provide training and time to review current practices regarding equity, its implications with students, and next steps in creating opportunities to obtain sustainable values and mindfulness amongst educators for long term success of our students	Ongoing	No		Other State 206000	\$206,000.00	\$51,333.26
3.7	3.7 Social/Emotional Development 3.7 District staff will provide on-going professional development in restorative practices, other means of correction and social emotional learning curriculum	Ongoing	No	Other State 20000	Other State 5000	\$25,000.00	
3.8	3.8 Homeless and Foster Youth 3.8 Director of Student Services will facilitate data collection and analysis of at-risk students, monitor student progress, and oversee implementation of programs and services to	Ongoing	No	LCFF 175000		\$175,000.00	\$96,934.80

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	under-represented or at-risk student groups, direct sites in monitoring Foster Youth and Homeless students and ensure supports and services and facilitate improvements in attendance						
3.9	3.9 Translation 3.9 District staff will translate necessary District documents (Doc-Tracking, Language Line, etc.) for equal access for all families.	Ongoing	Yes		LCFF 1000	\$1,000.00	\$863.56
3.10	3.10 Stakeholder Input 3.10 District staff will continue to meet with LCAP Advisory Committee for data analysis and progress monitoring, as well as DELAC, TIDE and Teachers Association and revision of the annual LCAP survey for parents, staff and students	Ongoing	No		Other State 75000	\$75,000.00	\$0.00

Goal 4

GOAL 4 Basic Services (Maintenance Goal) - Provide a safe and well maintained learning environment, with high-quality staff to support student engagement, wellness and achievement (State Priority: Basic)

Rationale

The Alta Loma School District believes it is important to hire highly qualified teachers with the appropriate credentials to ensure high-quality instruction for all learners. By offering Induction support for new teachers, with coaches from the Alta Loma School District, ensures a high-quality coaching program that keeps our base instructional initiatives strong. Our facilities are well maintained and in good repair, and it is our intent to continue to meet this high standard.

The metrics described below were indicated to ensure that progress made in these priority areas will be evaluated and legal obligations are being met. Input from teachers, staff, and parents have led to the actions as they have proven effective in maintaining outcomes in this area.

Clarification:

Goal 4 was written as a Maintenance Goal to address State Priority- Basic.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Highly Qualified Teacher Rate 2020-21	100% of teachers are highly qualified with appropriate credentials	100% of teachers are highly qualified with appropriate credentials	100% of teachers are highly qualified with appropriate credentials
	Number of Teachers Enrolled in an Induction Program and/or Participation in New Teacher Cohort Training 2020-21	100% of teachers requesting an Induction Program are provided Induction services. 100% of new teachers participate in a year long cohort training	100% of teachers requesting an Induction Program are provided Induction services. 100% of new teachers participate in a year long cohort training	100% of teachers requesting an Induction Program are provided Induction services
	Facilities in Good Repair - FIT Inspection 2020-21	100% of school sites participate in the FIT Inspection	100% of school sites participate in the FIT Inspection	100% of school sites participate in the FIT Inspection
	Parent, Student and Staff Survey 2019-20	99% of parents, 92% of students and 95% of staff report that school facilities are clean and in good repair	85% of all groups surveyed report that school facilities are clean and in good repair	95% of all groups surveyed report that school facilities are clean and in good repair

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	4.1 Hire Credentialed Teachers Human Resources will hire appropriately credentialed teachers to ensure high quality instruction.		No	LCFF 23610956		\$23,610,956.00	\$15,393,177.66

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.2	4.2 Induction for New Teachers/New Teacher Support CTI Induction Services and induction support providers will be compensated and released from class to mentor beginning teachers in the Induction program. Staff development to include instructional strategies, Thinking Maps, Write From The Beginning, DBQ, Google Classroom for new teachers and substitute teachers	Ongoing	No		LCFF 71000	\$71,000.00	\$14,691.45
4.3	4.3 Facility Inspection Tool The Director of Maintenance and Operations will regularly implement the Facility Inspection Tool (FIT) for every school to ensure safe school sites	Ongoing	No	LCFF 1500		\$1,500.00	\$0.00
4.4	4.4 Work Orders/Deferred Maintenance The Director of Maintenance and Operations will complete work orders and deferred maintenance projects according to schedule to ensure safe and attractive facilities	Ongoing	No	Other State 1886883		\$1,886,883.00	\$1,052,638.26

