LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alta Loma Elementary School District

CDS Code: 36-67595-0000000

School Year: 2021-22

LEA contact information:
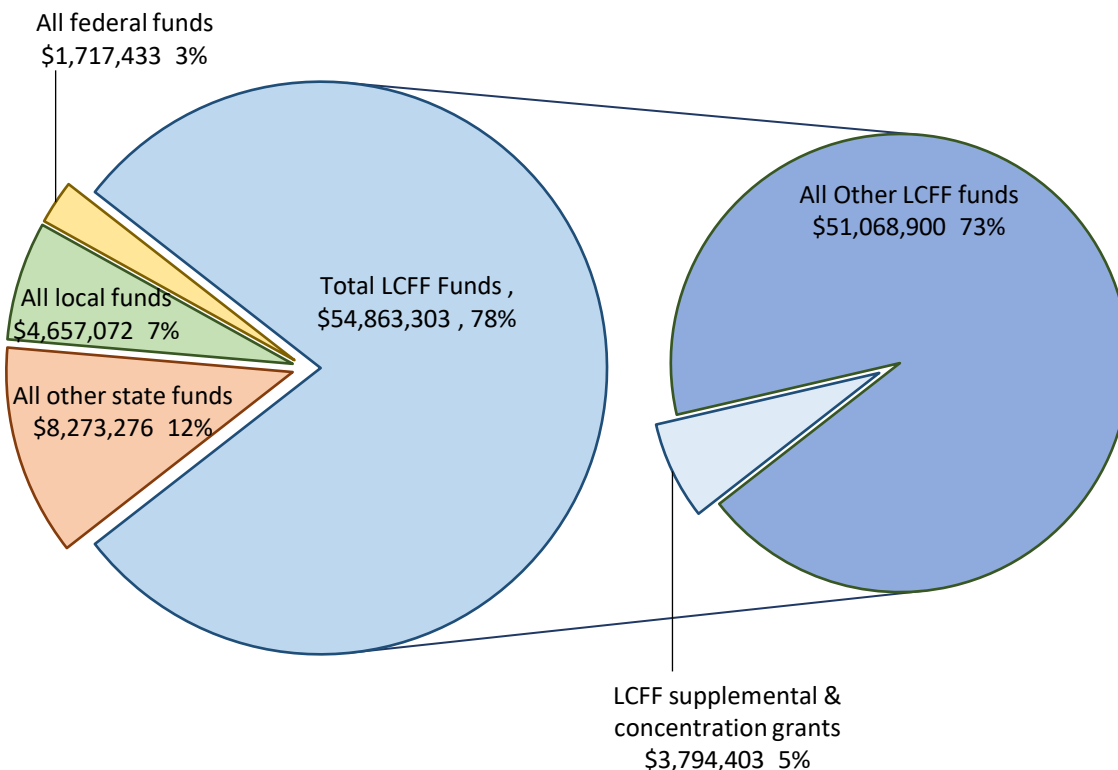
Karen Hendricks

Superintendent

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(909) 484-5151

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds
$1,717,433 3%

All local funds
$4,657,072 7%

All other state funds
$8,273,276 12%

Total LCFF Funds ,
$54,863,303 , 78%

All Other LCFF funds
$51,068,900 73%

LCFF supplemental & concentration grants
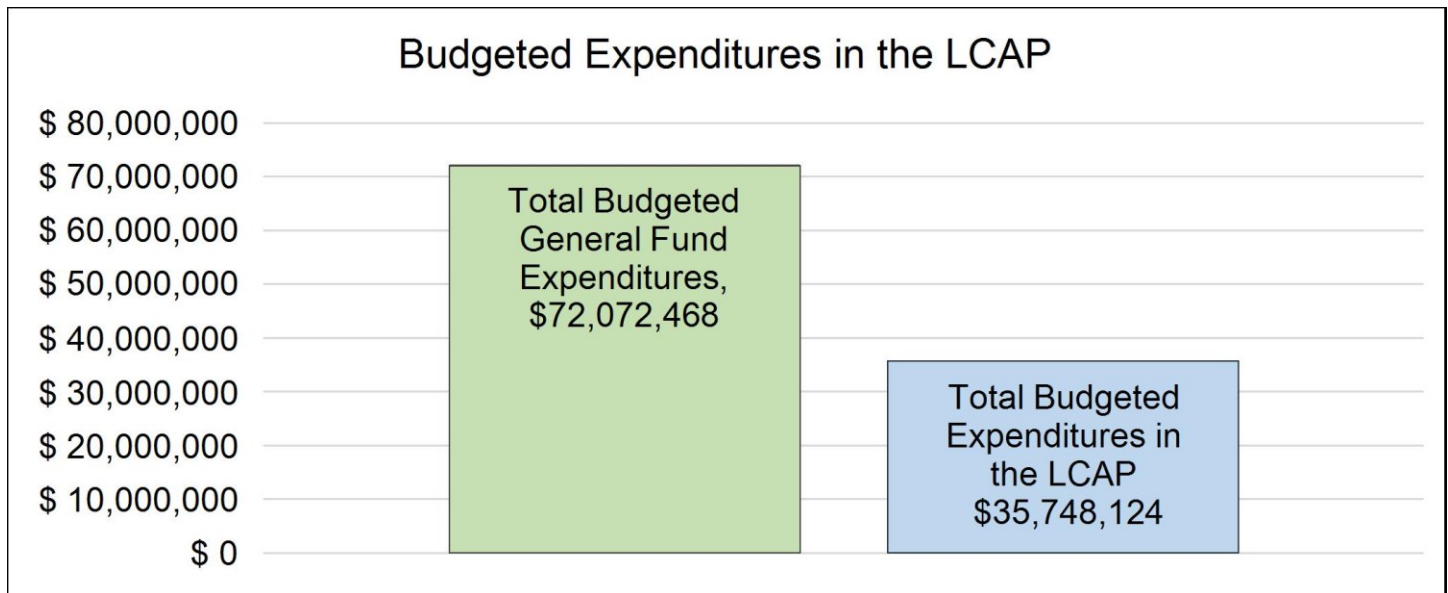$3,794,403 5%

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

The total revenue projected for Alta Loma Elementary School District is $69,511,084, of which $54,863,303 is Local Control Funding Formula (LCFF), $8,273,276 is other state funds, $4,657,072 is local funds, and $1,717,433 is federal funds. Of the $54,863,303 in LCFF Funds, $3,794,403 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $72,072,468

Total Budgeted Expenditures in the LCAP $35,748,124

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

Alta Loma Elementary School District plans to spend $72,072,468 for the 2021-22 school year. Of that amount, $35,748,124 is tied to actions/services in the LCAP and $36,324,344 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
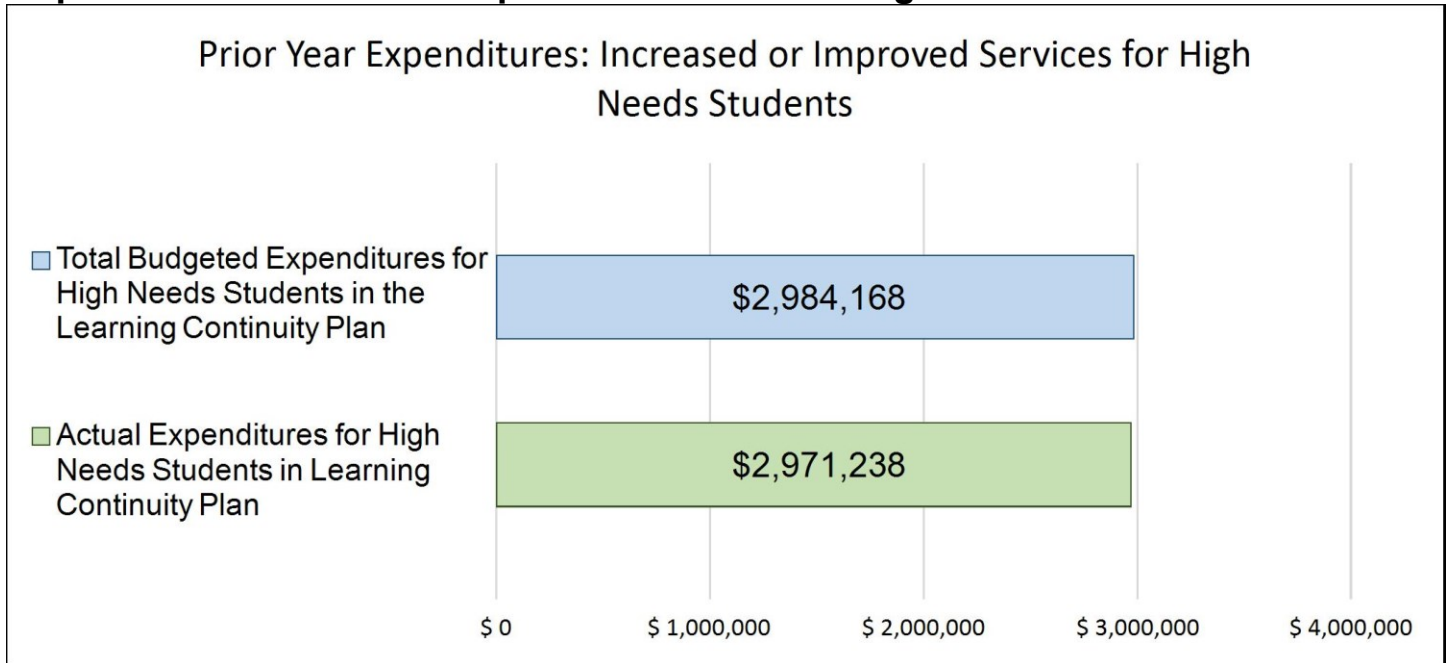
The expenditures not included are for cost of regular school district operations including; certificated salaries and benefits, classified support staff salaries and benefits, management salaries and benefits, maintenance and operations salaries and benefits, cost of utilities such as gas, electricity and water, cost of special education staff salaries and benefits, cost of materials and supplies related to providing distance learning (non-technology items), transportation staff costs, and costs of services and supports for students with disabilities.

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

In 2021-22, Alta Loma Elementary School District is projecting it will receive $3,794,403 based on the enrollment of foster youth, English learner, and low-income students. Alta Loma Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alta Loma Elementary School District plans to spend $5,701,526 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $2,984,168

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $2,971,238

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

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

In 2020-21, Alta Loma Elementary School District's Learning Continuity Plan budgeted $2,984,168 for planned actions to increase or improve services for high needs students. Alta Loma Elementary School District actually spent $2,971,238 for actions to increase or improve services for high needs students in 2020-21.

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

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

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

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

Goal 1

1. Provide high quality standards-based instruction that is rigorous and engaging.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Metric: Teacher Misassignment Rate, Highly Qualified Teacher Rate Local Metric: Number of new teachers enrolled in an Induction Program **19-20** 1. 100% of teachers are highly qualified with appropriate credentials and will participate in Induction training to clear credential Misassignment Rate: % of Induction Candidates **Baseline** 1.Hired Teachers with appropriate credentials, 7% used Induction to Clear Credential	100% of teachers are highly qualified. 12 teachers are in the second year of Induction, and 17 teachers are completing year #1
Metric/Indicator State Metric: Students access to standards materials, Williams Report	97% of junior high parents agree their students receive instruction in State Standards, and 99% of elementary parents agree

Expected	Actual
Local Metric: Stakeholder surveys **19-20** 2. All students receive instruction in State academic standards via State adopted materials and additional resources **Baseline** 2. Stakeholder groups reported that all students received instruction in State Standards (Parents-96%, Staff-97%, Admin-100%, Students-94%)	
Metric/Indicator Metric/Indicator State Metric: Student access to standard aligned materials, Implementation of State Standards Local Metric: Teacher Survey **19-20** 3. 82% of teachers have sufficient standard aligned instructional materials to support classroom instruction **Baseline** 3.73% of teachers reported sufficient standards aligned instructional materials (citing need for technology and updated textbooks)	84% of teachers agree they have sufficient standard aligned materials
Metric/Indicator Metric/Indicator State Metric: Student access to standard aligned materials, Implementation of State Standards Local Metric: Parent Survey **19-20** 4. 88% of parents will report that students have access to standards aligned instructional resources	97% of junior high parents agree that their student has access to standard aligned instructional materials, while 98% of elementary parents agree

Expected	Actual
Baseline 4. 96% of parents reported having access to standards instructional resources	
Metric/Indicator Local Metric: Parent, Student Survey **19-20** 5. 86% of parents and students report they are satisfied with instruction **Baseline** 5. 81% of parents reported they are satisfied with the instructions students receive citing the need for improved instruction in math in particular 100% administrators 98% teachers 93% students	95% of junior high parents and 91% of junior high students report they are satisfied with the instruction, while 97% of elementary parents and 93% of elementary students report they are satisfied with the instruction they receive
Metric/Indicator Local Metric: Teacher and Student Survey **19-20** 6. 78% of teachers and students report adequate access to the internet and devices daily **Baseline** 6.New	90% of junior high school students report they have adequate access to the internet and devices, while 84% of elementary students report they have adequate access
Metric/Indicator Local Metric:Teacher and Student Survey **19-20** 7. 80% of students and teachers report use of devices for standards aligned products 4 x week (SAMR) using production programs such as Nearpod **Baseline** 7.New	90% of junior high students report using devices for standard aligned programs, while 84% of elementary students report the same. 71% of teachers report using standard aligned programs with their students

Expected	Actual
Metric/Indicator Local Metric: Student and Parent Survey **19-20** 8. 92% of parents and students report that his/her student utilizes digital components to complete assignments, homework, or receive extra support (GAFE, Math Adoption supports, blending learning programs such as IXL, Reflex, AR360, LexiaCore5, Learning Upgrade, Khan Academy and others) **Baseline** 8.76% parents/community reported that students used digital tools at school and at home to complete homework, research, or participate in blended learning programs. 30% of parents reported that GAFE was most useful tool.	96% of junior high students and 77% of elementary students report using digital programs to complete homework a least once a week. Parents report this as 95% for junior high and 86% for elementary

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Hire appropriately credentialed teachers with qualified English Learner certifications	Certificated Salaries Benefits LCFF 24,636,590	Certificated Salaries and Benefits LCFF 26593091
1.2 ICT Induction Services and Induction Support Providers will be compensated and released from class to mentor beginning teachers in the Induction program • 14 Support Providers • 20 Candidates • ICT Contract (RCOE)	Certificated Salaries Benefits Conferences Supplemental $37,500	Certificated Salaries and Benefits Supplemental 114,296
1.3 Form NGSS Task Force in grades K-8 • 30 teachers X 4 days	Certificated Salaries Benefits Title II: 4035 $18,015	Certificated Salaries and Benefits Title II: 4035 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.4 Pilot and purchase NGSS adoption in grades K-8 for implementation in 2020-2021	Textbooks Online learning materials One-Time Funds $1,050,000	Textbooks One-Time Funds 0
1.5 Improve technology infrastructure, purchase additional student devices, and expand use	Technology Inventory One-Time Funds $450,000	Technology Inventory One-Time Funds 94688
1.6 Potential Purchase NGSS Integrated Bridge Materials (Pearson Interactive) Grades 6-8	Online learning materials Restricted Lottery: 6300 $35,000.	Online learning materials Restricted Lottery: 6300 8809

Goal Analysis

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

All actions were completed for Goal #1 and funds spent. The expenditures for the Next Generation Science Standards were completed a year late due to the fact the Alta Loma School District delayed a year until there were more options on the State approved list of materials. This was accomplished to begin the 2020/21 school year and funds were spent on the Amplify adoption. There was no need to bridge materials due to the pilot.   In the area of Induction, we spent more than the estimated amounts, as we had more induction candidates than originally estimated. This required more stipends for coaches and an increase in the contract with Riverside County Office of Education.

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

In Goal #1, an area to highlight as a success would be that the Alta Loma School District was able to increase student access to Chromebooks, so that all students had improved access to devices in grades K-8. Another on-going success for the Alta Loma School District was the ability to continue to attract and hire highly qualified teachers. The challenge to report would be the one year delay in adopting new science materials, however the extensive pilot did provide students with resources and materials which were NGSS aligned.

