2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	San Ysidro School District
CDS Code:	37683790000000
LEA Contact Information:	Name: Gina Potter, Ed D. Position: Superintendent Phone: (619) 428-4476
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$48,139,866
LCFF Supplemental & Concentration Grants	$11,631,962
All Other State Funds	$8,472,208
All Local Funds	$3,431,895
All federal funds	$6,724,758
Total Projected Revenue	$66,768,727

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$66,213,966
Total Budgeted Expenditures in the LCAP	$58,215,353
Total Budgeted Expenditures for High Needs Students in the LCAP	$11,632,662
Expenditures not in the LCAP	$7,998,613

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$8,750,540
Actual Expenditures for High Needs Students in Learning Continuity Plan	$9,241,579

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$700
2020-21 Difference in Budgeted and Actual Expenditures	$491,039

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The general fund expenditures not included in the LCAP include the following: Materials and supplies & services and other operating expenditures = $7,032,605 Debt Service payments $966,008

LCFF Budget Overview for Parents

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CDS Code: 37683790000000

School Year: 2021-22
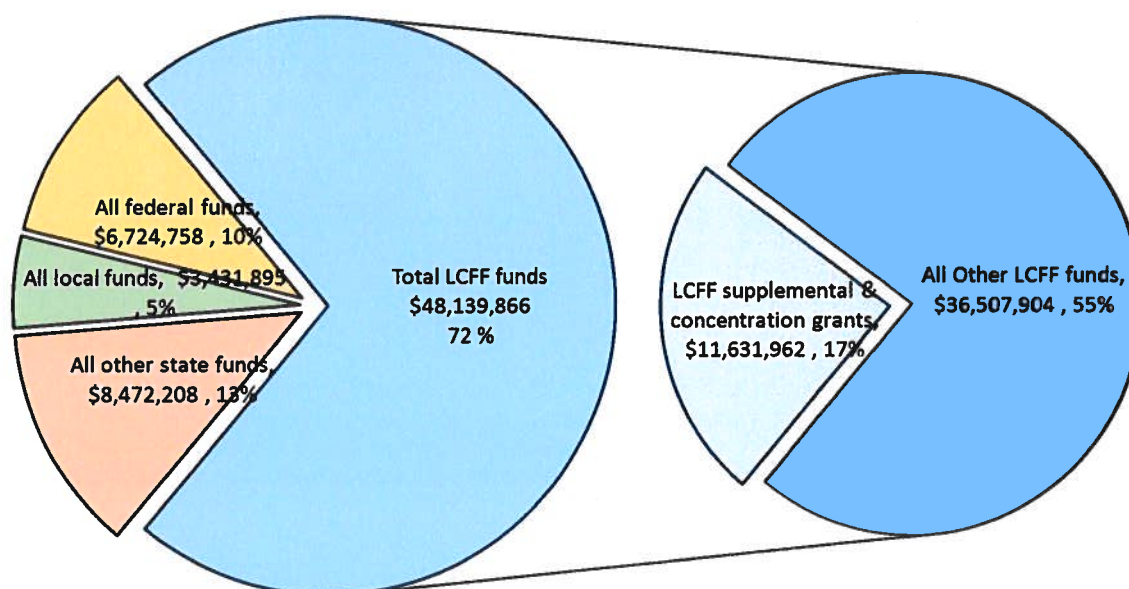
LEA contact information:

Gina Potter, Ed D.

Superintendent

(619) 428-4476

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, $6,724,758 , 10%

All local funds, $3,431,895 , 5%

All other state funds, $8,472,208 , 13%

Total LCFF funds $48,139,866 72 %

LCFF supplemental & concentration grants, $11,631,962 , 17%

All Other LCFF funds, $36,507,904 , 55%

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

The total revenue projected for San Ysidro School District is $66,768,727, of which $48,139,866 is Local Control Funding Formula (LCFF), $8,472,208 is other state funds, $3,431,895 is local funds, and $6,724,758 is federal funds. Of the $48,139,866 in LCFF Funds, $11,631,962 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
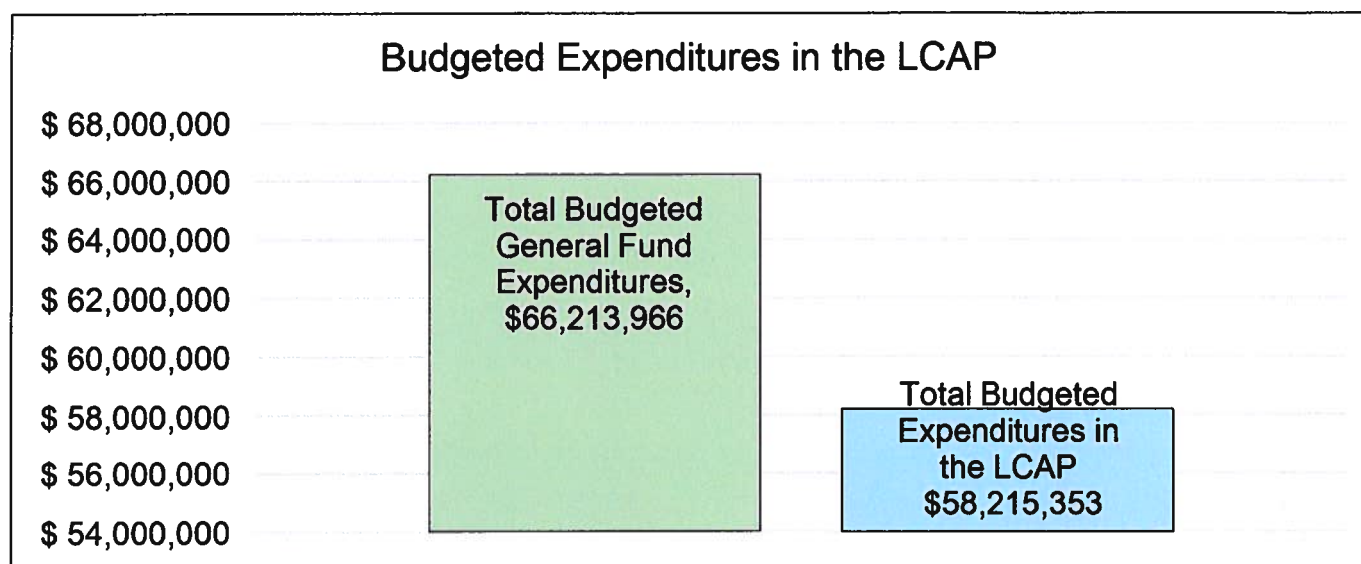
This chart provides a quick summary of how much San Ysidro School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

San Ysidro School District plans to spend $66,213,966 for the 2021-22 school year. Of that amount, $58,215,353 is tied to actions/services in the LCAP and $7,998,613 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The general fund expenditures not included in the LCAP include the following:
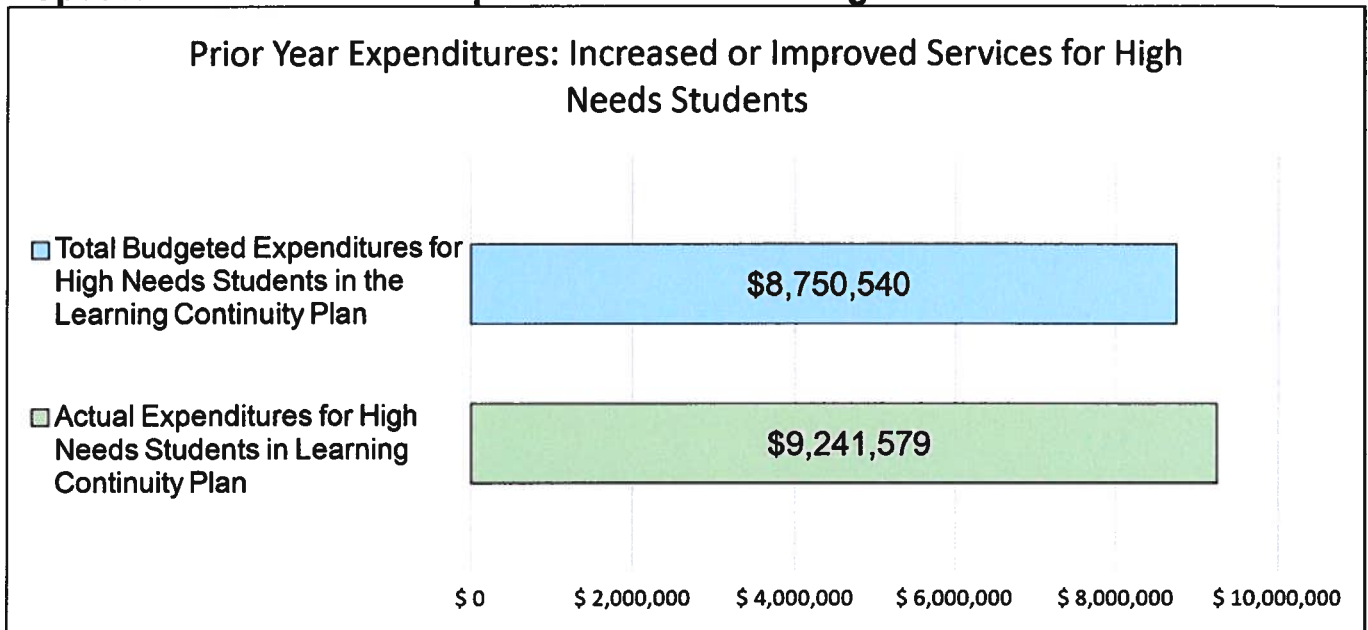Materials and supplies & services and other operating expenditures = $7,032,605
Debt Service payments $966,008