Goal 5

Goal #5 Mental Health (Focus Goal) - Provide mental health support services including individual and group counseling, crisis response and intervention, as well as expertise in behavioral support to reduce referrals by 15% each year. (State Priority: Pupil Achievement, School Climate)

Rationale

Our pyramid of mental health supports has been increased and should be maintained, and expanded at the junior highs. Survey data from parents and school staff as well as feedback from clinical counselors have indicated a need related to social emotional health and school connectedness. Further analysis indicates that a number of students between grades 5-8 received grades lower than a C in the Distance Learning program. An increase in mental health supports and school connectedness will provide more opportunities to increase academic achievement and support the emotional well being of students, especially those receiving declining grades during the COVID-19 Pandemic.

Clarification:

Goal 5 was written as a Focus Goal to address Pupil Achievement, School Climate, specifically, mental health.

Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Counseling Logs 2020-21	183 students had access to TIER 2 counseling through a referral process 100% of students requiring TIER 3 counseling were provided counseling services	Data unavailable at this time	100% of students meeting the referral guidelines were provided counseling
	LCAP Parent Survey 2019-20	83% of elementary parents and 91% of junior high parents indicate a need for counseling and behavioral support at school (Prior LCAP Survey)	71% of parents report that their students have access to social, emotional and behavioral support at school (Hanover Survey)	95% of parents report there is social, emotional and behavioral support available to students at school (Hanover Survey)
	LCAP Teacher Survey 2019-20	70% of teachers surveyed report the need for additional counseling and emotional support for students at school	Data unavailable at this time	85% of teachers report there are counseling and emotional support for students at school
	Counseling Referral/Intake Log 2020-21	As of March 1, 2021, there were 183 TIER 2 referrals and 150 crisis response interventions	Data unavailable at this time	45% reduction in the number of referrals

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Staff Participation Rate - Staff Development Events 2019-20	90% of teachers attend Staff Development Days	Data unavailable at this time	100% of teachers attend Staff Development events regarding social emotional and mental health support for students

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.1	5.1 Counseling Supervision and Leadership 5.1 Retain a Coordinator of Counseling Services who will coordinate ERMHS, school-based counseling, counseling interns and provide training, as well as crisis intervention response for students to improve social emotional development.	Ongoing	No	Other State 153237		\$153,237.00	\$78,069.80
5.2	5.2 Clinical Counseling 5.2 Provide two Clinical Counselors who will provide Tier 3 counseling to support Students With Disabilities (SWD) to implement student IEPs.	Ongoing	No	Other State 295057		\$295,057.00	\$150,479.07
5.3	5.3 Tier 2 Counseling 5.3 Behavioral Health Therapist will provide Tier 2 counseling through a referral process to address social emotional needs for all students to be principally effective for low income and Foster Youth/Homeless students.	Ongoing	Yes	LCFF 45000 Other State 268000 Federal 22000		\$335,000.00	\$170,850.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.4	5.4 Board Certified Behavior Analyst 5.4 Two Board Certified Behavior Analysts (BCBA) will design behavior intervention plans for special education students, and ensure implementation, and provide professional development to staff to support students in school	Ongoing	No	LCFF 25583 Other State 280891		\$306,474.00	\$156,301.74
5.5	5.5 Behavior Support Paraprofessionals 5.5 Enhance the BCBA Team with highly trained behavior support aides who will gather data, implement goal and respond to crisis intervention to support students in school	Ongoing	No	Other State 125000		\$125,000.00	\$63,750.00
5.6	5.6 Student Safety Software 5.6 Staff will continue to work with the annual contract with Gaggle to ensure student safety within the Google Classroom, including follow-up by mental health team	Ongoing	No		LCFF 15525	\$15,525.00	\$17,077.50
5.7	5.7 Staff Development - Mental Health and Behavior Supports 5.7 The Mental Health Team will provide District-	Ongoing	No	Other State 25000		\$25,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	wide staff development with an emphasis on student behavior and mental health so that students can successful in school.						
5.8	5.8 Social Emotional Learning 5.8 Teachers will implement Second Step instructional materials and receive further training to promote social emotional development for students in the classroom	Ongoing	No		Other State 12500	\$12,500.00	\$0.00