Goal 2

Ensure the implementation of state academic, performance, and English language development standards embedded in 21st Century Learning Skills.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Metric: Implementation of Common Core ELA and Mathematics Local Metric: Teacher and Administrator Survey **19-20** 1. 92% of teachers and 94% of administrators will report that standard-based practices and strategies learned during standards implementation staff development opportunities are being implemented. **Baseline** 1.92% of teachers and 100% of administrators report that standard-based practices and strategies learned during professional development are being implemented in the classroom.	82% of teachers and 95% of administrators report that standard-based practices and strategies learned during standards implementation staff development opportunities are being implemented
Metric/Indicator State Metric: Implementation of Common Core ELA Local Metrics: Teacher Survey **19-20**	82% of teachers agree that the staff development activities they participated in were specific to the effective implementation of standards and 21st Century Learning. Teachers reported attending training in: Thinking Maps, Document Based Questions, Mathematical Practices, Write From The Beginning, NGSS and their future interest in training was noted to be on student

Expected	Actual
2. 94% of teachers will attend at least 3 professional learning opportunities during the school year **Baseline** 2. 92% of teachers reported that they attended at least 3 professional learning opportunities during the school year. 86% of teachers reported implementing the strategies they learned. Reported top priorities for teacher professional development continues to be State Standards, technology, differentiation, non-fiction reading comprehension, instructional intervention strategies, implementation of new adoptions, and time to collaborate with colleagues. Administrators top PD priorities: Writing and textual evidence, rigor in ELA program, text dependent questioning, technology, differentiation, math, NGSS, facilitate 21st Century Learning	behavior, social and emotional needs and mental health support for students
Metric/Indicator Local Metric: Teacher Survey **19-20** 3. 90% of teachers will report that curricular interests, needs, and concerns are addressed through the Curriculum Council Steering and Grade Level Study Groups **Baseline** 3.89% of staff reported that they are invited to help plan, implement, and evaluate instructional materials, strategies, and programs through defined collaborative structures such as Curriculum Council and Grade Level Study Groups	97% of teachers will report that curricular interests, needs, and concerns are addressed through the Curriculum Council Steering and Grade Level Study Groups

Expected	Actual
Metric/Indicator State Metric: Implementation of Common Core ELA Local Metrics: Teacher Survey **19-20** 4. 87% of teachers will report that they prepared for broad implementation of ELD standards during designated and integrated instruction as indicated by Dashboard improvement in the ELPI (English Language Proficiency Index) **Baseline** 4.78% of teachers reported that they collaboratively plan and implement ELD standards during designated and integrated instruction Improvement in progress toward English proficiency-67% to 71% however, ELA SBAC scores were maintained at 28% proficiency	93% of teachers will report that they prepared for broad implementation of ELD standards during designated and integrated instruction as indicated by Dashboard improvement in the ELPI (English Language Proficiency Index)
Metric/Indicator Local Metric: Teacher, Student, and Administrator Survey **19-20** 5. 90% of teachers, students, and 94% of administrators will report that 21st Century Learning Skills are embedded into daily instruction (Critical Thinking, Collaboration, Communication and Creativity, Digital Literacy- emphasis placed on digital literacy and critical thinking) **Baseline** 5. 89% of teachers and 90% of administrators report that 21st Century Skills are embedded into daily instruction Teachers report the greatest challenge is critical thinking through questioning and analysis, and technology application	75% of administrators, 68% of teachers, 71% of junior high students and 55% of elementary students report weekly opportunities to embed 21st Century Learning Skills into their projects and activities

Expected	Actual
• Administrators report the greatest challenge is critical thinking and rigor, and collaborative structures used effectively • Students report they learn collaboratively with partner/groups: More than 1 X week: 36%, Daily-18%, Never 2% • Favorite way for students to learn creatively is: Build models-38%, see how things work-28%, invent things-23% research topics-19%, STEM Projects-18%, write stories, poems and songs-13% Do simulations-12%, problem based learning-7%	
Metric/Indicator Local Metric: Teacher, Student, and Administrator Survey **19-20** 6. 85% of teachers and 95% of administrators will report that technology to produce standard-aligned learning products is implemented more than two times per week. **Baseline** 6. 75% of teachers and 60% of administrators report that technology to produce standard-aligned learning products is implemented at least 2 X year	71% of teachers and 95% of administrators will report that technology to produce standard-aligned learning products is implemented more than two times per week
Metric/Indicator Local Metric: Teacher, Student, and Administrator Survey **19-20** 7. 85% of students and 100% of administrators in grades 3-8 are proficient in the use of GAFE applications as well as Google collaborative writing **Baseline** 7. 78% of teachers and 71% of students in grades 6-8 and 93% of administration reported proficiency in application of chrome book and GAFE	98% of students and 95% of administrators in grades 3-8 are proficient in the use of GAFE applications as well as Google collaborative writing

Expected	Actual
75% of teachers and 67% of students reported proficiency in digital collaboration through Google shared documents	
Metric/Indicator State Metric: Implementation of Common Core ELA Local Metric: Student Survey **19-20** 8. 82% of students will report that they employ the shifts in English language arts: build knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language **Baseline** 8. Students reported the following regarding shifts in English language arts implementation: • 79% Balance of literature and informational text • 87% Evidence based reading writing • 67% Close Reading • 81% Thinking Maps/Notes • 71% Vocabulary development • 67% Multi-sourced reading/writing Greatest challenge: Analysis and writing from multiple sources and evidence based reading and writing	Students reported the following regarding shifts in English language arts implementation: • 79% - jr high and 74% elementary - Balance of literature and informational text • 90% for junior high and 86% for elementary - Evidence based reading/writing • 70% for junior high and 71% for elementary - Close Reading • 54% for junior high and 65% for elementary - Thinking Maps/Notes • 79% for junior high and 82% for elementary - Vocabulary development • 71% for junior high and 71% for elementary - Multi-sourced reading/writing
Metric/Indicator State Metric: Implementation of Common Core ELA	Teachers reported the following regarding shifts in English language arts implementation:

Expected	Actual
Local Metric: Teacher Survey **19-20** 9. 87% of teachers will report that they employ the shifts in English language arts including building knowledge through a balance of literature and informational text, reading and writing grounded in evidence from the text, writing from sources, and regular practice with complex text and academic language **Baseline** 9.Teachers report the following regarding shifts in English language arts implementation: • 89% Balance of literature and informational text • 93% Evidence based reading/writing • 82% Close Reading • 91% Thinking Maps/Notes • 97% Vocabulary development • 85% Multi-sourced reading/writing Greatest challenge: Analysis and writing from multiple sources and evidence based reading and writing Administrators reported: • 70% Balance of literature and informational text • 100% Evidence based reading writing • 87% Close Reading • 100% Thinking Maps/Notes • 75% Vocabulary development • 100% Multi-sourced reading/writing Greatest challenge: Analysis and writing from multiple sources and evidence and argument/opinion writing	• 92% Balance of literature and informational text • 80% Evidence based reading/writing • 75% Close Reading • 86% Thinking Maps/Notes • 94% Vocabulary development • 68% Multi-sourced reading/writing

Expected	Actual
Metric/Indicator State metrics: Implementation of Common Core Math Local Metric: Student and Teacher Survey **19-20** 10. 79% of students and teachers will report that they regularly utilize mathematical practices in daily math lessons **Baseline** 10. 74% of students reported that they regularly utilize math practices Mathematical practice most used: Use tools to solve the problem, make sense of problem with numbers and not giving up 82% of teachers reported most used practices: Use tools to solve the problem, make sense of problem with numbers, and explain thinking to someone else 86% Administrators reported that they observed mathematical practices regularly including making sense of problems with numbers, use of tools to solve problems, and problem solving strategies such as drawing a picture and/or modeling	Teachers reported that students most often use tools, visual representations or what they know about numbers. Students most common response was they use what they know about numbers, draw a model and they do not give up, as the most popular mathematical practice
Metric/Indicator State Metric: Student access to standard aligned materials, Implementation of Standards Local Metric: Teacher Survey **19-20** 11. 90% of Grade K-8 Science teachers will report participating in collaborative planning and implementation forums for Next Generation Science Standards (NGSS) **Baseline**	97% of teachers report collaborative planning, however this covers all subject areas and not just NGSS

Expected	Actual
11. 80% of Grade K-8 Science teachers reported participating in collaborative planning and implementation forums for Next Generation Science Standards (NGSS)	
Metric/Indicator State Metric: Student access to standard aligned materials Local Metric: Teacher Survey **19-20** 12. 89% of Social Studies teachers in grades 4-8 will report that they have completed one DBQ writing unit and use Document Based Questioning (DBQ) strategies and materials in his/her classroom **Baseline** 12. 68% of Social Studies teachers in grades 4-8 reported completion of one complete DBQ writing unit	61 teachers in grades 4-8 report using Document Based Questions. The percentage is 54%, although teachers answered the survey, who do not teach this content area
Metric/Indicator State Metric: Student access to standard aligned materials Local Metric: Teacher, survey; **19-20** 13. 80% of 6-8 Social Studies teachers will report that they have successfully implemented new social studies adoption, TCI, in his/her classroom **Baseline**	100% of grades 6-8 Social Studies teachers implement TCI in their classroom

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Provide one district-wide staff development day with a focus on implementing state standards, materials, and strategies	LCFF Included in 1.1	LCFF Included in 1.1
2.2 Provide one district-wide staff development day with emphasis on differentiated materials and strategies that support English Learners, students who are at risk, students with disabilities, as well as students who need challenge and enrichment	LCFF Included in 1.1	LCFF Included in 1.1
2.3 Grade Level Study Group and/or Curriculum Council Steering Committee will meet to plan, collaborate and articulate curriculum action planning, reflect on outcomes, and seek solutions • Curriculum Council: 22 teachers X 3 days • Grade Level Study Group: 25 teachers X 3 days	Certificated salaries Benefits LCFF $2,882	Certificated Salaries and Benefits LCFF 3696
2.4 Provide grade level training and instructional planning grades 3 and 4 • 24 teachers X 3 days, 24 teachers X 1 day • NGSS Development	Certificated salaries Benefits conference Title II: 4035 Included in 1.3	Included in 1.3
2.5 Google Apps for Education (GAFE) and UMRA account management systems are implemented for standards and digital collaboration • UMRA annual fee- Tools 4 Ever • Better Cloud	Technology Services Base $20,000	Technology Services LCFF 4037
2.6 Retain two TOSA's: Instructional Technology Teacher on Special Assignment to plan, develop, and coordinate delivery of technology-based staff development geared toward the integration of technology in the learning environment • Cost of 2 Instructional TOSA's	Certificated salaries Benefits Supplemental $266,841	Certificated Salaries and Benefits Supplemental 283035

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Content focus: Writing, ELA Adoption, NGSS/STEM adoption 6-8, Social Studies 6-8		
2.7 Under the direction of the IT TOSA's, provide professional development and coaching in technology as a content learning tool: • 125 Substitutes -tech • Write From Beginning/Thinking Maps-S ubs16 teachers X 2 days • ELA Cohort - 32 sub days (Grade 2) • New Teacher Cohort - 32 days • ELA/IAB Training - 8 days (Grade 3)	Certificated salaries Benefits Supplemental $14,412	Certificated Salaries and Benefits Supplemental 1434
2.8 Professional Development for coaches, administrators, and teacher leads Science Adoption Training Gr 5-8 • Training/Consultant/Publisher • $2,500 • 35 teachers x 1 day Professional Development Budget Document Based Questioning: • Training/Consultant • $2,500 • Grades 4-5, new teachers • 22 teachers x 1 day ELA/ELD Adoption Implementation: • Articulation/Review of Study Sync-Gr 6 • Consultant • Not to exceed $5,000 Special Education: Guided/Shared Reading • Training/Consultant • Not to exceed $5,000 (hourly) • Read 180 refresher (2,500) • Freckle Ed (Gwen) GATE	Certificated salaries Benefits Contracted Services LCFF $9,908	Certificated Salaries and Benefits LCFF 7696

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Training/Consultant • Not to exceed $5,000 • 25 X 2 Teachers		
2.9 Retain Math TOSA to provide professional development and collaborative coaching • Cost of TOSA	Certificated salaries Benefits Supplemental $98,753	Certificated Salaries and Benefits Supplemental 99740
2.10 Math TOSA professional development and collaborative coaching • 200 Substitute release days	Certificated salaries Benefits Supplemental $34,229	Certificated Salaries and Benefits Supplemental 9372
2.11 LCAP Advisory Council Meeting for Data Analysis and progress monitoring • $500.00 Extra hourly	Certificated salaries Benefits Base $961	Certificated Salaries and Benefits Base 3696
2.12 Provided standards aligned software, Front Row Ed (Freckle) to 1-8 grade students in English language arts and math. District contribution: Freckle Ed: Sites contribution:	Technology Inventory 5000-5999: Services And Other Operating Expenditures LCFF $84,150	Technology Inventory LCFF 86400
2.13 Provide multi-sourced evidence-based writing resources Digital DBQ license for social studies multi-sourced writing • District: • Sites: (Included in 4.5)	1000-1999: Certificated Personnel Salaries Title II: 4035 $1,501	Books and Supplies Title II: 4035 2500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.14 Retain Site Media Clerks to assist teachers and students in standards-based library and media skills. Consider updated library management system: Alexandria $16,990 yearly	Classified salaries Benefits LCFF $157,197	Classified Salaries and Benefits LCFF 175074

Goal Analysis

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

The District completed most actions as reported. Action 2.7 and 2.10 addressed providing professional development and coaching in technology as a content learning tool and professional development in mathematics. The expenditures differences were as a result of school closures due to the COVID-19 Pandemic.

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

Actions and services were effective in meeting Annual Goals with the exception of staff development for teachers in ongoing training in Thinking Maps, Write from the Beginning, technology and mathematics, which has now been scheduled for the fall of 2021. The State Dashboard results in ELA and Math are positive (GREEN) however a continued focus on ELA and math professional development continues as we work to increase the number of students meeting and exceeding standards.
Successes in these areas include:
- The retention of four instructional TOSAs with an emphasis in writing, NGSS, social studies 6-8, mathematics, and Thinking Maps/Write from the Beginning
- Successful completion of a new NGSS Science adoption
- An increase in participation at the end of the year with District Advisory Councils. More parents attended virtually

Challenges in this area include:
- The inability to complete professional development initiatives due to the closure of schools

Clarifications:
Action 2.7, Subsitute teachers were utilized to release teachers from their classrooms to attend training to enhance their knowledge and skill level of the Google Classroom.
Action 2.10, Subsitute teachers were utilized to release grades 7 and 8 math teachers to analyze district math data, analyze math materials, and select supplementary materials and lessons to address gaps in standards based material. The team did a study of the

book, "Mind the Gap", all for the purpose of increasing student achievement in math.

Goal 3

Provide all students a broad and enriching course of study at each grade level that reaches beyond the core.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Metric: Student access and enrollment in all required areas of study Local Metric: Student Survey **19-20** 1. 95% of students will report that they participate in a broad course of study that includes ELA, Math, Social Studies and Science **Baseline** 1. 97% of students reported that they participate in a broad course of study that includes ELA, Math, Social Studies and Science	99% of junior high students and 97% of elementary students reported they participated in a broad course of study
Metric/Indicator Local Metric: Student and Administrator Survey Other Pupil Outcomes: Number of students performing and displaying art during District's Festival of the Arts **19-20**	In junior high, 58% of students reported participating in visual and performing arts, 67% in digital literacy and 97% in physical education. In elementary, 79% of students reported participating in visual and performing arts, 92% in digital literacy and 96% in physical education

Expected	Actual
2. 79% of students and 95% administrators will report that they have access to visual and performing arts, digital literacy, and physical education. Art Display: Performances: **Baseline** 2. 73% of students, and 93% administrators report students have access to visual and performing arts, digital literacy, and physical education	
Metric/Indicator Local Metric: Annual report from the District Family Engagement Liaison Other Pupil Outcomes: Number of students who did not participate in enrichment or extra curricular activities due to financial need **19-20** 3. 100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching course work as documented by District's Family Engagement Liaison (services/resources provided) **Baseline** 3.100% of students of LI, FY, and other at-risk groups are provided the resources needed to fully participate in enriching course work as documented by District's Family Engagement Liaison (services/resources provided)	100% of students of LI, FY, and other at-risk groups were provided the resources needed to fully participate in enriching course work as documented by District's Family Engagement Liaison (services/resources provided)
Metric/Indicator State Metric: Student access and enrollment in all required areas of study Other Pupil Outcomes:	8 sections of Spanish were offered at the junior high schools

Expected	Actual
Number of Spanish sections offered at each junior high school as prescribed by the Board. Local Metric: Pupil rosters, master schedule **19-20** 4. Spanish course offerings at junior high schools will be maintained at 8 **Baseline** 4.Current Spanish course offerings at junior high schools: 4	
Metric/Indicator Local Metric: Parent Teacher and Student Survey Other Pupil Outcomes: Number of students who participated in summer enrichment program **19-20** 5. Maintain L.E.A.P Into Summer learning program (Learning Enrichment Activities and Projects) **Baseline** 5. 96% Parents reported interest in enrichment program • Launch L.E.A.P into summer learning program	L.E.A.P. was implemented in the summer of 2019 with 142 students participating. L.E.A.P. 2020 was planned, however canceled due to COVID-19 Pandemic
Metric/Indicator Local Metric: Parent, Student Teacher, and Administrator survey; Other Pupil Outcomes: Number of students actively participating in STEM Showcase **19-20**	300 students participated in the District's STEM Fair Showcase

Expected	Actual
6. District-wide instruction in Visible/Active Learning: Project/Problem Based Learning, STEM, through QUEST initiative: STEM Fair Showcase Participation: **Baseline** 6. District-wide instruction in Visible/Active Learning: Project/Problem Based Learning, STEM, through QUEST initiative: • Top priorities as reported on all surveys	
Metric/Indicator State Metric: Results on Presidential Physical Fitness Test Other Pupil Outcomes: Students will demonstrate an improvement in Physical Fitness Assessment results **19-20** 7. Student results on Presidential Physical Fitness Test will demonstrate a 2% improvement over baseline data	As measured by the percentage of students scoring in the Healthy Fitness Zone, scores from 2017/18 as compared to 2018/19. There are no 2019/20 scores due to school closure. Grade 5 Aerobic Capacity 55/49 Body Composition 66/62 Abdominal Strength 67/62 Trunk Extension 77/62 Upper Body Strength 63/54 Flexibility 80/80 Grade 7 Aerobic Capacity 68/56 Body Composition 71/66 Abdominal Strength 98/98 Trunk Extension 94/96 Upper Body Strength 85/71 Flexibility 82/83 For both grades 5 and 7, Aerobic Capacity would be an area to address.

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Offer a broad course of study to all students	Included in 1.1 Included in 1.1	LCFF Included in 1.1
3.2 Provide access to visual and performing arts, digital literacy, and physical education Retain 2 half time physical education teachers and four instructional aides to meet teach 4-6 grade students 1 X week- 1/2 day sub at Stork 1 X week (added instructional aides) Two full time instrumental music teachers 60% choral music teacher Computer aides (8)	Certificated Salaries Benefits Supplies Services Supplemental $415,081	Certificates Salaries and Benefits, Supplies Supplemental 400777
3.3 Provide materials and resources to students with needs to allow full participation in enriching coursework • Basic needs for educational access • Access to zero period	Certificated Salaries Benefits Supplemental $44,197	Certificated Salaries and Benefits Supplemental 86088
3.4 Provide Spanish curriculum and instructional resources and potentially increase number of courses at ALJH • $2,000 materials • Planning and Implementation collaborative 2 X 2 days • Potential additional course at ALJH	Certificated Salaries Benefits Instructional Materials Base $0	Certificated Salaries and Benefits Base 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.5 Provide materials, training and teacher collaboration time for District-wide instructional focus on Visible-Active Learning/Project/Problem Based Learning, STEM in QUEST initiative • 25 X 3 days • Consultant Fees:	Certificated Salaries Benefits Outside Consultant 1000-1999: Certificated Personnel Salaries LCFF $49,020	Certificated Salaries and Benefits LCFF 23751
3.6 Continue to offer summer enrichment program: L.E.A.P. into Summer • Materials and personnel Offer SOAR (Summer of Accelerated Summer Reading) Literacy program to SWD not in ESY • 80 hours teacher X 1 • 80 hours instructional aide X 1	Certificated Salaries Classified Support Salaries Benefits Instructional Materials LCFF $50,193	Certificated/Classified Salaries and Benefits LCFF 24836

Goal Analysis

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

In Goal #3, Action 3.3, which allowed for increased access to Spanish. Additional periods of zero period were added which allowed for junior high students to include Spanish in their course schedules.   Action 3.5 was not spent, as a consultant was not utilized. Action 3.6 (L.E.A.P summer program) was cancelled due to COVID-19 Pandemic. These funds were repurposed for the initial demands of Distance Learning, primarily devices for teachers and students.