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

In 2021-22, San Ysidro School District is projecting it will receive $11,631,962 based on the enrollment of foster youth, English learner, and low-income students. San Ysidro School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Ysidro School District plans to spend $11,632,662 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	$8,750,540
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$9,241,579

$ 0 $ 2,000,000 $ 4,000,000 $ 6,000,000 $ 8,000,000 $ 10,000,000

This chart compares what San Ysidro 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 San Ysidro 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, San Ysidro School District's Learning Continuity Plan budgeted $8,750,540 for planned actions to increase or improve services for high needs students. San Ysidro School District actually spent $9,241,579 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
San Ysidro School District	Gina Potter, Ed D. Superintendent	gina.potter@sysdschools.org (619) 428-4476

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

Goal #1: STUDENT ACHIEVEMENT
All students, including English Learners, will improve annually in all content areas.

State and/or Local Priorities addressed by this goal:

State Priorities:
  Priority 1: Basic (Conditions of Learning)
  Priority 2: State Standards (Conditions of Learning)
  Priority 4: Pupil Achievement (Pupil Outcomes)
  Priority 7: Course Access (Conditions of Learning)
  Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Common Core State Standards/District Assessments **19-20** Same **Baseline** K-2 students will show an increase of at least 5% in the areas of meet or exceed standards on ELA and Math Common Core State Standards (CCSS) as determined by district assessments.	K-2 students demonstrated an increase of 1% in ELA & 1% in Math in the areas of meet or exceed standards on ELA and Math Common Core State Standards (CCSS) as determined by LEA developed common district assessments. Due to Covid-19 related school closures, this is based on partial assessment data as we did not complete the full assessment cycle for the 2019-20 school year.
Metric/Indicator Common Core State Standards/CAASPP testing/Implementation of State Standards **19-20** 2018 ELA Results Status = 29.8 points below level 3, Change = 4.4 points. 2019--2020 ELA Target 26.8 points below level 3	Due to Covid-19 related school closures and the federal waiver for CAASPP and ELPAC assessment for the 2019-20 school year. Due to this we do not have CAASPP data to report for the 19-20 cycle. However, the 2019 dashboard indicates the following results: ELA All Students: 28.6 points below standard (2.1 points in growth) Math

Expected	Actual
2018 Math Results Status = 58.3 points below level 3, Change = 1.8 points 2019-2020 Math Target 55.3 points below level 3	All Students: 53.5 points below standard (3.5 points in growth) Overall, students in both ELA and Math achieved growth, with 2.1 point in ELA and 3.5 points in Mathematics.
Baseline 3-8 students will show an increase of at least 5% in the areas of meet or exceed standards on ELA and Math Common Core State Standards (CCSS) as determined by the CAASPP. This would also measure implementation of standards in the classroom.	
Metric/Indicator Common Core State Standards/CAASPP Testing	Due to Covid-19 related school closures and the federal waiver for CAASPP and ELPAC assessment for the 2019-20 school year.
19-20 The district will look at student achievement through the lens of growth using the California Dashboard.	Due to this we do not have CAASPP data to report for the 19-20 cycle. However, the 2019 dashboard indicates the following results:
2018 ELA Results English Learners: 47 points below level 3 Homeless: -56 points below level 3 Low Income: -44.8 points below level 3 Students With Disabilities: -120.3 points below level 3	ELA English Learners: 45.8 below standard (4.8 point in growth) Homeless: 52.5 points below standard (3.2 points in growth) Socioeconomically Disadvantage: 39.8 points below standard (5.7 points in growth)
2019-2020 ELA Targets English Learners: -43 points below level 3 Homeless: -53 points below level 3 Low Income: -41.8 points below level 3 Students With Disabilities: 117.3 points below level 3	Students with Disabilities: 107.9 points below standard (9.3 points in growth)
2018- Math Results English Learners: -69.2 points below level 3 Homeless: -79.8 points below level 3 Low Income: -69.6 points below level 3 Students With Disabilities: -145 points below level 3	Math English Learners: 65.6 below standard (5.8 point in growth) Homeless: 75 below standard (4.4 point in growth) Socioeconomically Disadvantaged: 63.5 below standard (6.3 point in growth) Students with Disabilities: 142 below standard (1.4 point decline)

Expected	Actual
2019-2020 Math Targets English Learners: -66.2 points below level 3 Homeless: -76.8 points below level 3 Low Income: -66.6 points below level 3 Students With Disabilities: 142 points below level 3	
Baseline English Learners (EL), Students with Disabilities (SWD), Homeless/Foster Youth, and Low Income (LI) students will show an increase of greater than 5% in the areas of meet or exceed standards on ELA and Math Common Core State Standards (CCSS) as determined by the CAASPP.	Due to Covid-19 related school closures and the federal waiver for CAASPP and ELPAC assessment for the 2019-20 school year. Due to this we were limited in the number of students who may otherwise have qualified for reclassification.
Metric/Indicator Reclassification **19-20** Same	
Baseline Reclassification of EL to RFEP will increase by 3%.	The baseline rate for the 2018-19 school year was 157/2840 = 5.5% The rate for 2019-20 school year was 187/2699 = 7%
Metric/Indicator ELPAC **19-20** Baseline will be set for ELPAC.	Due to Covid-19 related school closures and the federal waiver for CAASPP and ELPAC assessment for the 2019-20 school year. Due to this we do not have ELPAC data to report for the 2019-20 school year.
Baseline All English Learner (EL) students will improve one performance level on the CELDT/ELPAC.	However, the 2018-19 ELPAC did create a baseline for data, with 47.3% of students making progress towards English proficiency, at an overall performance level of Medium.

Expected	Actual
Metric/Indicator English Language Acquisition Program **19-20** Same **Baseline** English Language Development Standards will be implemented as evidenced by walkthroughs.	English Language Development standards were implemented during the instructional day as part of the core instructional program for designated and integrated ELD as evidenced by walkthrough data, daily schedules, and the master schedule.
Metric/Indicator Instructional Materials **19-20** Same **Baseline** All students will have appropriate instructional materials as evidenced by the annual sufficiency resolution.	For the 2019-20 school year all students had the appropriate instructional materials as evidenced by the annual sufficiency resolution.
Metric/Indicator Physical Fitness Testing (PFT) **19-20** The district will look at student achievement through the lens of growth using the California Dashboard. 2019-2020 PFT Target 5th grade - 45.5% 7th grade - 61.4%	Due to Covid-19 related school closures and the federal waiver for the PFT for the 2019-20 school year, there was not assessment data for the PFT for the 2019-20 school year. 2018-19 PFT HFZ Target of 5 or more targets Achieved: 5th grade: 43.2% - 7th grade - 27.1%
Metric/Indicator Course Access **19-20** Same **Baseline** Baseline will be set in 2016-2017.	All students will had to ELA, Math, Social Studies, and Science as evidenced by the master schedule, including programs for unduplicated pupils and students with exceptional needs.