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

The success to highlight for Goal #3 is that the Alta Loma School District doubled the number of Spanish sections offered to students in grades 7 & 8. The cancellation of the LEAP summer program, due to COVID-19 Pandemic, was a challenge in the late spring. Due to this cancellation, we were also unable to offer the SOAR (Summer of Accelerated Reading) Program.

Goal 4

Ensure that students are high school, college, and career ready by demonstrating continuous progress towards academic and English language achievement targets.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Metric/Indicator
State Metric: CAASPP Meet or Exceed; ELA, Math, Science
 	
19-20
1. The percentage of students meeting or exceeding expectations as measured by the 2016/17 CAASPP will exceed proficiency in math, ELA and science by 1%
 	
Baseline
1. Students in grades 3-8 participated in CAASPP. CAASPP results are used to measure progress and revise actions and services
   • ELA-63% proficient Target: Reading comprehension: multi-sourced evidence based reading and writing, close read strategies
   • Math-49% proficient Target: Conceptual and Procedural understanding
	68% of students met or exceeded standards in ELA and 58% of students met or exceeded proficiency in math on the spring 2019 CAASPP assessment
	Baseline science scores for grade 5 are 43% met or exceeded and 49% in grade 8 met or exceeded

Metric/Indicator State Metric: State Dashboard: Continuous Improvement-Status/Change **19-20** 2. 2019/20 State Dashboard results will reflect progress in status and change for all students and reported subgroups:	Increased ELA by .08% for ALL students (GREEN); increased Math by 5.7% for ALL students (GREEN). No subgroups in RED or ORANGE

Expected	Actual
• ELA: GREEN • Math: GREEN • English Learner Progress: GREEN Sub-group targets: • ELA & Math: Students with Disabilities, growth by 2% African Americans: growth by 2% Homeless and Foster Youth, growth by 2% **Baseline** 2. 2016/17 State Dashboard results will reflect progress in status and change for all students and reported subgroups: • ELA: GREEN-all students • Math: YELLOW-all students • Suspension Rate: YELLOW-all students • English Learner Progress: YELLOW-all students Sub-group targets: • ELA: Students with Disabilities (SWD)/African Americans: YELLOW • Math: SWD RED/Two+Race: ORANGE • Suspension Rate: SWD/ORANGE; African American/ORANGE; Pacific Islander/ORANGE English Learner progress: Local measures indicate progress from 67-71% English proficiency via CELDT scores	
Metric/Indicator Local Metric: Data Analysis of STAR District Diagnostic Assessments	2019/20 student reports demonstrate an increase between the baseline and the mid-year benchmark. No end of the year benchmark was given due to school closures

Expected	Actual
19-20 3. 2019/20 Diagnostic STAR results will demonstrate progress at each trimester in ELA and Math SBAC Interim Assessments, IAB, ICA, Performance Tasks are assigned by the District and used for instructional purposes • District Diagnostic and Formative Assessments • Educational Software for Guiding Instruction-ESGI used for running records data analysis for grades K-2 **Baseline** 3.2016/17 student reports will demonstrate an increase in Diagnostic STAR assessment in ELA/Math and District Formative Assessments: Collaborative planning and instructional outcomes, on-going progress and monitoring STAR: Early Literacy: Trans/Prob Reader School Aug. Jan. May ALSD 19.6 56.4 67.3 ALE 15.6 50.5 80.7 BAN 7.1 56.9 48.8 CARN 30.6 16.6 45.8 DC - 59.7 71.7 HERM 33.4 66.7 68.9 JASPER 21.6 56.0 47.3 STORK 35.1 63.1 76.0 VG 14.1 50. 67.8	SBAC Interim Assessments are assigned and used as instructional. ESGI is used for running records and data analysis in reading for grades K-2

Expected	Actual

Expected

STAR Reading: PR 50% +
School Aug. Jan. May
ALSD 48.3 50.1 51.8
ALE 40. 41.7 38.5
BAN 58. 59. 59.9
CARN 49.9 57. 53.
DC 50.3 *60.8 55.7
HERM 41.8 *55.1 53.7
JASPER 44.1 45.6 48.5
STORK 61.1 68.8 69.0
VG 54.1 55.7 59.1
ALJH 44.9 43.5 41.4
VJH 42.8 41.9 39.8

STAR Math: PR 50%+
School Aug. Jan. May
ALSD 56.7 63.4 62.0
ALE 41.5 55.4 55.5
BAN 61.2 74.7 78.1
CARN 60.2 61.0 56.4
DC 58.4 63.7 67.0
HERM 51.1 64.6 59.1
JASPER 46.1 57.3 58.2
STORK 65.5 75.6 71.9
VG 62.4 68.2 65.3
ALJH 58.1 57.0 54.5
VJH 55.0 57.4 55.3

*Missing Scores, MEAN not
accurate

- SBAC Interim Assessments: IAB, ICA, Performance
  Task used for instructional purposes

- District Formative assessments created (math) using
  Illuminate and Key Data item bank

- ESGI used for running records data analysis for grades
  K-2

Actual

STAR Early Literacy

Trans/Prob Reader

School	Aug	Jan	May
ALSD	23.3	55.1	
ALE	19.3	50.4	
BAN	23.1	36.2	
CAR	26.7	37.7	
DC	25.5	58.2	
HER	22	67.8	
JAS	11.7	46.8	
STK	25.56	56	
VG	26.2	68.8	

STAR Reading PR50%+

School	Aug	Jan	May
ALSD	48	55	
ALE	40	46	
BAN	57	61	
CAR	58	62	
DC	55	61	
HER	50	58	
JAS	40	58	
STK	56	66	
VG	57	62	
ALJH	38	39	
VJH	39	38	

STAR Math PR 50%+

School	Aug	Jan	May
ALSD	64	72	
ALE	50	65	
BAN	74	81	
CAR	66	85	
DC	65	74	
HER	62	72	
JAS	59	77	
STK	73	80	

Expected	Actual
Metric/Indicator State Metric: English Learner ELPI Local Metric: Preliminary scoring of ELPAC **19-20** 4. 81% of EL students assessed in the annual ELPAC assessment will make one level growth as indicated by the English Language Progress Indicator (ELPI) **Baseline** 4. 2015/16: EL students who took an annual CELDT (ELPAC) assessment will make one level growth as indicated by the English Language Progress Indicator (ELPI) Status and change went from HIGH 77.1%, to a 2.3% decline resulting in a change to YELLOW	56% of EL students progressed one level as indicated by the English Language Progress Indicator (EPLI) based on 2018/19 results
Metric/Indicator State Metric: English Learner Reclassification Rate Local Metric: District ELPAC score **19-20** 5. In 2018/19, 32% of LEP students will be reclassified RFEP as measured by the ELPAC **Baseline** 5. In 2016/17, 42% of EL students will be reclassified into RFEP as measured by the CELDT (LTEL study)	27% of EL students were reclassified RFEP as measured by the ELPAC
Metric/Indicator Local Metric: Student Survey	95% of junior high students report receiving extra help before, during or after school and 75% of elementary students report receiving help before, during or after school

Expected	Actual
19-20 6. 85% of students report that his/her teacher/school provides opportunities to get extra individual help before, during, or after school **Baseline** 6. 73% of students report that his/her teacher/school provides opportunities to get extra individual help before, during, or after school What is one thing that would help you better achieve all of your learning goals? (Students) • How to study • Technology • More help in math • Reading • Teachers explain more about certain things-slow down • Time in class to practice and answer questions • Interactive learning • More hands-on activities • Writing • Positive Attitudes • Projects • After school program-human help My school works with my parents/guardian to help me do my best by offering • Parent conferences-55% • Ability to make corrections to improve grade-52% • Email/text communication-48% • Extra support after school-43% • Updated information on website-37%	

Expected	Actual

• Phone calls-33%
• Intervention classes 17%
 	
Parent:
Do you receive messages from school if your child is struggling academically? 37% Agree
 	
Admin:
My school works with parents/guardians of students to do best by offering
    • Extra support-67%
    • Progress Reports-100%
    • Parent Portal and/or weekly folder-73%
    • Email/Text-100%
    • Phone Calls-100%
    • Intervention Class-53%
    • Ability to improve grades 80%
    • Teachers are provided resources to promote parental involvement and student learning at home-70% Agree
Staff:
    • Teachers actively seek parent input into decisions regarding his/her child-82% Agree
    • I have the information I need to determine whether a student needs intervention or enrichment-85%
    • I regularly participate in identifying students who need intervention or enrichment-86%
Staff: How can ALSD help more students be successful at school?
    • ELA Adoption
    • Reduce combo classes
    • Provide more technology
    • Increase intervention
    • Enrichment with the arts
    • Better textbooks
    • Limit classroom disruptions
    • Firmer hand against bullying	

Expected	Actual
- Behavioral supports - After school academic support - Updated libraries - Hands on learning and projects - Special Ed support - Foundational reading and math - Lower class size - UDL strategies (Universal Design Learning) - Homework help - Counselors - After school Interventions - Teach self-reliance - Resources for EL students	
Metric/Indicator Local Metric:. Student Survey **19-20** 7. 86% of junior high students will report that they have access to additional instructional time and support before, during, or after school **Baseline** 7. 79% of junior high students reported that they have access to additional instructional time and support before, during, or after school	95% of junior high students report they have access to support before, during or after school
Metric/Indicator	Individual school sites monitored and reported on success of site-based programs that provided additional time and support as part of their intervention program (Achievement measures will be

Expected	Actual
Local Metric: Analysis of effective site programs via disaggregated student performance data on CAASPP and Dashboard **19-20** 8. Individual school sites will identify key learning targets and will report on the effectiveness of site-based programs by demonstrating 1% growth on those targets **Baseline** 8. Individual school sites monitor and report on success of site-based programs that provide additional time and support as part of their intervention program (Achievement measures will be individually documented in the Single Plan for Student Achievement or SPSA) 2016-2017 - ALE: Intervention services are provided during scheduled UACC time for K-6 students. Intervention instructional aides and parent volunteers support teachers in small group skills based activities following teacher directed guidelines. Additional supports also include LexiaCore5, Read Naturally (Read Live), along with Singapore Math and Number Talks strategies. After school intervention is available twice a week based on teacher recommendation. - Banyan: Student in grades 1-6 are provided pull out intervention using Lexia Core 5, 4 X week. Instructional aides, parent volunteers and teachers provide additional intervention throughout the school day in classrooms through small group and one to one instruction. - Carnelian: Literacy Lab serves small groups to bolster reading comprehension and strategies; Mathbusters provides after school math support; teachers use small group instruction and rotation to re-teach.	individually documented in the Single Plan for Student Achievement or SPSA) See site plans

Expected	Actual
• Deer Canyon: Learning Lab offers reading intervention 3 x week and Math intervention 2 X week to students in grades K-6. Each intervention block is 45 minutes in length using LexiaCore, Front Row Ed and small-group instruction. Students are encouraged to use the computer lab from 8:00-8:30 am for additional practice time. Once a week proctor time is provided as an additional support for each grade level. During this time, teachers work with small groups on strategic intervention lessons. The remainder of students are monitored by proctors. • Hermosa: Morning Learning Lab is a before school intervention using IXL Math, Imagine Learning and LexiaCore 4 X a week for all grades PK-6th. Morning Computer Lab serves as time for any student to visit and take AR quizzes to enhance reading. Afternoon Intervention for grade 1, 2 X week for 45 minutes in the afternoon. Teacher keeps intervention group and releases the rest of the students to additional movement time with a proctor. Afternoon intervention for 2nd grade, 1 X week for 45 minutes. Teacher keeps intervention group and releases the rest of students to additional movement time with a proctor. • Jasper: Academy of the Arts provides Enrichment/Intervention time; Daily intervention block for re-teaching; Primary uses 1 hour proctor time to free one teacher for intervention in afternoon at least one day a week. • Stork: Daily instructional aide supported UACC time including reteach and intervention by classroom teachers. Captured time weekly with small intervention groups through proctor support. Aide supported LexiaCore time. • Victoria Groves: Early Bird Readers is a before school intervention, using LexiaCore, Monday-Friday, grades 1-5. Sixth grade Study Skills/Homework Invitational meets	

Expected	Actual
M & W after school. RTI 3rd & 4th grade math convene 4 days per week, teachers use small group rotations for reteach. • ALJHS: Guided Study, Math Success, Reading Success-elective classes: Lunch Intervention, Study Hall both provided additional support for at-risk students. • VJHS: SAG and Title 1 support the following: Reading Success, Math Success, Learning Center, Study Hall after school, Math Tutoring before school, ELL Cluster Classes (Programs :Lexia Core 5, Learning Upgrade, Read Naturally, Front Row Ed).	
19-20 **Baseline**	
Metric/Indicator Local Metric: Teacher Survey. **19-20** 9. 83% of teachers will report that they are provided regular opportunities to collaborate on data analysis and instructional planning focused on strategic student outcomes **Baseline** 9.Teachers are provided regular opportunities to collaborate on data analysis and instructional planning focused on strategic student outcomes	87% of teachers report that they are provided regular opportunities to collaborate on data analysis and instructional planning focused on strategic student outcomes

Expected	Actual
Metric/Indicator Local Metric: Conference Summary, Administrator Survey **19-20** 10. 95% of cabinet and principals will report on-going collaborative review of student progress, actions, and services **Baseline** 10. All site leaders and District designated staff will participate in on-going regular review of student data for decision making on needed actions and services	100% of cabinet and and principals report on-going collaborative review of student progress, actions, and services
Metric/Indicator State Metric: State Dashboard: Continuous Improvement-Status/Change **19-20** 12. Monitor and improve District achievement progress by 2% for Students with Disabilities SWD; . • ELA: • MATH: • Suspension:	SWD increased 9 points in ELA (YELLOW) and 14.8 points in Math (YELLOW). The suspension rate for SWD improved by 1.1% (GREEN)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Students in grades 3-8 will participate in CAASPP. Results will be used to measure progress and revise actions and services Costs to communicate results • Postage and envelopes	5000-5999: Services And Other Operating Expenditures LCFF $86,000	Services and Other Expenditures LCFF 61426
4.2 Students in K-8 are assessed during three windows throughout the year to monitor progress and work collaboratively to action plan for continuous improvement	N/A	Software license 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
License ends 2018-19 Consider renewal Accelerated Reader at all sites		
4.3 Teachers in Grades TK-8 will have access to data analysis tools and Item Bank for on-going progress monitoring of student progress on standards: • ESGI: K-2 to Running Records: • Illuminate: DNA/Grading: • Illuminate: Key Data Item Bank: Math, ELA, Writing • Illuminate: Key Data Item Bank: NGSS • Illuminate: Student Information System • Illuminate: Key Data Item Bank:	Software license/Illuminate LCFF $20,000	Software License LCFF 92672
4.4 Teachers released for collaborative data analysis and instructional planning • Elementary teachers and core junior high teachers: 1 full day • Kindergarten Teachers: 2 additional days for data collection/assessment • First Grade Teachers: 2 additional days for data collection/assessment	Certificated salaries Benefits Title II: 4035 $30,000	Certificated Salaries and Benefits Title II: 4035 24083
4.5 Site Universal Access and intervention programs to close achievement gap: Student Achievement Grant as reported in Single Plan for Student Achievement • $80.00 per student	Certificated Salaries Classified Salaries Benefits Materials Conferences Contracted Services LCFF $483,749	Salaries, Benefits, Supplies and Services LCFF 465727
4.6 Purchase technology devices to access on-line intervention and language development programs for EL students	Technology Inventory Supplemental $22,500	Technology Inventory Supplemental 13698

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Devices Purchased:		
4.7 Provide level I and II English Learners access to online reading and language development intervention programs (Non-English speaking students-Imagine Learning) • 85 Students (Imagine Learning)	Software license Title III LEP: 4203 $1,220	Software License Title III LEP: 4203 13738
4.8 Provide research based, standards aligned Tier 2 and 3 instructional materials to Students With Disabilities • Read 180, System 44 • On-going costs: Hosting $5,000 • Math Intervention: $5,000 • Read Naturally, RSP: $3,000 • Gr. 1-5: Write in Readers: HMH $5,000	Certificated salaries benefits Computer Software State Special Education $47,706	Certificates Salaries and Benefits, Software State Special Education 40145
4.9 Unduplicated students and those needing phonemic awareness and foundational support are provided Lexiacore 5 intervention home/school license • 700 Students (500 at-risk, 200 SWD)	Software License Supplemental $22,500	Software License LCFF 15000
4.10 English Learners provided support via instructional aides daily • Aide hours to reflect number of LEP students at individual sites • 35 students = 5 hour	Classified Salaries Benefits Supplemental $168,247	Classified Salaries and Benefits Supplemental 178647
4.11 Beginning in the 7th grade, junior high Dean monitors at-risk students in academics and social/emotional well-being to ensure promotion at the end of 8th grade • Cost of 2 Deans	Certificated Salaries Benefits Supplemental $313,298	Certificated Salaries and Benefits Supplemental 309558

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.12 District sponsored Student Additional Time and Support (STATS) at all school sites • ALJH: THRIVE • VJHS: FINO (Failure Is Not an Option) • SSP: Student Success Plans to focus on student, "Not meeting ELA/Math" on SBAC Elementary: $40,000 Junior High: $10,000 Assigned based on student data: $40,000	Certificated Salaries Benefits Supplemental $50,000	Certificated Salaries and Benefits Supplemental 33819
4.13 G.A.T.E. Coordinators collaborate 2 X year to develop rigorous inquiry, STEM, and Problem Based Learning to support classroom • UDL (Universal Design Learning) • STEM and engineering practices, NGSS • STEM Showcase • 25 X 2 sub G.A.T.E. Stipend G.A.T.E. Site budget STEM Stipend	Certificated Salaries Benefits Base $13,003	Certificated Salaries and Benefits, Supplies Base 15844
4.14 Provide G.A.T.E. certification training and materials to new cluster teachers and coordinators • 10-15 teachers 1 X year • Assessment Needs	Certificated Salaries Benefits LCFF $6,756	Certificated Salaries and Benefits LCFF 33888
4.15 Class-sizes maintained to accommodate personalized learning and individual student learning needs • TK-3/24:1 • 4-6/30:1 • 7-8/30:1	Certificated Salaries Benefits Supplemental $1,676,402	Certificated Salaries and Benefits Supplemental 2067287

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.16 Targeted support programs in math, ELA, and content related coursework offered to close learning gaps for targeted students at qualified school sites (Title I) • Alta Loma Elementary • Carnelian Elementary • Deer Canyon Elementary	Certificated Salaries Classified salaries Benefits Title I: 3010 $435,088	Certificated/Classified Salaries and Benefits Title I: 3010 549582
4.17 School site FY & Homeless liaison (TAP) in conjunction with District Family Engagement Liaison will monitor student academic and social/emotional progress and seek supports accordingly • Accountant clerk: Supplemental Funds 25%	Classified Salaries Benefits Supplemental $41,134	Classified Salaries and Benefits Supplemental 42755
4.18 Retain Teaching Assistant Principals (TAP) at each elementary to maintain support services: • Attendance • G.A.T.E./Advanced Learners • I.E.P.'s • Progress monitor English Learners • PBIS • Foster Youth and Homeless Liaison • 8 TAPS (50%)	Certificated Salaries Benefits LCFF $30,000	Certificated Salaries and Benefits LCFF 258255
4.19 Retain Director of HR/Pupil Services to: • Facilitate data collection and analysis unduplicated • Monitor student progress, and oversee implementation of programs and services to under represented or at-risk student groups	Certificated Salaries Benefits Supplemental $63,206	Certificated Salaries and Benefits Supplemental 66369

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Direct sites in monitoring Foster Youth and Homeless and ensure supports and services • Facilitate improvements in attendance • 33% Supplemental		

Goal Analysis

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

Funds for Goal #4 were spent. The Alta Loma School District spent more than originally budgeted on a new student information system, Infinite Campus. Additional licenses were purchased for Action 4.7 for English Learners. There was a slight increase to G.A.T.E. expenditures. The over expenditure was due to class size reduction (more teachers) and salary increases.