Expected	Actual
Baseline All students will have access in ELA, Math, Social Studies, and Science as evidenced by the master schedule, including programs for unduplicated pupils and students with exceptional needs.	
Metric/Indicator Teacher Credentialing	100% of our teachers had appropriate assignments and credentials.
19-20 Same	
Baseline Maintain 100% appropriate assignments and credentials for teachers.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Base Curriculum, Instruction, and Data Driven Systems	1.1 Salary - 1000/2000 Benefits – 3000, Materials/Books – 4000, Contracted Services – 5000, Capitalized Equipment – 6000 LCFF Base $1,047,000.00	1.1 Salary - 1000/2000 Benefits – 3000, Materials/Books – 4000, Contracted Services – 5000, Capitalized Equipment – 6000 LCFF Base $1,054,799
1.1 Technology: Update technology plan to improve services district-wide (i.e. change email provider, Technology Coordinator stipends, software, and digital literacy/digital citizenship, etc.)	1.2 5000-5999: Services And Other Operating Expenditures LCFF Base $100,000.00	1.2 5000-5999: Services And Other Operating Expenditures LCFF Base $33,250
1.2 Continue to utilize current data, student information, and destiny systems. Assess and evaluate systems to determine effectiveness.	1.3 Salary – 1000/2000, Benefits – 3000 LCFF Base $28,744,074.00	1.3 Salary – 1000/2000, Benefits – 3000 LCFF Base $29,173,648
Staffing	1.4 see 1.3 Salary – 1000/2000, Benefits – 3000 LCFF Base 0.00	1.4 see 1.3 Salary – 1000/2000, Benefits – 3000 LCFF Base 0.00
1.3 Provide certificated and classified staffing to support students, including teachers, site and district clerical staff, instructional aides, speech therapists, health care assistants, LVNs, behavioral specialists, and site and district administrators.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.4 Ensure all teachers are appropriately credentialed and assigned based on their authorizations, strengths, and expertise. Continue hiring single subject math and science teachers to provide students with specialized instruction in STEM.		
Supplemental		
Curriculum, Instruction, and Data Driven Systems		
1.5 Continue Data Reflection Sessions and Science/PE Teams: Analyze student results on district benchmarks and provide time for teachers to evaluate and plan differentiated instruction. Provide instructional support through science and physical education.	1.5 Salary – 1000/2000, Benefits – 3000 Supplemental Concentration $887,000.00	1.5 Salary – 1000/2000, Benefits – 3000 Supplemental Concentration $920,123
1.6 College and Career Readiness and 21st Century Learning: Continue to provide a rigorous course of study to prepare students to enter high school. Middle schools will provide programs such as college readiness and STEM . In addition, middle schools will offer electives such as Spanish, etc, and programs such as Gifted and Talented Education (GATE). Elementary schools will also offer the GATE and STEM programs. These programs promote equal access for all students.	1.6 Salary – 2000, Benefits – 3000, Contracted Services – 5000 Supplemental Concentration $96,000.00	1.6 Salary – 1000, Benefits - 3000 LCFF Base $126,606
1.7 Continue to provide supplemental programs and resources (i.e. educational software, math manipulatives, etc) to support student achievement in core content areas.	1.7 5000-5999: Services And Other Operating Expenditures Supplemental Concentration $166,000.00	1.7 5000-5999: Services And Other Operating Expenditures Supplemental Concentration $207,626
1.8 Support personnel for State and Federal Programs to ensure data analysis, program effectiveness and evaluation, and progress monitoring of unduplicated students.	1.8 Salary – 1000, Benefits - 3000 Supplemental Concentration $35,000.00	1.8 Salary – 1000, Benefits - 3000 Supplemental Concentration $62,360
	1.9 Salary – 1000, Benefits - 3000 Supplemental Concentration $200,000.00	1.9 Salary - 1000/2000 Benefits – 3000, Materials/Books – 4000, Contracted Services – 5000, Capitalized Equipment – 6000 LCFF Base See #1.1
	1.10 Salary – 2000, Benefits – 3000 Supplemental Concentration $114,000.00	1.10 Salary – 1000/2000, Benefits – 3000 LCFF Base $123,933
	1.11 Salary - 1000 Salary – 2000 Benefits – 3000 Materials and Supplies - 4000 Supplemental Concentration $20,000.00	1.11 Salary - 1000 Salary – 2000 Benefits – 3000 Materials and Supplies - 4000 Supplemental Concentration $20,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.9 Continue to provide professional development opportunities in the area of technology and digital literacy/digital citizenship.		
1.10 Continue to employ testing assistants to support students language acquisition through monitoring of English Learner progress, serving as a parent liaison, and supporting the implementation of interventions for this student group.	1.12 Materials and Supplies -4000, Contracted Services -5000 Supplemental Concentration $150,000.00	1.12 4000-4999: Books And Supplies Title I $453,359
1.11 Implement summer intervention and enrichment programs to improve student achievement and to close the achievement gap.	1.13 Salary – 1000, Benefits - 3000 Supplemental Concentration $300,000.00	1.13 Salary – 1000/2000, Benefits – 3000 LCFF Base $135,422
1.12 Technology: Improve technology services district–wide (i.e. increase number of devices and equipment, software, etc.) and provide professional development to increase digital literacy and digital citizenship.	1.14 Salary – 1000, Benefits - 3000 Supplemental Concentration $214,500.00	1.13 Salary – 1000/2000, Benefits – 3000 Title I $249,854
1.13 Employ three district resource teachers to serve as liaisons between the district and its schools. Resource teachers will provide support to site administration in the areas of curriculum, professional development, and special programs. They will demonstrate lessons and innovative teacher strategies, and provide individualized assistance in selected areas of curriculum.	1.15 Salary – 1000/2000, Benefits – 3000 Supplemental Concentration $240,000.00	1.14 Salary – 1000, Benefits - 3000 LCFF Base $228,810
1.14 Hire 1.5 FTE elementary assistant principals to support multi-tiered systems of support (MTSS) through the implementation of positive behavior intervention and support (PBIS), and to facilitate the instructional design through data analysis and student monitoring.	1.16 Salary – 1000, Benefits - 3000 Supplemental Concentration $580,000.00	1.15 Salary – 2000, Benefits – 3000 LCFF Base $96,275
1.15 Support personnel for data, assessment, and evaluation to ensure data analysis, academic program evaluation, and progress monitoring for unduplicated students.	1.17 Salary – 2000, Benefits – 3000 Supplemental Concentration $75,000.00	1.16 Salary – 1000, Benefits - 3000 Supplemental Concentration $32,509
1.16 Employ Program & Student Services Specialist to ensure program development, program effectiveness and the monitoring of Mult-Tiered	1.18 4000-4999: Books And Supplies Supplemental Concentration $253,000.00	1.17 Salary – 2000, Benefits – 3000 LCFF Base See #1.3
	1.19 Salary – 1000, Benefits - 3000 Supplemental Concentration $506,033	1.18 4000-4999: Books And Supplies Title I See #1.12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Systems of Support(MTSS) with the intention of improving educational outcomes for unduplicated students.		
1.17 Employ school site support staff at each school site to ensure the data analysis, program effectiveness and evaluation, and progress monitoring for improved educational outcomes of all students.		
1.18 Technology: Improve technology services district-wide by increasing student access to technology through the purchase of devices and equipment.		
Staffing		
1.19 Continue to provide class size reduction in grades K–3.		1.19 Salary – 1000, Benefits - 3000 LCFF Base See #1.3
Targeted Professional Development	1.20-1.22 5000-5999: Services And Other Operating Expenditures Title I $100,000.00	1.20-1.22 5000-5999: Services And Other Operating Expenditures Title I $14,412
1.20 Provide professional development opportunities to improve teaching and learning in the areas of English Language Arts (ELA), English Language Development (ELD), Mathematics, Science, and Social Studies. Professional development includes training specifically designed to address the achievement gap for students with disabilities.	1.20-1.22 1000-1999: Certificated Personnel Salaries Title II $120,000.00	1.20-1.22 Salary - 1000 Benefits- 3000 Materials and Supplies - 4000 Contracted Services - 5000 Equipment- 6000 Title II $111,387
	1.23-1.24 Salary - 1000 Salary – 2000 Benefits – 3000 Materials and Supplies - 4000 Title III $120,000.00	1.23-1.24 Salary - 1000 Benefits - 3000 Materials and Supplies - 4000 Contracted Services - 5000 Equipment- 6000 Title III $226,361
1.21 Provide professional development opportunities for site and district administrators to support teaching and learning and to strengthen educational practices.	1.25 5000-5999: Services And Other Operating Expenditures Title I $40,000.00	1.25 Materials and Supplies -4000,
1.22 Provide professional development for specific programs implemented in middle schools and/or elementary schools including STEM, College and Career Skills, etc.	1.26 Salary – 1000, Benefits - 3000 Title I $34,000.00	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
English Learner Master Plan		
1.23 Continue to implement English Learner programs (i.e. Structured English Immersion, Dual Language One-Way and Dual Language Two-Way) based on site needs. Review and revise the EL Master plan to ensure clarity and uniformity throughout the district in providing services for English Learners as well as to ensure compliance with current laws, regulations, and accountability.	1.27 Salary – 1000, Benefits - 3000 Title I $245,000.00	Contracted Services -5000 Title I $157,329
1.24 Continue to support, monitor, and evaluate the services for English Learners to ensure students acquire proficiency in English.	1.28 Materials and Supplies -4000, Contracted Services -5000 McKinney-Vento Grant $125,000.00	1.26 Salary – 1000, Benefits - 3000 Title I $33,806
Curriculum, Instruction, and Data Driven Systems		1.27 Salary – 2000, Benefits – 3000 Title I $429,564
1.25 Continue to provide supplemental programs and resources (i.e. educational software, math manipulatives, dual language materials, etc) to support student achievement in core content areas and to support language acquisition.		1.28 Salary – 2000, Benefits 3000, Supplies and Materials -4000, Contracted Services -5000 McKinney-Vento Grant $55,586
1.26 Support personnel for State and Federal Programs to ensure data analysis, program effectiveness and evaluation, and progress monitoring of unduplicated students.		
1.27 Continue to provide site and/or district based academic intervention programs to serve the districts student groups (i.e. English Learners, Low Income, Students with Disabilities, etc) and educationally disadvantaged students in Comprehensive Support and Improvements Schools . Personnel (e.g. instructional aides) may be hired to support in–class interventions for all student groups including unduplicated students at all school sites.		
1.28 The Student and Family Services Manager/McKinney-Vento liaison will support homeless youth and families based on the needs of qualified students which may include tutoring services, transportation assistance, uniforms, and school supplies. Referrals for health and basic living necessities will be made to support homeless families,		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
provide students with a stable environment, and increase opportunities for student achievement and success.		

Goal Analysis

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

1.2: Actual costs for the software programs were lower than projected.
1.6: Budgeted cost did not include statutory and H&W benefits.
1.7: Actual costs for supplemental programs were higher than projected.
1.8: Split funded position; 80% supplemental/concentration and 20% Title I
1.9: Costs already included in 1.1
1.12: Chromebooks purchased to support students in distance learning due to the COVID19 pandemic.
1.13: Budgeted costs did not include statutory and H&W benefits.
1.14: Budgeted costs did not include statutory and H&W benefits

1.20-1.22: Some professional developments were not offered due to the school closures and the impacts of COVID19.
1.23-1.24: Imagine Learning software program add to this action/service
1.25: Some of the supplemental programs include 3 year contract
1.27: Cost includes all Instructional Aides funded by Title I
1.28: Grant award amount = $125,000; actual expenditures were less than the grant award

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

SYSD implemented all of the actions and services as planned and found the results yielded growth. Updates of the Technology Plan is still in progress, with an anticipated completion date of May 2021. Teacher collaboration and Data Reflection Sessions (DRS) continue to serve as a crucial practice for site instructional leaders and teachers to review student data, lessons, and practices that will support student teaching and learning specifically for the district's unduplicated students (English Language Learners, Foster Youth, Low Income). SYSD supports this collaboration with a team of 9 teachers who provide Project Lead The Way Engineering Modules and SPARKS Physical Education to all elementary school students during DRS time. Resource teachers worked to support the data monitoring and instructional design system to focus on the supporting data driven instructional systems. Overall this work saw academic gains for all students, in ELA of 2.1 point and in Math with 3.5 points of gain. For our significant student groups we saw a

range of growth from 3.2 - 9.3 point in ELA and change in math ranging from -1.4 points for students with disabilities and all other groups ranging from 4.4 - 5.8 points of growth.

A challenge with the implementation is that the growth needs to be more concentrated in order to accelerate learning at a higher rate to support the elimination of the achievement gap, as we look forward to the 2021-2024 LCAP cycle we are seeking strategic ways to accelerate student achievement through improved services to include professional learning, planning support, and implementation coaching to be supported by the Resource Teachers.

Goal 2

Goal #2: SAFETY, CLIMATE, AND STUDENT ENGAGEMENT
All students will be educated in positive academic environments that are welcoming, safe, and drug-free.

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 Facilities	All schools met standard of "Good" on Facilities Inspection Tool (FIT).
19-20 Same	
Baseline 1.All schools need to meet standard of "Good" on Facilities Inspection Tool (FIT).	
Metric/Indicator Maintenance	The maintenance department completes all site maintenance in accordance with the LRMF plan.
19-20 Same	
Baseline 2. Routine maintenance needs to be completed at all sites in accordance with the Long-Range Master Facility plan.	
Metric/Indicator Suspensions/Expulsions	The suspension rate and expulsion rate for the district was available for the 2019-20 school year. The goal for the rates was to decrease 2% in the Suspension Rate and maintain 0% for the Expulsion Rate.
19-20 Same	
Baseline	

Expected	Actual
3. 2% decrease in suspension rates	Suspension Rate 2019-20: 2.5% (decrease of 1.1% from 2018-19)
4. Maintain 0% expulsion rate	Expulsion Rate 2019-20: 0% (decrease of .1% from 2018-19)
Metric/Indicator School Attendance/ Chronic Absenteeism **19-20** Same **Baseline** 1% increase in school attendance rate 1% decrease in chronic absenteeism	As measured by the CA Dashboard the rate of Chronically Absent students was 10.1%, which was a 1.9% increase from the prior year.
Metric/Indicator Middle School Drop Out Rate **19-20** Same **Baseline** 1% decrease in middle school drop rate	Middle School Drop Out Rate Per CALPADS 1.14 Drop-Out Counts, the total # of Drop Outs was 23, which was an increase from the previous reported number of 17. The issue of school closures exacerbated an increase in this number as a lack of school connectedness and loss of student population was prevalent during this time. We have refocused our efforts on student engagement and school connectedness through a number of programs aimed at getting students back on campus and engaged in their school community.
Metric/Indicator California Healthy Kids Survey **19-20** California Healthy Kids Survey School Engagement and Supports School connectedness = 57%	California Healthy Kids Survey 2018-19 results indicate some positive gains in the areas measured by the CHCK Survey, particularly in the area of school engagement and supports with academic motivation increasing by 32%, caring adult relationships increasing by 21%, and school connectedness remaining flat with 0% growth. In the areas of school safety the district was not as successful with school

Expected

Academic motivation = 45%
Truant more than a few times = 3%
Caring adult relationships = 34%
High expectations = 53%
Meaningful participation = 15%

School Safety and Substance Use
School perceived as very safe or safe = 71%
Experienced any harassment or bullying = 25%
Had mean rumors or lies spread about you = 30%
Been afraid of being beaten up = 12%
Been in a physical fight = 10%

Seen a weapon on campus = 14%
Been drunk or "high" on drugs at school, ever =1%

Mental and Physical Health
Current alcohol or drug use = 10%
Current binge drinking = 2%
Very drunk or "high" 7 or more times = 0%
Current cigarette smoking = 2%
Current electronic cigarette use = 3%
Experience chronic sadness/hopelessness = 22%

Baseline
8. Establish baseline data for Healthy Kids Survey in Fall of 2017-2018.

Actual

perceived as very safe or safe dropping by 24% and students experiencing harassment growing by 6%.
The totals for each area noted are listed below:
School Engagement and Supports
School connectedness = 57%
Academic motivation = 76%
Truant more than a few times = 5%
Caring adult relationships = 55%
High expectations = 70%
Meaningful participation = 27%

School Safety and Substance Use
School perceived as very safe or safe = 47%
Experienced any harassment or bullying = 31%
Had mean rumors or lies spread about you = 33%
Been afraid of being beaten up = 20%
Been in a physical fight = 19%
Seen a weapon on campus = 17%

Mental and Physical Health
Been drunk or "high" on drugs at school, ever =3%
Current alcohol or drug use = 5%
Current binge drinking =1%
Very drunk or "high" 7 or more times = 1%
Current cigarette smoking = 3%
Experience chronic sadness/hopelessness = 25%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Base	2.1 Salary – 2000, Benefits 3000, Supplies and Materials -4000,	2.1 Salary – 2000, Benefits 3000, Supplies and Materials -4000,