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

Goal #4 successes include the full implementation of the STAT Funds, which were funds for after-school tutoring and intervention with a focus on students who were not meeting standards (Level 1) on the CAASPP in Language Arts and math. Additionally the Assistant Principals at the elementary school sites facilitated and taught in the Literacy and Learning Labs. Additional professional development was provided to the Primary Reading Enhancement Program (PREP) instructional aides; with close attention to the progress of Foster Youth, Low Income students and English Learners. The challenge was not being able to complete the school year and provide the last two months of interventions, and then not being able to complete the end of the year assessment to measure and evaluate effectiveness.

Goal 5

Provide opportunities for parent input on educational programs, services, and use of resources.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Metric: Effort to Engage Parents and Use Input Local Metric: Report of survey results to Board of Trustees **19-20** 1. Meet equivalency of one grade level on parents and student survey responses, and majority of staff annually on stakeholder survey 600 Responses Date of Board Report:	1,169 Parents responded to the LCAP Survey

Expected	Actual
Baseline 1.Improved stakeholder response rate on annual survey and attendance to community forums • Direct contact and/or input comprehensive parent survey-48% • 100% of parents received pictograph representation of LCAP via Global Connect communications, asked to provide input Parent survey data identified needs regarding school/home relationship, the instructional program, information flow and parent learning and connection opportunities: • Offer enrichment opportunities before and after school-18% • Additional time and support during the school day-13% • Student instruction through problem based learning projects-15% • Most important 21st Century Skill for implementation-Critical Thinking-60% • District should increase behavioral supports through PBIS-41%, Counseling-36% Top priority for LCAP goals and spending: • Academic learning support-37% • Access to technology-14% • 21st Century Skills-11% • Facilities safe and in good repair-8% • Behavior supports-7% Other spending suggestions: • Implement more science/STEM programs • More emphasis on performing arts • More technology, classroom tools • Reduce class sizes • Behavioral supports for students, teachers, and parents • After school programs • More intervention opportunities • Use ONE way to communicate to parents • Too many worksheets and not enough problem based learning • Writing instruction Student engaged in learning not just passive	

Expected	Actual
Metric/Indicator State Metric: Effort to Engage Parents and Use Input Local Metric: Parent Survey, contact records, calendar **19-20** 2. Improve engagement, communication, resources, and services to all families via Family Engagement Liaison contacts and use of Family Resource Center **Baseline** 2. Improved attendance/ response rate for under-represented families: • EL-4% increase • SWD-2% increase • LI-2% increase • Broadened participation of unduplicated groups into District's advisory forums, outreach meetings: 13 Priorities included : • Designated time for language instruction during the day- 23% • Language and literacy software support that can be used both at school and at home-26% Instructional aide support-15%	The Family Resource Center/Family Engagement Liaison provided backpacks and supplies to 21 families, shoes and clothing to 7 families, holiday meals to 20 families. In addition the District's Family Engagement Liaison supported the chronic absenteeism efforts to improve attendance for SED, EL, FY and Homeless students.
Metric/Indicator State Metric: Effort to Engage Parents and Use Input Local Metric: Parent Surveys, calendar	According to Parent Surveys, parents attended: 88% for Back to School Night at junior high 89% for Back to School Night at elementary 71% for Open House for junior high 80% for Open House for elementary

Expected	Actual
19-20 3. Improve District and school-based parent resources and learning opportunities **Baseline** 3. Improved attendance at school functions as reported by survey: • 86% attended Back to School (compared to 82%) • 76% Open House Participation (compared to 68%) • 48% Volunteerism at school (compared to 41%) • 41% School-based information nights- (compared to 40%) • 30% Choral/band concerts (compared to 32%) • 21% Parent University (compared to 21%) Teachers: How can ALSD help more parents become involved in our schools? • Easier to navigate website • Information evenings • Parent training days • Fun events • Parent volunteers • Newsletters • On-site support • After-school tutoring Sites: • ALE: PTA, Site Council, volunteer opportunities, Back to School Night, Volunteer/Principal Welcome, Field Trip Chaperone opportunities, 6th Grade parent Science Camp meetings, Library Readers, monthly family fun nights, Jog-A-Thon, Book Fairs, monthly Super Spirit assemblies, parent technology meeting, annual Trunk or Treat, annual Open House, 1st-6th grade Spring Choral Concerts, 4th Grade Western Days, Science Fair, Volunteer Tea, Principal Meet & Greet, Preppy-K	36% Volunteerism at junior high 51% Volunteerism at elementary 44% for school-based information Nights at junior high 38% for school-based information nights at elementary 90% for choral/band based performances for junior high 29% for choral and band performances at elementary 151 parents attended Parent University

Expected	Actual
Grandparent's Day, Kindergarten & Preppy-K Winter Choral concert, Parent Information • Banyan: PTS, SSC, classroom volunteers, family nights Science Night, Back to School Night, Open House, conferences, events hosted by PTA • Carnelian: PTA, Site Council, volunteer opportunities, Back to School Night, Open House, Family Picnic, Annual Hoedown, Winter Wonderland, Parent Education Night, Parent-Teacher conferences • Deer Canyon: Parents are provided opportunities to serve on advisory committees, such as site council. PTA hosts Pastries with Parents, Spring Fling, monthly family nights, Winter Wonderland, and other volunteer opportunities. All parents are encouraged to take part in Back to School Night, Open House, and conferences. • Hermosa: Coffee with the Principal PTA, SSC, classroom volunteers, family nights, Science Night, Back to School Night, Open House, conferences, events hosted by PTA • Jasper • Stork: PFSA, SSC, Classroom volunteers, family nights, Science Night, Back to School Night, Open House, conferences, events hosted by PTA • Victoria Groves: Parents are provided opportunities to serve on advisory committees, PTA hosts welcome picnics, Pancakes for Mom, Donuts for Dad, school dance, and many other events for parents • ALJH: PFSA, SSC, Parent volunteers, parent nights, Food Fair Days, Straight "A" Parties, AVID, ASB, Warrior Pride Night, Back to School Night • VJHS	
Metric/Indicator State Metric: Effort to Engage Parents and Use Input	Parent University October 17, 2019 Parent Portal trainings held for parents at junior high at schedule pick-up events, and at elementary sites during the day.

Expected	Actual
Local Metric: Parent Surveys, calendar **19-20** 4. Continually improve home/school communication and opportunities to provide parent training on how to access communication tools Training Dates: **Baseline** 4. Updated communication systems between home/school and training for parents on how to access communication systems. • Instructional Technology TOSA training 3 X year (Summer pre-registration, Parent University, Festival of the Arts, Parent Orientation) • Most helpful messaging tool- email-52%, smartphone-11%, teacher website-5% Suggestions include: • Improve messaging regarding school tardies, absences, and when student is struggling academically • More on-going communication between parents and teachers Use ONE communication system as opposed to teachers using a variety of systems and platforms	Parents report their preference for communication from school: email 46% at junior high email 30% at elementary phone call 18% at junior high phone call 14% at elementary parent portal 17% at junior high parent portal 8% at elementary smart phone app 14% at junior high smart phone app 42% at elementary
Metric/Indicator State Metric: Effort to Engage Parents and Use Input Local Metric: Administrator Survey	The LCAP Advisory Committee included 22 parents with representatives for ELAC and Foster Youth Families: LCAP Advisory Met : Sept 18, 2019. November 13, 2019, February 5, 2020, April 22, 2020 cancelled due to school closure DELAC Met: October 16, 2019, February 12, 2019, April 15, 2020

Expected	Actual
19-20 5. Inclusion of ELAC and Foster Youth representation on District and school-site decision making committees **Baseline** 5. Leadership at all sites reported conscientious recruiting and representation in school decision making committees by unduplicated parent groups	Foster Youth LCAP parent Meeting held: February 12, 2020 SED LCAP Parent Meeting held:
Metric/Indicator State Metric: Effort to Engage Parents and Use Input Local Metric: Calendar, Parent Survey, contact records **19-20** 6. Family Engagement Liaison assists membership and participation in District-wide parent advisory committees Parent Liaison Advisory PTA/PTSA District Council DELAC (District English Learner Advisory Committee) Title I District Engagement (TIDE) LCAP Advisory Group Foster Youth Summit Meeting Dates: Contact Data: **Baseline** 6. Inclusive District-wide Advisory Committees met regularly, with the exception of the Foster Youth Summit (goal for 2017/18)	Family Engagement Liaison assists membership and participation in District-wide parent advisory committees 2019/20 Parent Liaison Advisory/Family Engagement - 1/16, 1/20, 2/20, 3/5 DELAC (District English Learner Advisory Committee) - 10/16, 2/12, 4/15 Title I District Engagement (TIDE) - 9/15, 11/14, 2/13 LCAP Advisory Group - 9/18, 11/13, 2/5 Foster Youth Direct Input Meeting - 2/12 Homeless/Foster Youth Families - 12/6, 2/21 ELL Direct Input Meeting - 2/12
Metric/Indicator State Metric: Effort to Engage Parents and Use Input	54% of parents report they are included in school-based decisions for their child in junior high

Expected	Actual
Local Metric: Parent Survey **19-20** 7. 50% of parents will report that they are included when school-based decisions are made related to his/her child's education	63% of parents report they are included in school-based decisions for their child in elementary
Metric/Indicator State Metric: Effort to Engage Parents and Use Input Local Metric: Parent Survey **19-20** 8. 55% of parents will report that they receive messages from school when his/her child is struggling academically behaviorally, or emotionally	62% of parents will report that they receive messages from school when his/her child is struggling academically behaviorally, or emotionally at junior high 81% of parents will report that they receive messages from school when his/her child is struggling academically behaviorally, or emotionally at elementary
Metric/Indicator State Metric: Effort to Engage Parents and Use Input Local Metric: Parent Survey **19-20** 9. 70% of parents are aware of the resources provided to promote parental involvement and student learning at home (blended learning, additional time and support, communication tools, instructional resources/textbooks, parent portal, etc.)	83% of parents are aware of the resources provided to promote parental involvement and student learning at home (blended learning, additional time and support, communication tools, instructional resources/textbooks, parent portal, etc.) at junior high 81% of parents are aware of the resources provided to promote parental involvement and student learning at home (blended learning, additional time and support, communication tools, instructional resources/textbooks, parent portal, etc.) at elementary

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.1 Ongoing revision of annual parent, staff, and student survey that reflects needs identified by data, environmental changes or EAMO completion • Chrome books available during Parent/Teacher conference weeks-link sent directly to home	Materials and Supplies Base $300	Materials and Supplies LCFF 402

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Paper and pencil copies for alternate use during conferences • LCAP Pictograph sent home via email and input solicited		
5.2 Family Engagement Liaison to promote outreach to unduplicated and Title I families Family Engagement liaison for Title I Engagement mandates CBET- Community Based English Tutoring Foster Youth Summit leader/organizer DELAC- District English Language Advisory Council Work with school sites on attendance/tardies and make parent contact Become a member of the Parent Engagement County Network Outreach regarding programs, supports, and needs Family Resource Center Assist with stakeholder input surveys Assist with updating Parent Engagement Policies 25 hours week	Classified salaries benefits Title I: 3010 $21,877	Classified Salaries and Benefits Title I: 3010 22915
5.3 Inclusion of Foster Youth, English Learners, Homeless, and students with disabilities representation on School Site Councils. Site council and ELAC committees make decisions regarding student achievement, school climate, parent participation, student engagement, and enrichment opportunities	Materials and Supplies Supplemental $300	Materials and Supplies Supplemental 402
5.4 Translate necessary District documents (Doc-Tracking) • Report Cards	Contracted Services Base $2,000	Contracted Services LCFF 482

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• LCAP • I.E.P. • Other		
5.5 Update and maintain on-going communication contracts: • Blackboard connect: $8,859 • Parent link (Social Media Manager, Mobile Communications app): $6,000 • Blackboard web-hosting: $9.990 • iBoss web-filtering: $41,885 (5 yrs) • ADA Compliance: Ally for Web Community Manager: $6,700	Software License Base $30,000	Software License Base 22729
5.6 Communication consultant retained	Consultant Services Base $24,000	Consultant Services LCFF 24000
5.7 District to provide opportunities for community input through stakeholder events such as community forums, committees, informational meetings, and open discussion formats: • Expand opportunities for under-represented parent groups to serve on District-wide advisory committees: • Parent Liaison Advisory • PTA/PTSA District Council • DELAC (District English Learner Advisory Committee • Title I District Engagement (TIDE) • LCAP Advisory Group • Foster Youth Summit • SWD Summit	Materials and Supplies Supplemental $0	Materials and Supplies Supplemental 0
5.8 Increase District and site-based family engagement activities: • CBET maintained • Parent University	Certificated Salaries Classified Salaries Benefits	Salaries, Benefits, Materials, Services Included in 4.16

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Site-based engagement activity 1 X trimester • Preppy K Parent Night • GATE: Family Day/Chess Tournament, STEM Showcase, Festival of the Arts • District Spelling Bee • Math Discovery Night	Materials and Supplies Outside Services Title I: 3010 $7,813	

Goal Analysis

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

The District completed all of the actions as reported. A focus should continue to increase parent participation at events and meetings, especially for parents and guardians representing unduplicated students.

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

The District's efforts to improve communication between home and school are on-going. With the COVID-19 Pandemic, ALSD demonstrated an increase in communication at the end of the school year.
The successes in this area included:
- ALSD saw an increase in parent engagement in virtual meetings held with District Advisory Committees
- Increase parents participation in District CBET classes
- Increase in visits to the District website
- ALSD has seen a dramatic increase in school-to-home communication regarding absenteeism from school due to the Family Engagement Liaison

The challenges in this area included:
- Families communication when notifications were sent via email
- Difficulty in locating McKinney/Vento students due to closure

Goal 6

Provide a safe, attractive, and well maintained learning environment that supports student engagement, wellness, health, and school connectedness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Local Metric: Student Survey State Metric: Facilities in good repair **19-20** 1. 85% of students will report that school facilities are clean and in good repair in annual survey **Baseline** 1. 78% of students reported that school facilities are clean and in good repair in annual survey	93%% of students reported that school facilities are clean and in good repair in junior high 91% of students reported that school facilities are clean and in good repair in elementary
Metric/Indicator Local Metric: Parent/Community Survey State Metric: Facilities in good repair **19-20** 2. 94% of parents will report school facilities are clean and in good repair	100% of parents reported school facilities are clean and in good repair in junior high 99% of parents reported school facilities are clean and in good repair in elementary

Expected	Actual
Baseline 2. 91% of parents reported school facilities are clean and in good repair	
Metric/Indicator Local Metric: Staff Survey State Metric: Facilities in good repair **19-20** 3. 93% of staff will report that facilities are clean and in good repair **Baseline** 3. 88% of staff reported that facilities are clean and in good repair	95% of staff reported that facilities are clean and in good repair
Metric/Indicator Local Metric: Student Survey **19-20** 4. 85% of students will report that they feel safe at school **Baseline** 4. 81% agree, 14% sometimes students reported that they feel safe at school	84% of students reported that they feel safe at school in junior high 88% of students reported that they feel safe at school in elementary
Metric/Indicator Local Metric: Parent Survey **19-20** 5. 92% of parents will report that they feel safe at school **Baseline** 5. 95% of parents report that they feel safe at school	96% of parents reported that they feel safe at school at junior high 97% of parents reported that they feel safe at school at elementary

Expected	Actual
Metric/Indicator Local Metric: Staff Survey **19-20** 6. 98% of staff will report that they feel safe at school **Baseline** 6. 96% of staff will report that they feel safe at school	98% of staff reported that they feel safe at school
Metric/Indicator State Metric: Dashboard Attendance Rate, Chronic Absenteeism Local Metric: Illuminate Attendance Data **19-20** 7. Increase student attendance rate by .01% from previous year **Baseline** 7. Increase student attendance rate by .01% from previous year. Parents • Do you receive messages from school if your child is late to school or absent?-63% agree • Does the District/School effectively address attendance, dropout and absenteeism?-83% agree Administrators: • My school effectively addresses attendance, dropout, and absenteeism-93% agree • Our school regularly contacts the parents of students in danger of failure due to attendance and absenteeism-100% agree • Offer attendance incentives:100% Staff: How can your school improve attendance rates? Incentives, resources, nurse or attendance liaison, make school more inviting, establish consequences	California Dashboard reports chronic absenteeism declines 0.1% for ALL students (GREEN). Improvements were seen for Foster Youth, Homeless, SED, Asian, Filipino, Hispanic, and White. Subgroups with an increase in absenteeism are EL, African American and American Indian students.

Expected	Actual
Site Report: • ALE Principal writes acknowledgements on report cards for attendance goals. Awards are presented each trimester, and the end-of-the year for perfect attendance. Attendance clerk calls daily to verify absences. Administrators hold parent attendance meetings as needed. TAP and Principal track attendance data, SSC reviews data, and teachers develop classroom incentives to help promote monthly perfect attendance. • Banyan: Letter notification. Principal meets with and provides incentives for chronic students' improvement. Parent contact. Students with good attendance receive acknowledgment during trimester assemblies. Incentive programs are individually developed for students working on improving attendance. • Carnelian: Attendance is monitored by clerk and principal; students with chronic absenteeism and/or tardies receive standard letter notifications: school follows SART and SARB procedures; principal writes encouragement on report cards for students with poor attendance and acknowledgement for students with excellent attendance; perfect attendance acknowledged at trimester assemblies beginning in 2017/18 school year. • Deer Canyon: Standard letter notifications. Principal meets with and provides incentives for chronic student improvement in addition to reaching out to parent. Classrooms and individual students with good attendance receive acknowledgement throughout the school year at trimester and yearly recognition assemblies. • Hermosa: Principal writes acknowledgements on report cards for attendance goals. Awards are presented each trimester and the end of the year for perfect attendance.	

Expected	Actual
Attendance clerk calls daily to verify absence and administrators hold regular parent attendance meetings. SSC track attendance data and we have monthly attendance dog tags to promote monthly perfect attendance. • Jasper • Stork: Standard letter notifications. Principal meets with and provides incentives for chronic students' improvement. Parent contact. Plan for school wide acknowledgement system next year. • Victoria Groves: Principal writes acknowledgments on report cards for attendance goals. Awards are presented each trimester, and end-of-the year perfect attendance. Attendance clerk calls daily to verify absence and administrators hold regular parent attendance meetings. • ALJHS: 6 week drawing for perfect attendance, trimester basket drawings for perfect attendance, attendance awards at the end of each year. SST, SART, SARB, Dean meets with students. • VJHS: We follow SART process (phone calls, letters, meetings with parents, SARB Board). Trimester awards for perfect attendance, monthly popcorn for perfect attendance, Dean meets with students. Attendance Rate: 96.28%	
Metric/Indicator State Metric: Attendance Rate, Chronic Absenteeism Local Metric: Attendance Data **19-20**	Chronic absenteeism was reduced by 0.1% as reported on the Dashboard. An analysis using district measures for 2019/20 was not completed due to the school closures

Expected	Actual
8. Chronic absenteeism rate will be reduced by .1% from previous year **Baseline** 8. Chronic Absenteeism was reduced by .2% from previous year: 2015/16: 5.2%	
Metric/Indicator State Metric: Middle School Dropout Rate Local Metric: Number of Intervention conferences, Social Promotions **19-20** 9. Identify students at risk of not promoting or dropping out of junior high school early in the school year and develop intervention plan and implement Number of student conferences Number of social promotes Junior High Dropout Rate: **Baseline** 9. Identified students at risk of not promoting or dropping out of junior high school early in the school year and developed intervention plan and implement ALJH: 19 At Risk: 2 Non-promotes VJHS: 34 At Risk: 6 Non-promotes	Identified students at risk of not promoting or dropping out of junior high school early in the school year and developed intervention plans ALJH 21 students at-risk and 3 students not promoting VJH 49 students at-risk and 4 students not promoting
Metric/Indicator Local Metric: Student Survey	98% of students reported that they have a variety of activities to participate in to improve connectedness to school in junior high

Expected	Actual
19-20 10. 85% of students will report that they have a variety of activities to participate in to improve connectedness to school	92% of students reported that they have a variety of activities to participate in to improve connectedness to school in elementary
Baseline 10. Students will report that they have a variety of activities to participate in to improve connectedness to school 78% of students reported that their school offered connectedness activities • Sports • Enrichment (after school) • District Nutrition Advisory Committee • Clubs Our schools are supportive and inviting • Parents-92% Agree • Admin-100% Agree • Staff-99% Agree • Students-75% Agree, 17% "Don't know" Site Connectedness Activities: • ALE: ALE students have many opportunities to make positive connections with school on a regular and ongoing basis. Noontime sports and Student Council are open to all 4th, 5th, & 6th grade students and continue weekly throughout each trimester. All 1st- 6th grade students participate in the fall "Meet the Masters" art program; the opportunity to participate in spring choral instruction; weekly competition for the coveted Chieftain Pride classroom trophy throughout the year (one for primary & one for upper classes), and monthly "individual" Chieftain Pride status within all classrooms. All ALE students participate in the annual Pennies for	

Expected	Actual
Patients drive, monthly family fun nights, book fairs, and school-wide annual Jog-A-Thon. "Lunch Bunch" social group meets weekly each trimester (based on teacher recommendation). Extracurricular activities are open to all students and include afterschool Chess Masters class and a teacher sponsored "Hair/Bow" craft club. Upper grade students also have the opportunity to participate in the annual ALE Track team from January through April. All 5th graders participate in Band Appreciation classes and 6th graders may choose to participate in the year-long band program. GATE students are invited to regularly participate in enrichment activities such as STEM during/after school. • Banyan: Banyan provides a variety of extracurricular activities including: Student Senate, Track, Meet the Masters, Chess Masters, and Friends of Rachel • Carnelian: Carnelian provides opportunities to joining Student Senate, Friends of Rachel Club, and Track Team. Students make daily announcements, lead the monthly Flag Assembly; and are recognized for social/emotional progress at the monthly Flag Assembly • Deer Canyon: The Deer Canyon Community Council plans and coordinates spirit days, Pennies for Patients, canned food, toy and shoe drives. They also lead Monday morning announcements and monthly Flag Assemblies. Additionally, students have opportunities to take part in Mad Science, Track Team, Chess Masters, and receive trimester and yearly recognition. • Hermosa: Opportunities to join Student Senate, after-school enrichment classes, Spirit Team and Track Team. Students make daily announcements, lead the monthly Flag Assembly; and are recognized for social/emotional progress at monthly Flag Assembly. • Jasper: Student Senate hosts many student and community activities (Valentines for Elderly, Pennies for Patients, canned food drive), weekly Champion	

Expected	Actual
assembly, monthly writing award, HERO assembly (Helping Everyone Respect Others), Academic Bee and student honorees in newsletter. • Stork: Student Senate hosts activities and spirit days. After school activities, assemblies, monthly recognition, trimester and year-long recognition, Superstar slips, positive passes to the principal, monthly newsletter, G.A.T.E. activities, Track, STEM projects and talent show. • Victoria Groves: Student Senate members plan and coordinate community activities (Tot Drive, shoe collection, Pennies for Patients. members greet families at site events, and plan "Wacky Wednesdays", Scripp's Spelling Bee; STEM demonstrations and VG talent show allows students to share talent. Social media, Twitter, and Facebook frequently highlight student enrichment. • Alta Loma Junior High: ASB, AVID, After school sports, monthly assemblies, 20 clubs on campus, Pennies for Patients, Friends of Rachel, Project Basket, ALJH Spelling Bee, lunch activities, Scholarship Bowl, Facebook, Student driven Instagram, awards assemblies, talent show, Viral Video competition, Friday welcomes before school, Veteran's Day Assembly, Scholar Awards, Straight "A" Parties • Vineyard Junior High: Leadership (ASB), After School Sports, Assemblies, Safe School Ambassador, Friends of Rachel's Club, Spelling Bee, lunch activities, Scholarship Bowl, dances, field trips, camp, Viking of the Week Awards (7th and 8th), daily announcements, PBIS Student of the Week (4 total), FINAO - Failure is not an Option Club for Title 1, Scholar Athlete Awards, Christian Club, Movie Club, band and choral Concerts, End-of-the Year Awards, Trimester Safety Assemblies, Community Service Outreach (Operation School Cares,	

Expected	Actual
Pennies for Patients, Holiday Giving Tree, etc..), Renaissance Rewards. Provide leadership opportunities for under-represented student groups: EL, FY, LI, and SWD 100% of administrators reported student groups represented in student senate and other decision making groups Sites Outreach: 100% of administrators reported unduplicated student groups represented in student senate and other decision making committees - ALE: TAP has regular monthly meetings with FY students and monitors progress. ELD and Title 1 staff meets and monitors EL & LI students and monitors progress weekly. All unduplicated students have access to sponsored extracurricular activities. Monthly assemblies include participation of all students; Students from all demographics participate in Student Council and all school-based and extracurricular activities. - Banyan: TAP has regular meetings with FY students throughout the year. Monthly assemblies include participation of all students. Students from all demographics participate in Student Senate and all school activities. - Carnelian: TAP has regular meetings with FY students throughout the year and supported their needs; monthly flag assemblies include participation of all students. Students from all demographics participate in Student Senate and Friends of Rachel's Club. - Deer Canyon: TAP has regular meetings with FY students throughout the year and supports needs. Monthly assemblies include participation of all students.	

Expected	Actual
Students from all demographics participate in the Deer Canyon Community Council and all school activities. • Hermosa: TAP has regular meetings with FY throughout the year. Monthly assemblies include participation of all students. Students from all demographics participate. • Jasper: TAP touched base with each FY student making a rapport and checking on them; jog-a-thon incudes all students and student council officers are from all demographics. • Stork: TAP has regular meetings with FY students throughout the year and supported their needs; Monthly flag assemblies include participation of all students;. Students from all demographics participate • Victoria Groves: Leadership opportunities are open to all students. The teaching assistant principal communicated with FY and guardians bi-weekly throughout the year. • ALJH: Dean meets with students, all activities listed above are offered to EL. • VJHS: Dean meets with the unduplicated students (FY/Homeless) as well as at-risk students in those subgroups. All unduplicated students participate in all school activities (sports, dances, assemblies, as listed in the Action/Services 6.5 above)	
Metric/Indicator State Metric: Suspension Rate Local Metric: Suspension data and student participation records in youth decision making groups **19-20**	2018/19: 43 Out-of-School Suspensions, 30 In-school suspensions 2019/20: 49 Out-of-School Suspensions, 14 In-school suspensions through March 13 (due to school closure)

Expected	Actual
11. Student suspension rate will be reduced by .3% through participation in PBIS, other means of correction, and student informed decision making opportunities Rachel's Club Safe School Ambassadors **Baseline** 11. Student suspension was maintained at Medium (1.6%) YELLOW by a change of +.1%. Use of other means of correction and student involvement in youth decision making and empowerment strategies, and PBIS being implemented to prevent bullying and violence on campus: - Junior High Schools: Safe School Ambassadors - I am participating in Positive Intervention Supports and strategies- - Students48% - Teacher-76% - Staff has been informed of other means of correction and restorative justice practices: Admin-86% Suspension Rate: 1.7%	
Metric/Indicator **Baseline**	
Metric/Indicator Local Metric: Staff Survey	100% of schools have been trained in PBIS.

Expected	Actual
19-20 12. 80% of teachers will be trained to implement Positive Behavior Intervention Supports and social and emotional curriculum Cohort II fully implement Tier 1 Cohort I fully implement Tier 2 and 3 **Baseline** 12. Teachers trained to implement Positive Behavior Intervention actions on school campuses (Cohort 2 teachers will be trained to implement Positive Behavior Intervention actions on school campuses while Cohort 1 teachers continue implementation of Tier 3 training). Participation in Positive Intervention Supports and strategies: • Students 48%-I have been informed of PBIS strategies • Teacher 76%- • Admin 86%-My staff has been informed of other means of correction and restorative justice practices • Facilitate Team Meetings	40% of schools have been completely trained (1 school asked for refresher due to staff turnover) 50% of schools completed year 2 of PBIS training this year 100% of elementary schools implemented Second Step for social emotional curriculum and junior high infuses the curriculum into an elective offering
Metric/Indicator **19-20** **Baseline**	

Expected	Actual
Metric/Indicator Local Metric: Number of students served **19-20** 14. Students will have access to counseling services via referral at elementary and junior high schools **Baseline** 14. Students have access to counseling services in response to parent and/or staff referrals at both the elementary and junior high schools Referrals: • Tier 2: 51 Agency, 11 ALSD • Tier 3: 58 ALSD	2 Full-time Clinical Counselors 2 Part-time Behavioral Health Therapists 4 Counseling Interns Referrals: 181 total Individual Counseling: 95 Group Counseling: 34 Crisis Counseling: 46 Crisis Interventions: 150
Metric/Indicator Local Metric: Number of chronically absent students who are provided District transportation **19-20** 15.12% of chronically absent students will be provided home-to-school transportation **Baseline** 15. Provide on-going professional development in cultural proficiency, restorative practices and social and emotional learning	No chronically absent students required transportation as an intervention
Metric/Indicator Local Metric: Calendar, sign-in sheet **19-20** 17. 35 students and staff will be involved in student wellness and nutrition programs:	Staff members belong to the Wellness Committee which meets regularly

Expected	Actual
Staff Wellness Committee Student Nutrition Advisory Council (NAC) Met 3 X year **Baseline** 17. Involve students and staff in maintaining healthy lifestyles through student wellness and nutrition programs: • Staff Wellness Committee • Student Nutrition Advisory Council (NAC) • Met 3 X year	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
6.1 Regular implementation of Facility Inspection Tool (FIT) for every school	Costs included in 6.2 Routine Restrict Maintenance Included in 6.2	Routine Restrict Maintenance Included in 6.2
6.2 Work orders and deferred maintenance projects will be completed according to schedule	Classified Salaries Benefits: Materials and Supplies Non Capitalized Equip Travel and Conferences Operations Services Contracted Services Equipment Replacement Indirect Costs Routine Restrict Maintenance $1,858,746	Classified Salaries, Benefits, Supplies, Services, Capital outlay Routine Restrict Maintenance 1631218
6.3 Review attendance records at sites and design a plan for student success • Monitor incidents of chronic absenteeism • Hold SART and SARB meetings accordingly • Teacher Release: 10 X 3	Certificated Salaries Benefits Supplemental $12,010	Certificated Salaries and Benefits Supplemental 29384

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Offer District home/school transportation, non-special ed, for chronically absent students		
6.4 School sites develop incentives and activities to encourage outstanding attendance • $500.00 per site	Included in 4.5 Supplemental Included in 4.5	Supplemental Included in 4.5
6.5 Schools will provide multiple opportunities for students to make a positive connection to school (at least one activity a trimester).	Included in 4.5 Supplemental Included in 4.5	Supplemental Included in 4.5
6.6 Provide training and time to collaborate to implement Positive Behavior Intervention Supports District-wide: • Sub costs: 24 teachers X 3 days • Sub costs: 6 teacher/coaches X 2 days • Workshop Fees $6,500 X 6 schools = $39,000	Certificated Salaries Benefits Supplemental Funds 5800: Professional/Consulting Services And Operating Expenditures Title II: 4035 $55,514	Certificated Salaries and Benefits, Services Title II: 4035 15000
6.7 Provide TWO Clinical Counselors to provide Tier 3 counseling to students with disabilities (SWD)	Certificated Salaries Benefits Mental Health $371,159	Certificated Salaries and Benefits Mental Health 367334
6.8 Provide Tier 2 counseling for all students through a referral process • TWO part-time Tier 2 Behavioral Therapists	Classified Salaries Benefits Supplemental $83,496	Classified Salaries and Benefits Supplemental 79818
6.9 School sites (through site liaison and in collaboration with District Family Engagement Liaison) will provide outreach to unduplicated students to assist in leadership and extra-curricular participation	Classified salaries Benefits Materials and Supplies Supplemental $20,567	Classified Salaries and Benefits Supplemental 26781

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
6.10 Improved school connectedness through junior high after-school sports program	Certificated Salaries Classified Salaries Benefits Supplemental $60,000	Certificated/Classified Salaries and Benefits Supplemental 53407
6.11 Improve school connectedness, safety, and empowerment for students, parents, and staff through participation in Safe School Ambassador Program at both junior high schools	Certificated Salaries Benefits Supplemental $5,405	Certificated Salaries and Benefits Supplemental 3494
6.12 • Health Clerk at each school • West-side and East-side LVN for chronic illnesses management	Certificated salaries Classified Salaries Benefits Supplemental $571,208	Certificated/Classified Salaries and Benefits Supplemental 561641

6.13 Provide on-going professional development in cultural proficiency, restorative practices, and social and emotional learning curriculum
• Materials/resources
• Consultants
	Materials and Supplies
	Consultants
	  LCFF $26,000
		Materials and Supplies
		Consultants
		  Title II: 4035 21075

Goal Analysis

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

The District completed most actions as reported. The overall implementation of actions and services focused on support for students through staff development, engagement opportunities and direct service to students. Action 6.2 (Work order and Deferred Maintenance) had a reduction in expenditures toward deferred maintenance projects due to a reduction in costs. Action 6.3 (Attendance) increased in expenditures. ALSD retained the assistance of a retired principal to track and monitor attendance with a focus on chronic absenteeism rates which accounted for the difference in expenditures. Action 6.6 (PBIS) had a reduction in expenditures as a result of non-renewal of the contract with PBIS training. The move was made to replace PBIS training with professional development in cultural proficiency and equity, restorative practices, and social emotional learning.

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

Actions were overall successful as reported on the survey with 91% of students reporting that they feel their school is inviting, and 95% of students reporting that their school offers a variety of activities for them to engage in.