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Basic Services and Safety		
2.1 Maintain basic operating services of the district including MOT personnel, transportation, contracted services, and utilities. Develop a plan to analyze facilities needs and uses across the district including maintenance and operations, solar use, construction needs, and details of properties owned by the district. Create a new Long Range Facilities plan for the district.	Contracted Services -5000 LCFF Base 3,470,000.00	Contracted Services -5000 LCFF Base $4,615,886
2.2 Continue support of Associated Student Body (ASB) at the middle schools. The business department will support ASB advisors in ensuring accurate bank deposits, reconciliation of funds, and fiscal auditing, etc.	2.2 Materials - 4000 Contracted Services - 5000 Equipment - 6000 LCFF Base $5,000.00	2.2 Materials and Supplies -4000, Contracted Services -5000 LCFF Base $5,000.00
Supplemental		
School Climate and Student Engagement		
2.3 Review and revise safety plans for district and site needs.	2.17 & 2.18 Salary - 1000/2000 Benefits – 3000, Materials/Books – 4000, Contracted Services – 5000, Capitalized Equipment – 6000 Supplemental Concentration $1,200,000.00	2.17 & 2.18 Salary - 1000/2000 Benefits – 3000, Materials/Books – 4000, Contracted Services – 5000, Capitalized Equipment – 6000 LCFF Base $817,596
2.4 Continue to provide campus security at some school sites. Personnel will be provided professional development in the areas of restorative practices, trauma informed care, etc. Implement visitor management software at each school site and upgrade communication system to improve school and district safety.	2.4 Salary – 2000, Benefits – 3000, Contracted Services – 5000 Supplemental Concentration $380,000.00	2.4 Salary – 2000, Benefits – 3000 Supplemental Concentration $285,521.59
2.5 Provide professional development for district and site staff to support a positive academic school environment (e.g. trauma informed care, customer service, PBIS/Restorative practices, behavior management, etc).	2.5 & 2.19 Salary – 1000/2000, Benefits – 3000 Supplemental Concentration $185,000.00	2.5 & 2.19 Salary – 2000, Benefits – 3000 Other $158,858.78
2.6 Provide enrichment opportunities and programs for students to improve the academic environment (i.e. College Readiness, Compact	2.3 & 2.6 5000-5999: Services And Other Operating Expenditures Supplemental Concentration $20,000.00	2.3 & 2.6 Salary - 1000/2000 Benefits – 3000, Materials/Books – 4000, Contracted Services – 5000, Capitalized Equipment – 6000 Supplemental Concentration $20,000.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
for Success, etc), and to include extended year educational experiences, field trips, and activities.		
2.7 Continue "Two is Too Many" initiative to improve attendance rates and decrease chronic absenteeism. Implement an attendance recovery program for grades 7 and 8 to increase attendance at the middle schools.	2.7 Salary – 1000, Benefits - 3000 Supplemental Concentration see #2.8	2.7 Salary – 2000, Benefits – 3000 Supplemental Concentration see #2.8
2.8 Continue to employ a Coordinator of Full Service Community Schools and ASES to provide leadership for the coordination, direct planning, development, implementation and evaluation of the functions and services of the full-services community schools program as well as the ASES program.	2.8 & 2.15 Salary – 2000, Benefits – 3000 Supplemental Concentration $210,500.00	2.8 & 2.15 Salary – 2000, Benefits – 3000 Supplemental Concentration $321,840
2.9 Continue to provide the After School Education and Safety (ASES) program at all sites. Implement lunch time and after school sports, visual and performing arts (VAPA), and enrichment (i.e. STEAM, etc.) programs.	2.9 & 2.16 Salary – 2000, Benefits – 3000 Supplemental Concentration $235,000.00	2.9 & 2.16 Salary – 2000, Benefits – 3000 LCFF Base $235,000
2.10 Provide data gathering programs to improve services within the district.	2.10 Materials and Supplies -4000, Contracted Services -5000 Supplemental Concentration $42,500.00	2.10 5800: Professional/Consulting Services And Operating Expenditures Supplemental Concentration $0.00
2.11 Hire social workers and psychologists to provide mental health services and social/emotional support to all students.	2.11 Salary – 1000, Benefits - 3000 Supplemental Concentration $175,000.00	2.11 Salary – 1000, Benefits - 3000 Other $280,383
2.12 Create a Student Success Task Force to create a district-wide guidelines guide for behavior and interventions.	2.12 & 2.13 & 2.14 Salary – 1000, Benefits - 3000 Supplemental Concentration 480,000.00	2.12 & 2.13 & 2.14 Salary – 1000/2000, Benefits – 3000 Supplemental Concentration NO COST
2.13 Provide professional development in the area of Restorative Practices and Social Emotional Learning to improve teaching and learning. Professional development includes training specific to addressing the achievement gap of unduplicated students by creating a culture of support on every school site.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.14 Provide professional development for resource teachers, school site administration, and district administration to become trainers for Restorative practices to support the capacity building of LEA staff to support and refine the development of these practices on all school sites.		
2.15 Employ support staff for After School Education and Safety (ASES), Pathways, and attendance to support with the coordination and monitoring of these programs.		
2.16 Employ additional custodial staff to support the implementation of Extended Day Programming (Pathways & ASES).		
2.17 Provide transportation for Regular Education students to support access to equitable outcomes for students. This service will support students by increasing student attendance, for students who are impacted by transportation constraints.		
2.18 Provide all students with free breakfast and lunch by funding the difference between the Federal reimbursement and the cost of providing meals at no charge to all students, per Provision 2 requirements.		
2.19 Provide an additional 2.0 FTE maintenance staff to support school sites and departments which exceeds the required staffing ratio.		
Targeted

School Climate and Student Engagement

2.19 Continue to provide a Foster Youth/Homeless Manager to support students and parents and to monitor student progress. | 2.19 Salary – 2000, Benefits – 3000 Title I $133,000.00

2.20 Salary – 1000/2000, Benefits – 3000 MTSS grant $0.00

2.21 5000-5999: Services And Other Operating Expenditures ASES Grant, 21st Century | 2.9 Salary – 2000, Benefits – 3000 Title I $103,995

2.20 Salary – 1000/2000, Benefits – 3000 MTSS grant $0.00

2.21 5000-5999: Services And Other Operating Expenditures ASES Grant, 21st Century |

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.20 Provide professional development and services for students in the areas of trauma- informed care, and other social–emotional services to increase student success.	Community Learning Centers $987,709.00	Community Learning Centers $951,567.58
2.21 Continue to provide and expand the After School Education and Safety (ASES) program at all sites. Implement lunch time and after school sports, visual and performing arts (VAPA), and enrichment (i.e. STEAM, etc.) programs.	2.22 In kind match ($1.7 million) 5000-5999: Services And Other Operating Expenditures Promise Neighborhood Grant $1,700,000.00	2.22 In Kind Match ($1.7 million) 5000-5999: Services And Other Operating Expenditures Promise Neighborhood Grant $1,700,000.00
2.22 Continue with Promise Neighborhood to provide resources and services for our student and families that promote improved educational outcomes across the San Ysidro Community.		

Goal Analysis

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

2.1: Budgeted costs did not include statutory and H&W benefits
2.4: Visitor management systems were not installed at all the school sites; restorative practices trainings were provided by the District Attorney's Office at no cost.
2.15 & 2.19: Restorative practices trainings were provided by the District Attorney's Office at no cost
2.8 & 2.15: Actual cost for the Pathways program increased.
2.5 & 2.19: Restorative practices trainings were provided by the District Attorney's Office at not cost.
2.10: Data programs were not gathered due to the school district closure and the impacts of COVID19.
2.11: Costs includes one social worker and two lead psychologists
2.17 & 2.18: A reduction in expenditures in transportation and child nutrition were due to school closures and the impacts of COVID 19.
2.12.2.13.2.14: Training provided by the District Attorney's Office at no cost

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

All actions and services in Goal 2 were implemented according to the plan. In monitoring goal achievement as measured by the metrics, we attained our target for Expulsion (0%) and declined our Suspension Rate by 1.1% which was short of the 2% mark. The

focus on Positive Behavior Intervention and Supports Plan continues to be a district priority and the evidence indicates that this plan is supporting the building of more positive school climates, however we experienced an uneven implementation by school site and therefore need to adjust the plan to include implementation support and identified staff to lead the work on site. Another important area addressed in this goal was the training and implementation of Social Emotional Learning curriculum, Second Step, and the inclusion of Restorative Justice Practices as part of the focus for staff professional development. This implementation was a challenge as there were areas of support needed for staff to successfully implement the SEL curriculum. We have worked on next steps in planning for the 2021-2024 cycle that will address the need to build capacity with staff for a deeper implementation of all of these practices, which will positively impact student engagement and school climate.

Another important aspect of building positive school climate is a sense of school connectedness, which as indicated by the CHKS data we made significant progress in. We believe that some of this success was due to the launch of our Pathways Program which offers student enrichment opportunities ranging from robotics to cooking, acting, jewelry-making, art and many other classes with no cost to parents. With school closures at the end of March, we were unable to continue with the majority of this programs offerings, however due to stakeholder input it is a priority to reestablish the program offerings once we are able to.

The last area where we have experienced some challenge is in the area of chronic absenteeism, where we increased by 1.9% to take the district to a overall percentage of 10.1% This has been an area of review for out team to improve systems and we engaged in work with SDCOE in this area over the last 18 months, focused on students with disabilities, but with a systems lens to ensure that we are able to make a positive impact with all student groups.

Goal 3

Goal #3: PARENT ENGAGEMENT

Parent participation in the educational process will increase annually.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Metric/Indicator	Expected	Actual
Parent Participation		In the area of parent participation, the district has increased our focus on parent involvement, as measured by the following metrics:
19-20		
Same		
Baseline		
1. 100% parent participation on site and district parent advisory committees in order to provide input on decision making.	1. 100% parent participation on site and district parent advisory committees in order to provide input on decision making.	School Sites
		District
2. Offer a minimum of one parent workshop and/or family activity at each school site per month where all parents including parents of English Learners, Students with Disabilities, Homeless/Foster Youth, etc. are invited to participate.	2. Offer a minimum of one parent workshop and/or family activity at each school site per month where all parents including parents of English Learners, Students with Disabilities, Homeless/Foster Youth, etc. are invited to participate.	100% Participation was not attained at any district meetings. DELAC Quorum at 6 out of 9 meetings DPAC Quorum at 1 out of 6 meetings
3. Increase the number of parent workshops or informational events offered at the Parent Community Center each month. (Use 2015-2016 as a baseline year.)		2. Offer a minimum of one parent workshop and/or family activity at each school site per month where all parents including parents of English Learners, Students with Disabilities, Homeless/Foster Youth, etc. are invited to participate.

Expected	Actual
	3. Increase the number of parent workshops or informational events offered at the Parent Community Center each month. (Use 2015-2016 as a baseline year.)
	55 Parent Workshops Offered at the Parent Center, which was an increase of 9 from the previous year. However, this number was cut short due to closures caused by COVID-19 in March 2020.

Actions / Services

	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Base			
Parent Involvement			
	3.1 Continue to support the Parent Community Center located at the district office.	3.1 No Cost 3.1 No Cost	3.1 No Cost No Cost
	3.2 Provide parents with opportunities to provide input on decisions through involvement on site and district committees.	3.2 No Cost	3.2 No Cost
Supplemental Parent Involvement			
	3.3 Provide professional development opportunities for parents to learn about the educational system and how they can support their children.	3.3 Salary – 2000, Benefits 3000, Supplies and Materials –4000, Contracted Services -5000 Title I $40,000	3.3 5000-5999: Services And Other Operating Expenditures Title I $37,862
	3.4 Improve home-school communication including improving websites, providing information on student academic progress, and notifying parents of district and school events.	3.4 5000-5999: Services And Other Operating Expenditures LCFF Base see #1.2	3.4 5000-5999: Services And Other Operating Expenditures LCFF Base see #1.2
	3.5 Continue to provide Outreach Consultants at every school site to increase parent engagement at site meetings and events.	3.5 Salary – 2000, Benefits – 3000 Supplemental Concentration $660,000.00	3.5 Salary – 2000, Benefits – 3000 Supplemental Concentration $541,613

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.6 Continue to employ interpreters to provide translation/interpretation services throughout the district.	3.6 Salary – 2000, Benefits – 3000 Supplemental Concentration $122,500	3.6 Salary – 2000, Benefits – 3000 LCFF Base $180,855
3.7 Continue to provide a Coordinator of Public Relations and Community Services to provide leadership in the coordination, development, and evaluation of parent and community engagement events and activities at school sites, at the district, and within the community to increase partnerships and involvement in the educational process.	3.7 Salary – 2000, Benefits – 3000 Supplemental Concentration $144,800	3.7 Salary – 2000, Benefits – 3000 LCFF Base $160,937
3.8 Provide professional development opportunities for parents to learn about the educational system and how they can support their children.	3.8 Salary – 2000, Benefits 3000, Supplies and Materials -4000, Contracted Services -5000 Title I see #3.3	3.8 5000-5999: Services And Other Operating Expenditures Title I see #3.3
Targeted Parent Involvement	see #3.3	

Goal Analysis

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

3.5: Budgeted expenditures were overstated; please refer to the actual costs for the Outreach Consultants.
3.6: Total Budgeted expenditures did not include statutory and H&W benefits.
3.7: Total Budgeted expenditures did not include statutory and H&W benefits.

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

All actions and services for this goal were implemented with success. The positions established to support this goal will continue in the 2019-2020 school year. The district is focused on increasing parent communication and involvement. This year the district provided 55 workshops for parents to participate in at the parent center. It is our intention to have more parents involved at all levels, and as such

strive to increase offerings to include additional offerings specific to the needs of our student groups in a virtual and in person format when allowable.

Based on the participation measured by parent surveys, community forums, and school site parent events, we can establish that the actions and services in this goal have been effective in increasing parent participation in the San Ysidro School District. Even though this is a step in the right direction, there is still room for improvement. We will continue to use all tools available to improve and increase our line of communication with our parents and community.

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
1. All school sites and the district office will be disinfected on a regular basis. The district will provide personal protective equipment such as gloves, masks, hand sanitizers, etc. The district has purchased several options for temperature checks such as contactless thermometers, temperature check tablets and thermo-scans.	$700,000	$1,106,455	Yes
2. Small group instructional support to students through Title I Instructional Aides during asynchronous time. This allows students to receive extra instructional support specific to the content that they are learning without losing any direct instructional time with their teacher.	$377,000	$400,000	Yes
3. Grade level tutoring support to students through ASES during asynchronous time. This allows students to receive extra support specific to the content that they are learning without losing any direct instructional time with their teacher.	$300,000	$500,000	Yes
4. Other activities/services that are necessary to maintain the operation and continuity of services in the district. These activities/services include direct communication to families, processing of purchase orders, contract review and processing, coordination of after school programs, technology support, attendance coordination to support student attendance and engagement, and support to coordinate STEM instruction to students at elementary school sites.	$1,360,340	$1,511,916	Yes
5. Additional staffing required to staff the blended learning program.	$466,200	$466,200	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.

1. Additional expenditures purchased and funded by ESSER, ESSER II and CRF
3. Grade level tutoring support funded by ASES and CRF.
4. Actual expenditures greater than anticipated.

Analysis of In-Person Instructional Offerings

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

The 2020-21 school year was mired with many challenges, however, we also experienced a great deal of success as we worked together to serve the needs of our community, families, students and staff. The number one goal for the district was to ensure that safety and safety protocols were in place at all times. Under the leadership of our Assistant Superintendent the MOTF Department worked tirelessly to source, purchase, and execute the implementation of the districts COVID-19 Safety Plan (CSP) to ensure that the district offered a safe environment for students and staff. We are proud that we have 100% of our schools meet the FIT goal with a rating of "good or better". I In order to prepare to move to an in person instructional model, the district worked closely with classified and certificated staff to execute instructional schedules that would support students with direct instruction and small group/tutoring supports, which were a direct result of families and staff noting the need for students to have additional supports to accelerate their learning. Our community was severely impacted by high COVID case rates, and this caused us to pause on reopening to students for on campus instruction throughout the year. This delay was something that we were prepared for and planned a variety of support services for out students and families. These supports included our ASES program to become a Distance Learning Support Program(DLSP), through which we were able to offer students the opportunity to come to campus for an all day program where they were able to log-in for instruction with their teacher and have the support of our DLSP staff, as well as have mental health and outdoor opportunities throughout the day. While successful in supporting families, we were only able to offer support to a limited number of families due to staffing. Additionally, this program offered virtual tutoring to students who were in distance learning, which supported our students with completing assignments and was designed to support students during asynchronous time, so that it would not interfere with synchronous instruction. These additional supports were put into place due to direct input from stakeholder surveys indicating the need for academic and mental health supports.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Purchase of chromebooks to ensure student access and connectivity to distance learning programs.	$1,620,000	$1,228,861	Yes
2. Programs and services to meet the needs of our special education students.	$600,000	$600,000	Yes
3. Professional Development- teacher 2 PD days, Tech stipends	$300,000	$300,000	Yes

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

1. Budgeted amount is overstated because a portion of the chromebooks were purchased in 19-20 with Title I funds. This amount is not included in the estimated actual expenditures for 20-21.

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.

SYSD planned for the 2020-21 school year through ongoing Re-Opening Task Force that allowed the district the opportunity to elicit stakeholder participation working together over the course of several weeks to discuss needs and create recommendations for the districts approach to the continuity of learning through distance learning and in person instructional offerings. The group was composed of district administrators, principals, assistant principals, parents, and classified and certificated staff members. The input from this workgroup was essential to the design of instructional programs for the year which focused on creating a blended learning program, a hybrid learning program, and a distance learning program that provided our students with the highest level of continuity possible through strategic scheduling and the implementation of the districts instructional design, CCSS instructional matrix, and district common assessment system for monitoring student learning. While there were many challenges posed by this planning, the impact that COVID had on our community was by far the biggest challenge. The case rates in our community required for us to continue in Distance learning only model for far longer than we had anticipated, with students only returning to in person learning in mid-April for 2 days a week.

One of the biggest hurdles for SYSD at the point of school closures was the need to provide devices and internet access to all of our students. We had not yet become a 1:1 district in terms of devices, and many of our families live in areas where internet access is not available, in fact we had approximately 85% of our students who did not have a device to access school from. Due to the necessity for all of our students to have a device and internet access in order to be able to have access to distance learning, this was the first priority in establishing distance learning access for all of our students. By the third week of the school year, the district was able to provide all students with a device and headset to allow equitable access to the distance learning platform. In addition to the devices, there are areas of our community where connectivity is an issue and we have been able to resolve that for our families as well through the issuance of hot spots to augment and or provide internet service. Additionally, we were able to offer our teachers professional learning and support with Google Suite, as well as other technology topics and support for other applications to support a smooth transition and implementation of distance learning throughout the year. This professional learning has been followed up with office hours and mini trainings for teachers on a weekly basis. We have seen a tremendous amount of growth among staff, families, and students in the area of technology savvy and implementation due to our efforts to train and support capacity building during this time when access is an equity issue.