The successes included:
- The support of two Clinical Counselors and one Behavioral Health Therapist increased our mental health support for students in the 2019/20 school year.
- Tier 2 Counseling Referral Process was further developed and implemented
- A speedy Crisis Response to prevent suicide
- Developed and implemented a prevention program for parents (e.g. presentations to increase knowledge and awareness of mental health, suicide prevention and self-injury through workshops)
- Staff training on suicide prevention
- Development of an intern program and handbook for mental health

The challenges included:
- Completion of monitoring and support for chronic absenteeism students and rates. Not reported on the CDE Dashboard this year
- Need for additional mental health staff
- School closure

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Leveled Literacy Intervention kits purchased for grades 1- 3 at all elementary schools	$42,436	20101	Yes
STAR Early Literacy, STAR Reading, STAR Math - Assessments	$55,078	55064	Yes

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

Leveled Literacy Intervention kits were purchased which accounted for the amount expended. In addition, the ALSD received an SOS grant from the San Bernardino County that supported the program with the purchase of Leveled Literacy Intervention materials. For this reason, the actual expenditures were less than originally budgeted. Other actions were completed as reported.

Analysis of In-Person Instructional Offerings

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

As of March 13, 2020, In-Person offerings were suspended and classes were moved to Distance Learning for all students due to COVID-19 Pandemic rates. As of this date, COVID-19 Pandemic rates continue to remain at a level that does not allow the District to offer In-Person instruction. Alta Loma School District has been successful in implementing intervention groups in a virtual model. Students are supported in small groups using Google Classroom and Google Meet and have been instructed by staff using the Leveled Literacy Intervention Program. The challenge of running the program virtually has been the ability to complete the lessons in the recommended times from the publisher due to log in issues, consistency in attendance, and maintaining the student's attention for the entire period. Lessons have been modified to adjust to the needs of the students in this setting.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide 3,000 Chromebooks to students for use at home	$969,261	955568	Yes
Provide 250 laptops to teachers to improve Distance Learning delivery	$310,602	252430	Yes
Provide Wi-Fi connectivity devices and internet services to 73 families (3 months of service)	$20,000	83250	Yes
Purchase instructional licenses in language arts and math for all students in grades kindergarten through 8th for a synchronous instruction (Freckle)	$90,610	90,610	Yes
Purchase teacher licenses in NearPod	$16,000	22230	Yes
Upgrade Google Classroom Extension (Enterprise) to improve Distance Learning delivery	$9,216	9,216	Yes
Teacher on Special Assignment - on-going training	$423,401	423,401	Yes
Teacher on Special Assignment - summer preparation	$21,948	21948	Yes
Purchase document cameras for classified break out sessions with students with unique needs (75)	$14,589	27196	Yes
Purchase Chromebooks for classified staff to conduct break out sessions with students with unique needs (100)	$29,053	23800	Yes

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

The District completed most actions as reported. The total budgeted funds for teacher laptops was based on a single device quote but the estimated actual expenditures was reduced due to a multiple device purchase. ALSD originally purchased 20 Wi-Fi connectivity Hotspots for students in Distance Learning. As of this date, 200 Hotspots have been provided to families, therefore increasing the expenditure cost of what was originally budgeted. In preparing for Distance Learning, a need was identified for an additional purchase of document cameras for classified staff which accounted for the additional expenditure in that area.

Analysis of the Distance Learning Program

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

Implementing a Distance Learning program designed to address the COVID-19 Pandemic faced the Alta Loma School District with many challenges. Actions were effective in meeting the demands of opening under a Distance Learning program. Initially, efforts were focused on maintaining a continuity of instruction while providing the professional development to prepare teachers for the road ahead.

The challenges of moving all students to a virtual classroom presented the District with the need to provide staff development for all teachers, classified staff, and administrators to upgrade their technology skills to a level to which they may not have been ready for. ALSD had a strong belief to start small in the learning curve to maintain access to the core curriculum and move staff to competency. Training included:
- Google Must-Haves
- Google Classroom
- Google Meet
- Using the electronic resources available in the core curriculum, Journeys, Pearson, Big Ideas
- Use of a document camera
- Use of other platforms including Freckle and Zearn
- Guided Reading and one-on-one assessments in a virtual classroom
- Attendance procedures under SB 98

Ongoing training throughout the year included:
- Grading in Infinite campus
- Transition in Google to the next trimester
- Opening classes to an In-Person learning in a hybrid model

In this program, staff roles and responsibilities shifted and became opportunity for growth. Where once TOSAs provided training in reading and math instruction, the focus became moving the entire District into the virtual world with the training above. Teachers now became virtual teachers who had to let go of previous beliefs about instruction and pivot to a new reality. On top of all of these challenges, all employees had to learn to use a new Student Information System (SIS), Infinite Campus. It is safe to say that the beginning was very challenging for all.

While facing these challenges, we have seen many successes in our efforts. The growth in a new teaching platform for the teachers, students, classified staff, and administrators has been one of our many accomplishments. Several elements of the Distance Learning program including maintaining continuity of instruction, professional development, and changes to staff roles and responsibilities has led to many successes. These include:

- All teachers have upgraded their technology skills
- All students have access to the core curriculum and been trained to access Google Classroom and navigate the various platforms utilized in the District
- Providing computers to over 3000 students and 200 Wi-Fi Hotspots to families
- The quality of instruction improved over the instruction from the closing in March of 2020
- Administrators now do classroom walkthroughs and evaluations virtually, and have developed different opportunities to celebrate the success of their students and staff

In the Distance Learning program, the focus has always been on what works best for students and how to best meet their needs including access and equity for the most vulnerable populations. From the start, the instructional minutes for students adhered to the requirements of SB 98 and with that, the instructional day looked different. It was designed to ensure all students, including pupils with unique needs, had access to devices and connectivity as well as opportunities for intervention and support. The challenges faced in developing this system included:
- Where does intervention take place?
- Creating a system of technology management to track devices provided to students
- Keeping up with the demand for Wi-Fi Hotspots
- How to address technology disruptions and support
- How to conduct IEP meetings and maintain a high level of support for students?

By creating an increase in access to devices, and support for pupils with unique needs led to successes which included:
- Providing over 3000 Chromebooks to ALSD students
- 250 new laptops to all teachers in the District
- 200 Wi-Fi Hotspots to students and families in need
- An IT team that was designated to support families at home with technical issues
- Teachers were provided with time throughout their day to provide office hours for students
- Students had access to the teacher before school and at the end of the day. The teacher could schedule time with students or parents could request time with the teacher
- Support for students with specialized services, reading intervention and English Language Development classes became virtual and a regular part of a student's day

One of the most challenging aspects of the Distance Learning program has been Pupil Participation and Progress. As a District, plans were put in place to address attendance, student engagement, re-engagement strategies, assessment, and attendance monitoring. The challenges faced in developing this system also became our successes which included:
- Developing a tiered re-engagement plan
- Creating a new coding system for attendance
- Monitoring attendance, tracking students who miss 60% of the instructional week, and working with sites to assist with re-engaging the students
- Assisting families who have students who are chronically absent

- Support for Foster Youth and Homeless students
- Monitoring STAR data and District assessments to ensure students are taking assessments on their own without the support of someone from home
- Developing a plan to assess grades 3 - 8 on the CAASPP assessment system

In gathering input from parents, it was identified that parents were overall satisfied with the instructional program delivered in a virtual classroom. There were requests for more small group instruction with an emphasis in language arts and math both during Distance Learning and upon return to the classroom. The major concerns expressed from families was the social emotional component for students, specifically mental health.

Using local data from District mid-year benchmark assessments in the areas of reading and math, ALSD students demonstrated:
in reading:
- K 3 - 63% of students are meeting proficiency
- 4-6 - 55% of students are meeting proficiency
- 7-8 - 52% of students are meeting proficiency
in math:
- K-3 - 65% of students are meeting proficiency
- 4-6 - 44% of students are meeting proficiency
- 7-8 - 51% of students are meeting proficiency

The data indicates a continued focus for the next year in the area of reading intervention for the primary grades and an increased focus for intervention in math for students in grades 4 - 8.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide a portion of the Teaching Assistant Principal/Dean role to monitor student learning loss	$924,337	924,337	Yes
Fountas and Pinnell Benchmark Assessment System	$240	240	Yes
Imagine Learning - for English Language Learner	$13,738	11,762	Yes
Read Naturally - for Special Education students	$7,123	5225	No
Language Live - for Special Education students	$25,100	25,000	No
ST Math - for Special Education students	$1,396	1,300	No
Lexia Core 5 licenses for intervention for at-risk students	$21,000	32,510	Yes
On-line Data Management System (ODMS)	$6,084	6,000	Yes

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

The District completed all actions as reported. Most notable would be the assignment of the assistant principal with the responsibility of addressing and monitoring student learning loss. Assistant principals now oversaw the work of the literacy labs at the eight elementary schools. Use of the Leveled Literacy Intervention Program aligned to State standards and provided the foundation for intervention at each grade level.

Analysis of Pupil Learning Loss

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

The primary goal at the start of Distance Learning was to maintain a continuity of instruction for students. Once the program was in place, the target became: how do we assess students, identify areas of need, maintain services for English Learners, Low-Income, Foster Youth pupils with exceptional needs and pupils who are experiencing homelessness and address gaps in student learning.

ALSD then began to provide services for our most vulnerable populations.
The challenges faced included:
- Loss of instruction at the end of the 2020 school year
- Maintaining attendance rates for these significant subgroups
- Students access to technology and the internet
- Technology training for support staff who serve students
- Creating schedules for students so as to not pull from core instruction
- Identifying social emotional/mental health needs in a new environment
- Assessing students in a Distance Learning program
- Teaching students to read in a virtual model
- How to pull small groups in a Google Meet
- Not all students took baseline assessments online
- Students disengaged from learning
- Difficulty with remediation outside of the classroom

The successes included:
- Teachers quickly learned to administer baseline assessments
- Access to technology provided in a timely manner
- Educators identified and taught the essential standards at the grade level
- Support staff offered support virtually
- Assessments helped identify struggling students
- Intervention classes supported struggling students

Available data utilized in the local context included using the results of STAR assessments for grades 2-8. The data indicates a clear picture that students were making academic gains in reducing the number of students not meeting proficiency in the 2019/20 school year. The goal was to maintain that growth. The data indicated lower proficiency rates in reading and math scores in the Distance Learning program. In the area of math the number of students meeting proficiency has decreased, particularly in grades 4-8.

Tier II reinforcement of reading instruction in the literacy lab at the elementary schools supported struggling students in their reading skills which contributed to maintaining reading scores at the primary level. While there was a slight dip in reading proficiency scores, the assumption is that the loss would have been greater without the additional intervention.

In the 2019/20 school year, the emphasis in math was focused on teaching the essential standards and working in small groups. We saw significant growth in the data in the number of students meeting proficiency under this initiative. The accumulation of unfinished learning of key skills from school closures, due to the COVID-19 Pandemic, attributed to an increase of students not meeting proficiency in the Distance Learning program.

Analysis of Mental Health and Social and Emotional Well-Being

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

Mental health and social and emotional well-being continues to be an area of need and focus for our school community. The stresses brought on by the COVID-19 Pandemic and the isolation of Distance Learning has resulted in an increased number of referrals and made the response to the needs of both staff and students very challenging. In comparison, as of March, 2021 there have been 183 Tier 2 referrals and 150 crisis response interventions as compared to a total of 175 Tier 2 referrals and 123 crisis response interventions over the 2019/20 school year.

Alta Loma School District has made an effort to increase the support staff available to meet the demand in referrals and response. This is a strength for our District in the sense that support staff has increased with two clinical counselors and three behavioral health therapists available to serve students. Even with the increase of support staff, there have been challenges. There was a shortage of staff at times due to COVID-19 Pandemic absences. Another challenge faced is that once a student was referred, additional outreach was required by the Mental Health team; whereas, if a student was in person, accessing the student would be much easier. A third challenge has been the transition to Telehealth. Learning the legalities of Telehealth and modifying forms to include Telehealth as a modality became a requirement. This time consuming effort reduced the availability of our staff at the start of the school year.

While faced with these challenges, there have been many successes in attempts to develop the program and serve the community. The Mental Health team at ALSD has developed and implemented a prevention program for parents to increase knowledge and staff awareness of mental health, suicide prevention and self-injuring. There has been a speedy crisis response to prevent suicide and staff has intervened to help a student stop self-injuring. Staff have been trained on suicide prevention and have been made aware of how to see the signs in a virtual session. With the increase in referrals based on data, and from the input of our stakeholders regarding mental health, ALSD has made a commitment to add a Clinical Counselor and two additional behavioral health therapists to the Mental Health Team for the 2021/22 school year.

Analysis of Pupil and Family Engagement and Outreach

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

Family engagement and outreach in a Distance Learning program has enlightened ALSD practices and developed systems to support engagement in the classroom. In surveying stakeholders on the importance of attendance and how to maintain and support families, parents and staff provided the following feedback:
- Increase outreach to families to include the importance of regular attendance
- Create additional opportunities for students to engage socially which will give them an incentive to attend
- Allow students to return to school which will increase attendance
- Increase parent contact

- Parents are challenged with trying to educate their students at home and students may miss instruction due to frustration

Alta Loma School District developed a tiered system of re-engagement designed to track daily attendance, monitor students who are tardy and provide additional support. Each tier progressed in the level of support provided.

Tier I followed daily attendance procedures that were normally taken with the addition of a new coding system to adhere to the expectations in SB 98. Tier I addressed six specific considerations:
- Attendance
- Tardiness
- Technology issues
- Lack of learning materials for online completion
- Lack of school supplies
- Ensuring students are eating breakfast and lunch

Tier II addressed those who were absent for three or more consecutive days based on a combination of virtual class attendance and independent activities. Tier II continued to target students at-risk of not being successful in Distance Learning. Tier II addressed six specific considerations:
- Verification of absences and identifying circumstances around absence
- Involving administrative teams to work with families to establish a positive relationship to improve attendance
- Administrative teams initiate parent contact to schedule a meeting to meet with families to develop a plan for re-engagement
- Provide connections to social services, if needed
- Student connected with another adult on campus as a point of contact/mentor
- Establish a regular check-in/check-out time for student to provide social emotional support
- SART meeting, if necessary

Tier III Procedures:
Students who are chronically absent (absent for a total of ten or more days based on a combination of virtual class attendance and independent activities) are considered at-risk of not being successful in the Distance Learning program. Tier III addressed six specific considerations:
- Tier II strategies have been utilized
- Assistant Principals continue to work with families to maintain a positive relationship to improve attendance
- Continued connections to health and social services are offered, if needed
- The teacher and Assistant Principal/Dean continue to work with the student to have a regular check-in time during office hours to provide social emotional support
- A follow-up virtual meeting may take place to assist the families with strategies for success in Distance Learning. A parent must be present for school personnel to meet with the student individually
- SARB procedures are available if the situation warrants this measure and SART/DART steps have been taken to address the attendance problem

As this tiered system has been implemented, a strong system is in place at the District level to monitor chronic absences and ensure sites are tracking students and intervening when appropriate. In working closely with sites, it was evident that teams are doing their very best to work with students to maintain engagement and outreach. The challenges faced in this system include:
- Both parents are working and cannot monitor their children while at home
- Students can log into their classes and then log out, thereby missing the lesson
- Students who had a history of chronic absenteeism had difficulty re-engaging in their learning in a Distance Learning program
- Connecting with our McKinney-Vento families to make them aware of the services available to them to get the necessities: shoes, hygiene products, etc.
- Locating where Foster Youth students were living and receiving their paperwork was more difficult with Distance Learning

The many successes in the Distance Learning program include:
- Parent engagement in this model has increased. Many more parents attend meetings virtually.
- Outside organizations have continued to support families in the District: Assistance League provided food boxes to over 40 families, ALSD community adopted 26 families to provide gifts at the holidays, and 50 ALSD families were provided with a Thanksgiving dinner from One and All Church.
- Tracking systems have improved at the sites which directly coordinate with the District to support families in need.

Analysis of School Nutrition

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

Successes
- ALSD was able to quickly pivot nutritional services once school closures were announced due to the COVID-19 Pandemic. On Monday, March 16, 2020, ALSD began with free curbside meal services for community children ages 0-18 through the Seamless Summer Feeding Option. Available Pandemic waivers were used to gain emergency approval to serve at Alta Loma Elementary, the most needy site. This ensured continuity of service for the most needy families. ALSD expanded that spring to include Vineyard Junior High as increased participation caused lines to become too long at Alta Loma Elementary.
- Continued providing curbside meal service throughout the summer. The District does not typically operate summer meal programs, but this past summer there was a high community need, and the Child Nutrition Department was able to break even.
- This school year, ALSD operated free curbside meals through Seamless Summer Feeding Option program, for Distance Learning students at all ten schools, averaging 800 breakfasts and lunches per day. Staffing was a challenge but was managed, and there were no site closures due to lack of staff or outbreaks. School proctors, child care workers, and bus drivers stepped up to assist when we needed staff.
- Bussing of meals was added to three high-need apartment complexes, Sunset Heights, Sierra Heights, and Creekside.

Challenges
- USDA initially required a switch from Seamless Summer Feeding Option (SSFO) back to National School Lunch Program at the start of this school year. After receiving meals for free a during the spring and summer, families were not participating in purchasing meals based on their eligibility of free, reduced, or paid. Participation dropped to 200 meals per day, District-wide, until Congress approved an extension of the waivers that allowed ALSD to return to SSO for the remainder of the school year.
- The Child Nutrition Department is projected to deficit spend this school year. ALSD typically serves 2800 lunches and 600 breakfasts per day in a normal school year, and the reimbursement claims are based on the eligibility of the child. This year, ALSD is serving about 800 breakfasts and lunches per day, and able to claim them all at the higher free eligibility rate, but claims are lower than usual. Student participation in school meal programs is essential to break even, and although curbside meals are free, they are not convenient for everyone.
- Many staff have been out on quarantine. Thankfully there has been no virus spread in the kitchens, and all exposures were outside of work, but staffing has been tight. Recruitment of substitutes is ongoing.
- Staff has served the community with minimal time off since March 16, 2020.
- Procurement - many products typically ordered have been unavailable due to manufacturer and distributor shortages requiring last minute substitutions.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Continuity of Instruction)	Social Emotional Learning (Second Step) continues to be taught in Distance Learning	$0	0	Yes
Distance Learning Program (Pupil Participation and Progress)	Office Hours are scheduled to ensure family communication and student participation	$0	0	Yes
Pupil Engagement and Outreach	A portion of the role of the District Family Engagement Liaison to provide support to families of English Learners	$11,575	11575	Yes
Pupil Engagement and Outreach	Additional support is provided to families by the District Family Engagement Liaison	$5,000	0	Yes

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

The District completed all actions as reported. The role of the District Family Engagement Liaison continued to be an integral role in the ALSD. Ongoing outreach and services were provided as the need to support families increased.