One of the goals that we set out to ensure for the students in our district was to support them as we progressed through this year. Student engagement was monitored by our Outreach Consultants through the Coordination of our Full Community Services, Attendance Coordinator. The plan was to approach attendance and student engagement through a trauma informed lens, in order to support families with services and supports that were creating a barrier to student engagement. The referral system was helpful to be able to reach out to families early and be able to support their needs. However, we did experience a barrier with being able to contact some families. We have been able to maintain a district wide attendance rate of 94% and our CALPADs snapshot for chronic absenteeism was at 8.13% which is a 1.97% reduction from the CA Dashboard data of 10.1%. While we are comparing different metrics, it is a glimpse into the success of this support system and provides us for some foundation for working on the strengthening the support of student engagement. In terms of student progress we worked to support continuity in our instructional programs that mirrored our on site cycle of continuous improvement and instructional data monitoring to inform instructional practice and student intervention planning. The challenges of navigating our internal systems online included access and validity of data that was being collected in relation to the online common assessments. As we pivot to in person instruction we continue to evaluate student progress and make instructional decisions to support acceleration of student learning.

Throughout the time that we have been providing distance learning, we have provided 3 all day workshops to support teachers navigate pivoting instructional practice on line and follow-up opportunities for weekly professional development on a variety of topics at varying levels, as well as open office hours to support teachers who have specific needs. In addition to the workshops, professional development, and office hours, each school site had a teacher who serves to support teachers with technology implementation. Additionally, we have dedicated technology staff to support teachers with hardware and software needs. This has been a huge transition for much of our staff, and we have seen success and innovation of teaching practice and engagement strategies during classroom visits. While technology is still a challenge for some staff and students, the progress and steps forward are so pronounced that we are dedicated to continuing to support the growth of these practices in our classrooms and community through continues professional learning and implementation supports for staff, parents, and students.

District staff stepped up to ensure that the needs of the school community and the larger San Ysidro community were supported throughout the year. Our maintenance, custodial, and grounds staff sanitation team trained in appropriate methods of cleaning, sanitizing, and disinfecting schools and other district facilities to ensure safe working environments for all. Additionally, many classified employees supported events involving the general public such as: meal service to the public and Chromebook and/or other supplies/materials distribution, as well as attending parents by appointment who needed in person supports related to the education of students. This year required a great deal of flexibility due to the ever changing nature of events, and as always the safety of staff, students, and our community were the focal point from which decisions were made about providing services, supporting families, and instructing students.

During distance learning the school district recognizes that there is a need to provide additional support to promote success and access to the instructional programs for all learners. To that end the district made adjustment to ensure safety but worked to continue to provide supports to students, particularly students with unique learning needs. To that end, through Promised Neighborhood services focused on those considered 'high risk' and continued to be coordinated with the support of district staff and offered virtually to ensure continuity of services and new services when needed. Another highlight is the implementation of Social Emotional Learning which is being incorporated daily through a tier I curriculum for all students to support our PBIS program and the mental health and wellbeing of our students. This instruction is being paired with a plan for a multi-tiered system of support that we are working to put into place to support students at a variety of levels of need.

We continue to focus on the needs of English learners through English Language Development(ELD) support through Imagine Learning Digital content, designated leveled small group instruction through synchronous learning opportunities with their teacher and integrated English Language Development to support core content access through scaffolded language supports throughout the synchronous and asynchronous instructional offerings. Additionally, we have added bilingual Expanded Learning staff to support students during daily tutoring opportunities, which will occur during asynchronous times as an additional level of support for students acquiring English. Foster Youth are contacted and monitored for needs through our Student and Family Services Manager to ensure all students have access to technology - including internet, a computer, and mobile hotspots that would allow them to participate fully in online learning. Additionally, she will monitor for social-emotional needs and academic supports that may need to be added to their day. Expanded Learning staff will be identified to support students during daily tutoring opportunities, which will occur during asynchronous times as an additional level of support. Students experiencing homelessness are contacted and monitored for needs through our Student and Family Services Manager to ensure all students have access to technology - including internet, a computer, and mobile hotspots that would allow them to participate fully in online learning. Additionally, she will monitor for social-emotional needs and academic supports that may need to be added to their day. Expanded Learning staff will be identified to support students during daily tutoring opportunities, which will occur during asynchronous times as an additional level of support.

Students with exceptional needs were advised of the program that was in place to support their children and provided with contact information in order to attain additional support. The department monitored students and families who were not engaged and took action to find and support those students and families. The Special Education Department continued to provide services to the extent practicable to students based on their IEPs through direct services, academic supports, and Google classroom instruction. Students have a range of options for receiving services, which allows us to accommodate based on student and family needs. Students receive

support and scaffolding during synchronous instruction and additional small group and/or individual support during asynchronous instructional times. This focus of support for both instructional models allows each student to receive additional support in their areas of need, which allows them to work on their individual goals. For parents that opt to receive support via paper/pencil, the IEP team follows up with parent consultation sessions via phone and/or written communication. In addition to the academic support, students also have access to their DIS services via Teletherapy or Telehealth by the Speech and Language Therapists, School Psychologists, School Social Worker, Occupational Therapist, Physical Therapist, and Adapted Physical Education Specialist. Students also have access to SELPA service providers that include VI teacher, DHH teacher, Audiologist, and Mobility Specialist. The Special Education Department will be hosting virtual Professional Development for parents, teachers, and paraprofessionals. The topics will range from Understanding Distance Learning, Mental Health, Virtual Reinforcement, and many other topics that address the need of the community. The department will also be adopting a virtual platform for psycho-educational assessments to continue evaluating students who have a suspected disability.

The 2020-21 school year has posed many challenges that go far beyond we imagined they might. As a school community we worked on many new systems to support the emerging needs of students and families. This work has allowed for us to see successes in so many areas and to take the challenges that emerged as an opportunity to refine our approach to the issues that we were presented with. As we look toward the new school year the challenges will become successes as we work together to refine and support our community and student academic outcomes through refined approaches.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Intervention (CRF)	$100,000	$100,000	Yes
Title I Instructional Aides (Title I)	$377,000	$400,860	Yes
Professional Development for Evidence Based Instructional Best Practices and Supports (Title II)	$160,000	$91,257	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.

2. Actual expenditures greater than anticipated.

3. Due to COVID planned professional development was limited. LEA shifted to internal professional learning opportunities which were less costly than budgeted.

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.

As we navigated the challenges of 2020-21, support students who were struggling in the new learning environment and the transition from distance learning to in person learning for our hybrid model which began in April 2021 we took care to establish interventions and expanded learning time for students through the use of Instructional Aides to push in additional small group or 1:1 supports for students who needed intervention in order to be successful. Additionally, our schedules kept our Instructional Design, which provides for Tier 1 Instruction and built in Tier 2 intervention with teacher led small groups to support students at their individual levels. Our local assessment protocol includes regular data monitoring the use of locally created common assessment data to identify and support students on their progress towards grade level standards. Our locally created common assessment were transitioned to an online platform this year in order to support the continuity of our instructional system and have a method to monitor student outcomes, however since we have only been back on site for 4 weeks with only about 50% of our families opting to send their children back for our 2 day per week hybrid program, it has been difficult to determine if we have really been able to identify the depth of the learning loss. However, our preliminary data from these locally created common assessment show some overall stability with some dips in data

in comparison to last year, with K-2 remaining flat +/- 3% in both ELA and Math; GR 3-8 showing a 6% dip in ELA and a 5% dip in Math. Throughout the year, we have maintained paraprofessionals, in order to continue to provide students with additional instructional supports, through small group and 1:1 lessons including pre-teaching and reteaching to support the acceleration of student learning.

Analysis of Mental Health and Social and Emotional Well-Being

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

During the 2020-21 school year, SYSD designed and implemented a Multi-Tiered for mental health supports for students. This includes the professional learning for teachers and staff on restorative justice practices and our Tier 1 SEL curriculum, which was implemented teachers at every school site as part of their weekly instruction. In addition to the Tier 1 supports, we entered into a contract with a community partner for counseling support which allowed for us to support staff and students with support groups, when it was determined that they had needs that went beyond Tier 1 services. The model was implemented fairly well, however, we are aware that teachers and support staff need more training and support to fully implement the intention of out Tier 1 program. Additionally, it would be helpful to have our own social workers in order to have onsite supports which we could use to provide direct service to students and build capacity for Tier 1 instruction through planning and lesson modeling support. These are challenges that we plan to address with a goal specific to mental health and social emotional well being in the 2021-2024 LCAP.

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.