Overall Analysis

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

Implementing a year of Distance Learning has caused ALSD to reflect and realize that certain facets may have changed education forever. There will continue to be an online component within the classroom as students have gained much experience in the digital world. With the emphasis on Distance Learning during the 2020/21 school year, there have been several lessons learned that have assisted in the development of the 2021-2024 LCAP.
The considerations and necessities identified are as follows:

- The uncertainties of opening the 2021/22 school year has allowed the ALSD the opportunity to develop two plans for the start of the school year. One option for students will be traditional, In-Person learning. A second option for families will be continuing to offer a Distance Learning program, named ALVA, Alta Loma Virtual Academy, for students not prepared to return to In-Person learning
- Safety protocols continue to be a need
- Mental health and social emotional support as students return to school have been at the forefront of planning
- Developing strategies to provide opportunities for staff and students to fill learning gaps that may have accrued while in Distance Learning
- Hiring additional support staff to reduce the ratios of adult to student
- Maintaining the technology hardware and software available to students to preserve the skills learned
- Increasing the services and hours available for the District Family Engagement Liaison

Clarification:

Many of the actions of Goal 2 in the 21-24 LCAP were designed to support learning loss, such as the Primary Reading Intervention Program (Action 2.6) Math Integrated Support (Action 2.13) as well as Kindergarten Connection (Action 2.15) and Summer Intervention Programs (Actions 2.16). In addition, a Focus Goal (Goal 5) was written specifically to address the social emotional needs of students.

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

Alta Loma School District has a robust assessment model to assess, monitor, and deliver instruction for all students. These assessments will provide the necessary data to provide intervention to address learning loss. These assessments include:

Kindergarten:
- Early Literacy skills-letter recognition, sounds, rhyming segmenting
- Writing
- Counting and cardinality
- Listening comprehension

1st grade:
- Early Literacy skills-phonemic awareness, decoding, word recognition, reading fluency and comprehension
- Running Records
- Fountas and Pinnell Benchmark Assessment System-Tier 2 intervention

2nd grade:
- STAR Math and Reading assessments are given three times a year. This has been increased based on lessons learned during Distance Learning
- Running Records
- Fountas and Pinnell Benchmark Assessment System-Tier 2 intervention

3rd-8th grade:

- STAR Math and Reading assessments are given three times a year. This has been increased based on lessons learned during Distance Learning
- Running Records
- IABs are administered and analyzed three times a year as formative assessments
- CAASPP summative assessments are given in the spring
- Fountas and Pinnell Benchmark Assessment System-Tier 2 intervention

The ELPAC summative assessment is administered in the spring to all English Learners

The results of these assessments will allow teachers and administrators the opportunity to intervene especially for students with unique needs. The specifics addressed in the 2021-2024 LCAP include:
- C.A.M.P. Alta Loma Summer School has been developed for the 2021 and 2022 summer breaks to address academic deficiencies for students with unique needs who are given priority for attendance.
- STAR Math and Reading assessments have been increased to four times a year based on lessons learned during Distance Learning. This will allow staff to better respond to needs in a more timely manner.
- ELPAC results will allow for appropriate placement of students and services designed at their specific proficiency levels
- Increased learning time for targeted students
- Increased mental health services

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

Alta Loma School District had no substantive differences between the actions or services described versus implemented. Items expected to be implemented were the actual items in the plan.

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

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

A thorough analysis of the 2019/20 LCAP and 2020/21 LCP has provided ALSD with the opportunity to identify areas of strength and areas of need, thereby driving the goals for the 2021/22 school year and into 2023-2024. The following outcomes were identified:

- District assessment data has provided stakeholders with valuable information to identify students in need of additional support and the ability to target essential skills at each grade level. A robust summer school program has been developed as a result, and opportunities for tutoring throughout the school year will be provided.
- All stakeholder groups have voiced concerns about mental health for students and staff members. This has allowed for a need for the addition of 1 Clinical Counselor and two Behavioral Health Therapists to the support team.
- Ongoing training in mathematics identified that professional development with a focus of essential standards at each grade level has resulted in an increase in the number of students meeting proficiency in grade level standards. Thus, driving continued professional development actions for the District in the coming years.
- The successful pivot to a Distance Learning program in a virtual model using District supported platforms has required an update in hardware and software for the coming years.
- The Family Engagement Liaison played a pivotal role in supporting families and reaching our most needy students this year. With this knowledge, ALSD has made it a priority to continue this support by maintaining partnerships within the community and continuing to seek opportunities for outreach for our families.

Education has experienced an upheaval in systems under the COVID-19 Pandemic. The ability to analyze systems under a semi-normal year, 2019/20 and compare to an extraordinary year 2020/21 has provided an opportunity for reflection and growth. This reflection has also been the backdrop for the development of the LCAP for the next three years.

Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

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

Actions Related to the Distance Learning Program

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

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

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

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

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

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

Actions Related to Pupil Learning Loss

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

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	34,137,634.00	35,165,591.00
	0.00	0.00
Base	90,264.00	42,269.00
LCFF	25,642,445.00	27,870,433.00
Mental Health	371,159.00	367,334.00
One-Time Funds	1,500,000.00	94,688.00
Restricted Lottery: 6300	35,000.00	8,809.00
Routine Restrict Maintenance	1,858,746.00	1,631,218.00
State Special Education	47,706.00	40,145.00
Supplemental	4,021,286.00	4,461,802.00
Title I: 3010	464,778.00	572,497.00
Title II: 4035	105,030.00	62,658.00
Title III LEP: 4203	1,220.00	13,738.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	34,137,634.00	35,165,591.00
	33,861,449.00	35,165,591.00
1000-1999: Certificated Personnel Salaries	50,521.00	0.00
5000-5999: Services And Other Operating Expenditures	170,150.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	55,514.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	34,137,634.00	35,165,591.00
		0.00	0.00
	Base	90,264.00	42,269.00
	LCFF	25,423,275.00	27,870,433.00
	Mental Health	371,159.00	367,334.00
	One-Time Funds	1,500,000.00	94,688.00
	Restricted Lottery: 6300	35,000.00	8,809.00
	Routine Restrict Maintenance	1,858,746.00	1,631,218.00
	State Special Education	47,706.00	40,145.00
	Supplemental	4,021,286.00	4,461,802.00
	Title I: 3010	464,778.00	572,497.00
	Title II: 4035	48,015.00	62,658.00
	Title III LEP: 4203	1,220.00	13,738.00
1000-1999: Certificated Personnel Salaries	LCFF	49,020.00	0.00
1000-1999: Certificated Personnel Salaries	Title II: 4035	1,501.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	170,150.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II: 4035	55,514.00	0.00

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

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	26,227,105.00	26,810,884.00
Goal 2	690,834.00	676,680.00
Goal 3	558,491.00	535,452.00
Goal 4	3,510,809.00	4,282,493.00
Goal 5	86,290.00	70,930.00
Goal 6	3,064,105.00	2,789,152.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$97,514.00	$75,165.00
Distance Learning Program	$1,904,680.00	$1,909,649.00
Pupil Learning Loss	$999,018.00	$1,006,374.00
Additional Actions and Plan Requirements	$16,575.00	$11,575.00
All Expenditures in Learning Continuity and Attendance Plan	$3,017,787.00	$3,002,763.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss	$33,619.00	$31,525.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$33,619.00	$31,525.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$97,514.00	$75,165.00
Distance Learning Program	$1,904,680.00	$1,909,649.00
Pupil Learning Loss	$965,399.00	$974,849.00
Additional Actions and Plan Requirements	$16,575.00	$11,575.00
All Expenditures in Learning Continuity and Attendance Plan	$2,984,168.00	$2,971,238.00

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
Alta Loma Elementary School District	Karen Hendricks Superintendent	khendricks@alsd.org (909) 484-5151

Plan Summary [2021-22]

General Information

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

Alta Loma School District is located in the foothill community of Rancho Cucamonga, California. The District currently serves 5,660 achieving students with approximately 270 teachers and administrative staff, and an additional 400 support staff. The District prides itself on its educational program, which provides each student with the opportunity for maximum intellectual, social, and physical development. Strong parent and community partnerships and high expectations from teachers and administrators encourage students to pursue excellence and citizenship. A focus on rigorous and engaging instruction, authentic professional development in and out of the classroom, as well as the stability of instructional leadership provides the foundation of success for Inspiring Learners for a Lifetime!

Alta Loma School District enjoys a truly diverse community of students. We build upon the strength of our collective experiences. Our student population encompasses 50% Hispanic, 30% White, 8% Asian, and 5% African American. American Indian or Alaska Natives, Pacific Islanders, and students who report two or more races make up our remaining 7%. Thirty-two percent of our students are reported as being socioeconomically disadvantaged, 6% are identified as English Learners,12% have been identified as Students With Disabilities, and 13% have been identified as Advanced Learners.

Our motto, Inspiring Learners for a Lifetime, speaks to the learning goals we desire for our parents, students and those who teach them. We believe that through encouragement, high quality instruction, on-going monitoring of student progress tied to strategic professional development that responds to identified need, our classrooms and learning environments will be engaging, rigorous, and interactive. We are committed to building the capacity of teacher leaders to steward the best first instructional practices and pedagogy through collaborative models. We are also committed to ensuring parent learning at both the District and site level. Parent forums include the District Parent University Program, site-based parent information evenings, scheduled collaboration events with the principal, annual community surveys, Community Based English Tutoring, and digital communication supports to help parents stay informed. As an outcome, student, teacher, parent, and administrator learning is enhanced and elevated.

The District is recognized for the quality of leadership on the school board and in our schools. The Board of Trustees are hands-on and interactive. They regularly attend school events, District trainings, and show appreciation to District employees, parents, and students by personally presenting them with positive messages and well-deserved accolades. They are dedicated to championing established core beliefs that include: Every student in the Alta Loma School District will be provided an excellent education; Every employee is critical to the mission of the District; Class sizes should be maintained at the lowest level possible; District financial planning should be responsible and sustainable. District and school site leaders work closely with teachers, parents, and staff members to set high goals aligned with the core beliefs and then work diligently to accomplish those goals.

During the 2020/21 school year, due to the COVID-19 Pandemic, the entire District has been committed to providing a quality Distance Learning program, while students were unable to attend school traditionally.

Reflections: Successes

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

The District's successes include:
1. In the area of Language Arts, as reported on the California Dashboard, ALL students have a performance level of GREEN. No subgroups scored significantly below the ALL.
2. In the area of Math, as reported on the California Dashboard, ALL students have a performance level of GREEN. No subgroups scored significantly below the ALL.
3. In the area of Chronic Absenteeism, as reported on the California Dashboard, ALL students have a performance level of GREEN. Only 3 subgroups scored significantly below the ALL.
4. In the area of Suspension Rate, as reported on the California Dashboard, ALL students have a performance level of GREEN. Only 4 subgroups scored significantly below the ALL.
5. 56% of English Learners grew one or more ELPI level on the summative ELPAC.
6. Students with disabilities have a performance level of YELLOW in both Language Arts and Math, with continued growth of +9.0 in Language Arts and +14.8 in Math.
7. Integration of technology at school with 98% of students and 99% of parents reporting technology use at school at least one time per week, as measured by a community survey.
8. 99% of staff report feeling safe at school, and 98% report their school is clean and well maintained, as measured by a staff survey.
9. 100% participation of site administrative staff in equity and cultural proficiency training.
10. Four school sites have completed PBIS and are in full implementation, with 6 remaining schools completing Year #2 implementation.

As students complete a year of Distance Learning due to the COVID-19 Pandemic, parent advisory groups report that Alta Loma teachers have remained engaged with students through Distance Learning and report a high level of satisfaction with teachers and their extensive efforts to be successful while teaching remotely.

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 District's areas in need of significant improvement are as follows:
1. In the area of Chronic Absenteeism, three subgroups - English Learners, African American and the American Indian subgroups (ORANGE) are 2 performance levels below the ALL (GREEN). In order to address this need, a part-time District Family Engagement Liaison for chronic absenteeism provided support to the site administrators and attendance clerks to coordinate and improve parent communication and education on the importance of positive school attendance, as well as meet with parents and families to provide support to families with chronic absenteeism.

2. In the area of Suspension Rate, five subgroups - Foster Youth and Homeless (RED), African American, American Indian, Filipino (ORANGE) are 2 or 3 performance levels below the ALL (GREEN). In order to address this need, all site administrators have been trained to implement other means of corrections and have participated in equity and cultural proficiency training. The District Family Engagement Liaison directly supports Foster Youth and Homeless students with resources and personal contact. Site Foster Youth liaisons meet regularly with Foster Youth students to improve their connectedness to school, provide support and encourage participation in school activities.

As students complete a year of Distance Learning due to the COVID-19 Pandemic, parent advisory groups request renewed attention to student social, emotional, behavioral and mental health needs in order to adjust to life at school. Mid-year benchmark assessments also identify a need for support in math for students in grades 4-8. Although baseline data is limited in kindergarten and first grade, we anticipate our youngest readers in grades 1 and 2 will need reading support as they return to school. Replenishing student devices is a need, as more than 75% of our devices were distributed to families for home use during the COVID-19 Pandemic.

LCAP Highlights

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

The Alta Loma School District was proud to be the only school district in San Bernardino County with a fully GREEN status on the California Dashboard in English Language Arts, Mathematics, Chronic Absenteeism and Suspension rate prior to the COVID-19 Pandemic. This accomplishment combined with the closing of schools for a year, sets the tone for the 2021-2024 LCAP. The LCAP is a blend of 3 broad goals, 1 maintenance goal and 1 focus goal, which will propel the District to re-establish its positive status on the California Dashboard, combined with stakeholder input which indicates the need for increased services in social, emotional, behavioral and mental health.

Broad Goals:
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)

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: Student Outcomes, Student Achievement)

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: Student Engagement, School Climate, Parent Involvement)

Maintenance Goal:
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 Services)

Focus Goal:
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: Student Achievement, School Climate)

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

The District engages with an LCAP Advisory Committee which includes both parents, teachers, classified staff, and administrators. Parents represent each of the ten schools sites, and they additionally represent all of the subgroups from the California Dashboard. The LCAP Advisory Committee meets regularly throughout the school year to review State assessment results, revise the annual LCAP survey for the community, review the California Dashboard results and analyze the LCAP survey results, as well as review the final LCAP draft. The annual LCAP surveys were completed by 3,172 students, 1,169 parents, 201 teachers and 10 principals and 11 other site administrators. Regular meetings were held with the DELAC and Title 1 Parent Advisory Committee. Direct LCAP input sessions were conducted with Curriculum Council, Classified Council, DELAC, Title 1 parents and representatives from the Foster Youth community.

During the 2020/21 school year, the LCAP Advisory, DELAC (EL) and TIDE (Title 1 and Foster Youth) parent groups meet routinely via Zoom to gather feedback and input on Distance Learning and to provide direct input for the 2021-2024 LCAP.
Clarification:
The 2021 - 2024 LCAP was presented to the following groups:
LCAP Advisory Council - April 28, 2021
DELAC - April 14, 2021
Parent Leaders Group - April 28, 2021
The LCAP was posted on the ALSD website on Friday, May 21, 2021 prior to the June 2, 2021 Public Hearing. June 9, 2021 the LCAP was adopted by the ALSD Board of Trustees.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder input was gathered through surveys, as well as direct input sessions with representative groups including parents of English Learners, Low-Income and Foster Youth, and the LCAP Advisory Committee which represents the ALSD significant subgroups. The successes and needs remained consistent across the groups which included students, staff, and parents. All stakeholder groups concurred that the students in the Alta Loma School District do well academically overall, and this is reflected on the California Dashboard. Even within the constraints of remote teaching and learning, parents reported that teachers have been thorough to cover the academic content as best they possibly could in Distance Learning. All groups reported that the schools in Alta Loma have solid safety protocols and the facilities are in good repair. With respect to addressing next steps for improvement in the Alta Loma School District, the following emerged as themes from stakeholder groups:
1. Individual and small group academic support for students during the school day (LI feedback, LCAP Advisory Committee)
2. Additional mental heath and counseling support (LI, EL and FY feedback, LCAP Advisory Committee)
3. Additional math support in the upper grades, particularly junior high (Student feedback, LCAP Advisory Committee)
4. Expand Parent University and parent training opportunities (LI, EL and FY feedback)
5. Enhanced English Learner Support (EL feedback)

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

The aspects of the 2021-2024 LCAP that were influenced by stakeholder input included new actions in the broad goals, as well as the inclusion of a focus goal (GOAL #5) on mental health. The specific actions are as follows:

Goal #1:
- primary reading intervention
- expand Spanish

Goal #2:
- expand interventions at school "during the school day"
- increased EL support
- math intervention "during the school day"
- additional instructional time for students, such as summer school and tutoring

Goal #3:
- continue equity and cultural proficiency work with staff
- expand parent trainings and promote further parent involvement

Goal #5: Focus goal
- increase counseling support
- develop and implement staff training for behavior support

Goals and Actions

Goal

Goal #	Description
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)

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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				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 24:1, grades 4-8 academic class size of 32:1
Stakeholder Survey 2020-21	90% of teachers and 84% of students				100% of teachers and 100% of students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	report that students have access to chrome books daily				report that students have access to chrome books daily
Stakeholder Surveys - staff 2020-21	68% 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
Number of Spanish Sections at Junior High 2020-21	ALSD has 8 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				80% of first and second grade students read grade level text at the EOY

Actions

Action #	Title	Description	Total Funds	Contributing
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	$300,000.00	No

Action #	Title	Description	Total Funds	Contributing
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 students and support instruction for English Learners with integrated and designated ELD for teachers	$262,548.00	Yes
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	$147,394.00	No
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	$75,000.00	No
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.	$3,005,109.00	Yes
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	$447,300.00	No
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	$44,164.00	No
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	$164,465.00	Yes

Action #	Title	Description	Total Funds	Contributing
		income students, English Learners and Foster Youth/Homeless students.		
9	1.9 G.A.T.E.	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	$10,000.00	No
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	$35,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	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)

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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				70% of ALL students meet or exceed in ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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)				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)				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				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				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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD - YELLOW in ELA, YELLOW in Math SED - GREEN in ELA, GREEN in Math African American - YELLOW in ELA, YELLOW in Math (2019 Dashboard)				SED - GREEN in ELA, GREEN in Math 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				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 Early Literacy (no EOY data for 2020 due to COVID-19 Pandemic)				80% of grade 2 students score on grade level at the August baseline on STAR Early Literacy
LCAP Survey 2019-20	79% of grades 3-6 students and 92% of junior high students report they get extra				95% of students report they get extra help before, during

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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)				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

Action #	Title	Description	Total Funds	Contributing
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	$1,000.00	No
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	$19,000.00	No
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.	$93,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	$11,250.00	No
5	2.5 Director of Educational Programs	2.5 Director of Educational Programs will monitor and support the achievement of all students	$183,314.00	No
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	$75,000.00	No
7	2.7 Student Achievement Grants	2.7 Principals will utilize Site Universal Access to provide intervention programs to close achievement gaps with students	$331,427.00	No
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	$200,000.00	No
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)	$364,490.00	No
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	$178,303.00	Yes
11	2.11 ELD Materials/Licenses/Pr	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	$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
	ofessional Development	and aides will participate in training for "Strategies" through ELLEVATION.		
12	2.12 TAPS at Elementary	2.12 Teaching Assistant Principals (TAPS) will support student achievement for ALL learners, with a focus on English learners and low income subgroups	$1,565,351.00	Yes
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.	$200,848.00	No
14	2.14 First Grade Expanded Support	2.14 Instructional aides will provide in-classroom reading to students to mitigate learning loss	$160,679.00	No
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.	$90,000.00	Yes
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.	$100,000.00	No
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	$150,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
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)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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 ORANGE, each indicating two levels below the ALL				ALL students are indicated as GREEN for Chronic Absenteeism All subgroups indicate GREEN for Chronic Absenteeism

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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
LCAP Survey Results- Admin and Staff	No data at this time				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				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				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 four times to provide stakeholder input, review student achievement and revise the LCAP Survey DELAC and TIDE held regular meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 and Filipino is ORANGE, each indicating two or more levels below the ALL				ALL students are indicated as GREEN for Suspension Rate All subgroups indicate GREEN for Suspension Rate
Family Liaison Logs	No Baseline Data Available				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				300 parents and guardians attended Parent University
Foster Youth and Homeless Contact Logs	No Baseline Data Available				100% of Homeless and Foster Youth students met with the on-site liaison a minimum of 3 times per school year

Actions

Action #	Title	Description	Total Funds	Contributing
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	$5,000.00	No
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.	$6,000.00	Yes
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	$100,600.00	No
4	3.4 After-School Sports	3.4 Coaches will improve school connectedness through junior high after-school sports program	$60,000.00	No
5	3.5 Safe School Ambassadors	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	$6,000.00	No
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	$206,000.00	No

Action #	Title	Description	Total Funds	Contributing
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	$25,000.00	No
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 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	$175,000.00	No
9	3.9 Translation	3.9 District staff will translate necessary District documents (Doc-Tracking, Language Line, etc.) for equal access for all families.	$1,000.00	Yes
10	3.10 Stakeholder Input	3.10 District satff 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	$75,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	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)

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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
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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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
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				95% of all groups surveyed report that school facilities are clean and in good repair

Actions

Action #	Title	Description	Total Funds	Contributing
1	4.1 Hire Credentialed Teachers	Human Resources will hire appropriately credentialed teachers to ensure hgh quality instruction.	$23,610,956.00	No
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	$71,000.00	No
3	4.3 Facility Inspection Tool	The Director of Maintenace and Operations will regularly implement the Facility Inspection Tool (FIT) for every school to ensure safe school sites	$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
4	4.4 Work Orders/Deferred Maintenance	The Director of Maintenace and Operations will complete work orders and deferred maintenance projects according to schedule to ensure safe and attractive facilities	$1,886,883.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
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)

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	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				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				95% of parents report there is social, emotional and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	indicate a need for counseling and behavioral support at school (Prior LCAP Survey)				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				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				45% reduction in the number of referrals
Staff Participation Rate - Staff Development Events 2019-20	90% of teachers attend Staff Development Days				100% of teachers attend Staff Development events regarding social emotional and mental health support for students

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$153,237.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$295,057.00	No
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.	$335,000.00	Yes
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	$306,474.00	No
5	5.5 Behavior Support Paraprofessionals	5.5 Enhance the BCBA Team with highly trained behavior support aides who will gather data, imement goal and respond to crisis intervention to support students in school	$125,000.00	No
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	$15,525.00	No
7	5.7 Staff Development - Mental Health and Behavior Supports	5.7 The Mental Helath Team will provide District-wide staff development with an emphasis on student behavior and mental health so that students can successful in school.	$25,000.00	No
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	$12,500.00	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.

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
7.57%	3,794,403

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 needs of Low Income, English Learners and Foster Youth/Homeless students were considered first when designing the following actions:

1.2 Staff Development/TOSA in Language Arts, Math and ELD - After assessing the achievement of students who are Foster Youth/Homeless, English Learners, and Low-Income students as compared to ALL students, the proficiency rate is lower for FY in ELA by 40 points and in math they are 34 points lower. English Learners are 22 points lower than the ALL in ELA and 3 points lower in math, while the Low-Income students are 23 points lower than ALL in ELA and 22 points lower in math.

1.5 Class size - Maintaining a smaller class size (K-3 24:1, grades 4-6 30:1, grades 7-8 30:1), is beneficial to all students; however, this is principally directed and effective for FY, EL and LI students. Using local indicators (STAR) of student progress in the area of language arts and math, it was identified that increased services beginning in the summer of 2020/21 reflected that on average 47% of students with the potential of receiving an invitation to attend summer school were English Learners, Foster Youth, and low socioeconomic students.

1.8 Library - FY, EL, and LI students have limited access to books and libraries. 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. Maintaining school based libraries is principally directed and effective for FY, EL and LI students.

2.3 Teacher Release for Data Analysis/Planning - Assessing and lesson planning from District assessments benefits all students to improve student achievement; however, data analysis is principally directed and effective for FY, EL and LI students. FY, EL, and LI students scored lower on the State assessment than ALL students by 40, 22 and 23 points respectively in ELA.

2.12 TAPS at Elementary - Teaching Assistant Principals provide support in student achievement to all Learners; however, efforts are principally directed and effective for FY, EL, and LI students. The achievement of students who are Foster Youth/Homeless, English Learners, and Low-Income students as compared to ALL students, the proficiency rate is lower for FY in ELA by 40 points and in math they are 34 points lower. English Learners are 22 points lower than the ALL in ELA and 3 points lower in math, while the Low-Income students are 23 points lower than ALL in ELA and 22 points lower in math.

2.15 Kindergarten Connection - FY, EL, and LI students may have limited access to preschool. Based on teacher feedback and initial Kindergarten baseline assessments, it was identified that providing additional kindergarten support is intended to be principally directed and effective for FY, EL, and LI students to advance student achievement.

3.2 District-wide Family Engagement and Communication - Annually, ALSD provides Parent University to offer training for parents. Participation in the event included 151 parents from school sites with the majority of parents attending from Title 1 schools. Planned activities for parent training next year will work to increase participation. 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.

5.3 Tier 2 Counseling - In the 2019/20 school year there were 175 Tier 2 referrals at the time of school closures, as compared to 183 Tier 2 referrals as of March of 2021. Crisis responses have increased from 123 in 2019/20 to 150 in the 2020/21 school year as of March, while students were learning remotely during Distance Learning. Tier 2 counseling is principally directed and effective for students who are low income or Foster Youth/Homeless.

The actions above that support goal #1, #2 and #3 are being continued, as they have proven to be successful previously through SBAC data, a fully GREEN Dashboard and the district benchmark assessments in STAR Renaissance Reading and Math. These action are endorsed by the LCAP Advisory Committee, and address high priority needs for the committee. Action 5.3 supports a new focus goal in the area of mental Health. Based on the data available, the above actions are considered to be the most effective use of these funds to support students in the unduplicated student groups. Baseline data has been established based on student contacts and needs and will be monitored going forward with quantitative logs.

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

Two actions designed to impact English Learners specifically are:

2.10 ELD Aides to Support Language Acquisition - Based on the data on the CDE Dashboard, English Learners scored 37.9 points below standard. In monitoring the Reclassified English Learners, RFEP students scored 44.2 points above standard. Aides are essential in addressing the needs of EL students before reclassification. Of students taking the ELPAC Summative in 2021, 75% of students are making progress toward English language proficiency.

Professional development in the use of the ELLEVATION Platform will assist staff in the monitoring of student progress in the acquisition of English and ensure compliance regarding progress monitoring and reclassification. Training in the use of the Strategies Implementation

Tools will assist staff with utilizing the tools available in ELLEVATION to assist students in achieving proficiency in English and succeed academically in high school, college, and career. Professional development will be specific to staff members working with identified unduplicated students.

3.9 Translation - Translation of documents is principally directed and effective for FY, EL, and LI students. ALSD does not hit the 15% threshold for a significant population of students; however, documents are translated to reach targeted families.

Action 2.10 and 3.9 are actions that are continuing due to their past effectiveness.   Action 2.10 has have proven to be very successful, and this is based on ELPAC data and the solid percentage of students reclassifying every year, including the year of Distance Learning. The use of highly trained EL aides meeting daily with English Learners positively impacts a learners ability to acquire English.

Through analysis of available data, it was identified that English Learners and socioeconomically disadvantaged students academic performance on State assessments have consistently performed well in English Language Arts. While ALL students performed 38 points above standard, English Learners performed 16.6 points above standard and Low-Income students performed 15.8 points above standard, Foster Youth performed 2.5 below standard. (CDE Dashboard). Therefore, in an effort to maintain and increase performance for these students, actions to increase services at non Title 1 schools in the Primary Reading Intervention Program will allow for more students to participate in the program and provide more opportunities to assist EL and SED students in their reading skills. In addition, all non Title 1 schools will have the Leveled Literacy Intervention kits in grades K-3.

Using local indicators (STAR) of student progress in the area of language arts and math, it was identified that increased services beginning in the summer of 2020/21 reflected that on average 47% of students with the potential of receiving an invitation to attend summer school were English Learners, Foster Youth, and low socioeconomic students. This data allows for increased and improved services into the 2021/22 school year. Specifically, staff development provided by the TOSAs in language arts, math, and technology intentionally address strategies that are tailored to address the needs of these Learners.

Maintaining smaller class sizes in the primary grades is associated with positive effects on student achievement. Increased training for teachers in the primary grades focused on administering and understanding running records and guided reading instruction will narrow the gap for our most needy students.

Based on the data on the CDE Dashboard, English Learners scored 37.9 points below standard in Language Arts. In monitoring the Reclassified English Learners, RFEP students scored 44.2 points above standard. Aides are beneficial in providing designated English Language instruction to EL students before reclassification. The reclassifications rates demonstrate students moving toward proficiency and ensure that students are high school, college, and carreer ready. The ongoing use of the ELLevation Platform will assist in the monitoring of student progress and the use of Strategies Implementation Tools to reach proficiency in English and succeed academically in high school, college, and career. Professional development will be specific to staff members working with identified unduplicated students.

In analyzing the data regarding the number of students who qualified and were considered for the 2021 summer school program and understanding that of those students 47% on average were FY, EL, and LI students across grade levels, it emphasizes the need to maintain a high level of outreach to these families; thereby, supporting the need for a Family Engagement Liaison in the District. The inclusion of

Parent Ambassadors at each of the Title 1 sites will assist in creating stronger partnerships with the District Family Engagement Liaison and school sites to increase involvement and promote positive relationships with families.

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.

The actions above in Prompts 1 and 2 quantitively and/or qualitatively meet the 7.57% minimum proportionality percentage for the 2021-2022 school year, the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils as calculated pursuant to 5 CCR 15496(a).

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$29,986,287.00	$5,143,090.00	$75,600.00	$543,147.00	$35,748,124.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$33,837,436.00	$1,910,688.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1.1 Instructional Materials/Student Licenses		$300,000.00			$300,000.00
1	2	English Learners Foster Youth Low Income	1.2 Staff Development/TOSA in Language Arts, Math and ELD	$262,548.00				$262,548.00
1	3	All	1.3 Staff Development/TOSA in Technology	$147,394.00				$147,394.00
1	4	All	1.4 Professional Development		$75,000.00			$75,000.00
1	5	English Learners Foster Youth Low Income	1.5 Class Size	$3,005,109.00				$3,005,109.00
1	6	All	1.6 Technology, Devices, Connectivity and Digital Safety	$447,300.00				$447,300.00
1	7	All	1.7 Course Access VPA, Spanish and PE	$44,164.00				$44,164.00
1	8	English Learners Foster Youth Low Income	1.8 Library	$164,465.00				$164,465.00
1	9	All	1.9 G.A.T.E.	$10,000.00				$10,000.00
1	10	Primary grades 1,2	1.10 Staff Development/Materials Primary Reading		$35,000.00			$35,000.00
2	1	All	2.1 CAASPP Testing	$1,000.00				$1,000.00
2	2	All	2.2 District-wide Assessments	$19,000.00				$19,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	2.3 Teacher Release For Data Analysis/Planning	$93,750.00				$93,750.00
2	4	All	2.4 Curriculum Council	$11,250.00				$11,250.00
2	5	EL, LI, FY	2.5 Director of Educational Programs		$91,657.00		$91,657.00	$183,314.00
2	6	All	2.6 Reading Intervention Program for Elementary		$75,000.00			$75,000.00
2	7	All	2.7 Student Achievement Grants	$331,427.00				$331,427.00
2	8	All	2.8 STATS for Elementary and Junior High		$200,000.00			$200,000.00
2	9	All	2.9 Literacy Labs for Title 1 School Sites				$364,490.00	$364,490.00
2	10	English Learners	2.10 ELD Aides to Support Language Acquisition	$178,303.00				$178,303.00
2	11	EL	2.11 ELD Materials/Licenses/Professional Development				$35,000.00	$35,000.00
2	12	English Learners Foster Youth Low Income	2.12 TAPS at Elementary	$1,174,013.00	$391,338.00			$1,565,351.00
2	13	All	2.13 Math Integrated Support (in-class)		$200,848.00			$200,848.00
2	14	All	2.14 First Grade Expanded Support		$160,679.00			$160,679.00
2	15	English Learners Foster Youth Low Income	2.15 Kindergarten Connection	$90,000.00				$90,000.00
2	16	All	2.16 Summer School		$100,000.00			$100,000.00
2	17	All	2.17 On-line Homework Support		$150,000.00			$150,000.00
3	1	All	3.1 Chronic Absenteeism		$5,000.00			$5,000.00
3	2	English Learners Foster Youth Low Income	3.2 District-wide Family Engagement and Communication	$1,000.00			$5,000.00	$6,000.00
3	3	All	3.3 Family Engagement Liaison and Parent Ambassadors			$75,600.00	$25,000.00	$100,600.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	All	3.4 After-School Sports	$60,000.00				$60,000.00
3	5	All	3.5 Safe School Ambassadors		$6,000.00			$6,000.00
3	6	All	3.6 Equity and Culturally Responsive Practices		$206,000.00			$206,000.00
3	7	All	3.7 Social/Emotional Development		$25,000.00			$25,000.00
3	8	All	3.8 Homeless and Foster Youth	$175,000.00				$175,000.00
3	9	English Learners	3.9 Translation	$1,000.00				$1,000.00
3	10	All	3.10 Stakeholder Input		$75,000.00			$75,000.00
4	1	All	4.1 Hire Credentialed Teachers	$23,610,956.00				$23,610,956.00
4	2	All	4.2 Induction for New Teachers/New Teacher Support	$71,000.00				$71,000.00
4	3	All	4.3 Facility Inspection Tool	$1,500.00				$1,500.00
4	4	All	4.4 Work Orders/Deferred Maintenance		$1,886,883.00			$1,886,883.00
5	1	Students with Disabilities	5.1 Counseling Supervision and Leadership		$153,237.00			$153,237.00
5	2	Students with Disabilities	5.2 Clinical Counseling		$295,057.00			$295,057.00
5	3	English Learners Foster Youth Low Income	5.3 Tier 2 Counseling	$45,000.00	$268,000.00		$22,000.00	$335,000.00
5	4	Students with Disabilities	5.4 Board Certified Behavior Analyst	$25,583.00	$280,891.00			$306,474.00
5	5	All	5.5 Behavior Support Paraprofessionals		$125,000.00			$125,000.00
5	6	All	5.6 Student Safety Software	$15,525.00				$15,525.00
5	7	All	5.7 Staff Development - Mental Health and Behavior Supports		$25,000.00			$25,000.00
5	8	All	5.8 Social Emotional Learning		$12,500.00			$12,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$5,015,188.00	$5,701,526.00
LEA-wide Total:	$4,835,885.00	$5,522,223.00
Limited Total:	$179,303.00	$179,303.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**2**	1.2 Staff Development/TOSA in Language Arts, Math and ELD	LEA-wide	English Learners Foster Youth Low Income	All Schools	$262,548.00	$262,548.00
1	**5**	1.5 Class Size	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,005,109.00	$3,005,109.00
1	**8**	1.8 Library	LEA-wide	English Learners Foster Youth Low Income	All Schools	$164,465.00	$164,465.00
2	**3**	2.3 Teacher Release For Data Analysis/Planning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$93,750.00	$93,750.00
2	**10**	2.10 ELD Aides to Support Language Acquisition	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$178,303.00	$178,303.00
2	**12**	2.12 TAPS at Elementary	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,174,013.00	$1,565,351.00
2	**15**	2.15 Kindergarten Connection	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Alta Loma Elementary, Banyan, Carnelian, Deer Canyon	$90,000.00	$90,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	2	3.2 District-wide Family Engagement and Communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$6,000.00
3	9	3.9 Translation	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,000.00	$1,000.00
5	3	5.3 Tier 2 Counseling	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	$335,000.00

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)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

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

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

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

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

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

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