The implementation of pupil and family engagement was focused a new Multi-Tiered system of support which was designed tp support students with reengagement when it was determined through absences or teacher referral that they student had become disengaged in school. The protocol was trauma informed and intended to support families with wrap around services to ensure that their children were able to reengage in school and any immediate needs that the district could support with were attended to. This system has helped our attendance rate to be about 95% year to date. As we analyze ways to improve the system to be more impactful, one refinement is to follow-up with families regularly even after reengagement to ensure that we are able to support and maintain their engagement in the system.

Analysis of School Nutrition

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

The school nutrition program was very successful in their mission to continue to serve the community during school closures. SYSD's Child Nutrition Services(CNS) engaged in community feeding from the beginning of school closures until today. Additionally, as the district was able to reopen to onsite offerings first for our ASES -Distance Learning Support Program (DLPS) and then to a larger group of students with hybrid learning the CNS team was able to feed students on campus and continue to support the community

through community feeding. As a provision 2 district, it is a priority to provide efficient meal service to our students and we are proud of the fact that during every phase of school closures in a community with the highest COVID rates in the county our team showed up to feed the children and community of San Ysidro.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	1. Mental Health and Social and Emotional Well Being	$250,000	$921,210	Yes
Distance Learning Program	2. Expanded Learning Program	$1,400,000	$874,820	Yes
Pupil Engagement and Outreach	3. Outreach Consultants	$540,000	$540,000	Yes
School Nutrition	4. The child nutrition department will continue to provide breakfast and lunch meals to all students.	$200,000	$200,000	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.

#1: Estimated Actual Expenditures were funded by the Supplemental-Concentration Grant, Mental Health Funds and the General Fund. Costs includes one Social Worker, 2 Lead Psychologists and Psychologists.
#3: Distance Learning Program and tutoring services were funded by ASES, 21st Century and CRF. Total actual costs were less then anticipated.

Overall Analysis

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

The lessons of the 2020-21 school year have informed the goals and actions of the 2021-24 LCAP in a variety of ways. SYSD understands that the successes and challenges of this year will leave an indelible mark on our community. As such, we specifically asked our stakeholder what we should take from this year as we look to the future. Their input and our own learning through analysis of qualitative and quantitative data directly impacted the writing of goals and actions in the 2021-24 LCAP. One area of focus that was impacted was the need to continue to focus on supporting 1:1 devices for all of our students, internet access, as well as professional learning and support for technology to ensure that we continue what we built even when we are back on campus with a computer

literate student body ready for the innovations of the world. Additionally, we have made a commitment to continue to support the social emotional wellbeing and mental health needs of our students through a commitment to supporting a Multi-Tiered system of support, with a goal that targets SEL and metal health support for all students. Another area, where we have focused on due to parent input and the lessons from the challenges of 2020-21 is the need to support students with academics to accelerate learning and diminish the achievement gap, that includes a focus on enrichment to increase student engagement and a sense of connectedness to school.

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

Pupil learning loss continues to be addressed through tier 2 interventions and supports from instructional staff, including small groups and tutoring opportunities. We have also made a commitment to address the needs of students unique learning needs through a 3 week intersession program that will serve as an academic bridge for students and include enrichment opportunities through STEAM, sports, and VAPA. Additionally, we are including actions that outline an extension of the school year through additional instructional minutes, intervention support teachers and paraprofessionals to support students with increased services focused on accelerating learning particularly in the areas of ELA, Math, and ELD. Additionally, the district outlined a plan to improve the focus of professional learning through, guided planning, and implementation coaching in order to ensure that evidence based practices learned from professional development are implemented with students. The district will continue to use local assessment data to drive instruction through data monitoring. This process allows teachers to identify students needing additional supports and work with colleagues to develop intervention and differentiation strategies.

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.

The 2020-21 Learning Continuity and Attendance Plan (LCP) had no substantive differences between the description and implementation of actions and services identified as contributing towards meeting the increased and improved services requirement.

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

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

In reviewing the 2019-20 LCAP and the 2020-21 LCP, we have been able to make some determinations on overall success and challenges to drive the development of the 2021-2024 LCAP Cycle. This review along with the input from stakeholder groups helped to clarify and inform the needs of the district and next steps for the district plan to improve student outcomes. San Ysidro School District's mission is to provide a quality education and opportunity for ALL students to succeed. Therefore, we are committed to providing each of our students with a supportive learning environment to be successful. With this in mind we have reviewed the data from the annual update and taken into consideration the input that we gathered from stakeholders in the development of the 2021-2024 LCAP. In response to stakeholder feedback and data analysis, we will continue to focus on student interventions and supports for academic success, and include a goal for supporting the area of English language proficiency. Additionally, we will continue our focus on parent engagement and communication, positive school environments through our PBIS model and multitiered system of support for student engagement and attendance, as well as support the social emotional and wellbeing needs of our students through a multitiered approach.

Based on data collected and analyzed during the 2019-20 & 2020-21 school year, as well as the input from stakeholders which included community feedback forums hosted by each school site, administrative feedback meetings, DPAC/DELAC overview and feedback meetings, staff feedback meetings, survey data, student feedback meetings, and the Differentiated Assistance process, our 2021-24 LCAP will focus on:

1. Academic achievement for all student groups through targeted interventions and expanded instructional time through increased instructional minutes and summer bridge programs, and the continued implementation of our Instructional Design and PLTW enrichment program
2. Focus on English and academic language development, through professional learning and implementation coaching
3. Expand our PBIS program and focus on restorative practices, enrichment, and engagement to positively impact student engagement and school climate
4. Support student social emotional well being and mental health through a Multi-Tiered system of support, with increased support from social workers and an eye on building capacity with all staff for the implementation of Tier 1 supports for all students.
5. Increase parent involvement through committees and continued communication, as well as build capacity for parents to partner in the educational system through opportunities for learning at parent workshops.

The San Ysidro School District serves a diverse student population including many students from high needs student groups, such as students with disabilities, English learners, and students from socioeconomically disadvantaged, homeless or foster families. Within the LCAP there are actions and services specific to these student groups including, but are not limited to, professional development

and instructional coaching for teachers, supplemental and intervention materials, push-in support for struggling readers and struggling math students, and the continuation of restorative practices with a focus on social emotional wellbeing.

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:
    - Continuity of Instruction,
    - 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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- 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.

- 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	44,702,616.00	44,363,933.95
ASES Grant, 21st Century Community Learning Centers	987,709.00	951,567.58
LCFF Base	33,366,074.00	36,988,017.00
McKinney-Vento Grant	125,000.00	55,586.00
MTSS grant	0.00	0.00
Other	0.00	439,241.78
Promise Neighborhood Grant	1,700,000.00	1,700,000.00
Supplemental Concentration	7,691,833.00	2,411,592.59
Title I	592,000.00	1,480,181.00
Title II	120,000.00	111,387.00
Title III	120,000.00	226,361.00
	120,000.00	226,361.00

* 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	44,702,616.00	44,363,933.95
1000-1999: Certificated Personnel Salaries	120,000.00	0.00
4000-4999: Books And Supplies	253,000.00	453,359.00
5000-5999: Services And Other Operating Expenditures	3,113,709.00	2,944,717.58
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00
Materials - 4000 Contracted Services - 5000 Equipment - 6000	5,000.00	0.00
Materials and Supplies -4000, Contracted Services -5000	317,500.00	162,329.00
Salary - 1000 Benefits - 3000 Materials and Supplies - 4000 Contracted Services -5000 Equipment- 6000	0.00	337,748.00
Salary - 1000 Salary — 2000 Benefits — 3000 Materials and Supplies - 4000	140,000.00	20,000.00
Salary - 1000/2000 Benefits — 3000, Materials/Books — 4000, Contracted Services — 5000, Capitalized Equipment — 6000	2,247,000.00	1,892,395.00
Salary — 1000, Benefits - 3000	2,264,533.00	764,474.00
Salary — 1000/2000, Benefits — 3000	30,056,074.00	30,602,980.00
Salary — 2000, Benefits — 3000	2,199,800.00	2,514,459.37
Salary — 2000, Benefits — 3000, Contracted Services — 5000	476,000.00	0.00
Salary — 2000, Benefits 3000, Supplies and Materials -4000, Contracted Services -5000	3,510,000.00	4,671,472.00

* 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	44,702,616.00	44,363,933.95
1000-1999: Certificated Personnel Salaries	Title II	120,000.00	0.00
4000-4999: Books And Supplies	Supplemental Concentration	253,000.00	0.00
4000-4999: Books And Supplies	Title I	0.00	453,359.00
5000-5999: Services And Other Operating Expenditures	ASES Grant, 21st Century Community Learning Centers	987,709.00	951,567.58
5000-5999: Services And Other Operating Expenditures	LCFF Base	100,000.00	33,250.00
5000-5999: Services And Other Operating Expenditures	Promise Neighborhood Grant	1,700,000.00	1,700,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration	186,000.00	207,626.00
5000-5999: Services And Other Operating Expenditures	Title I	140,000.00	52,274.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Concentration	0.00	0.00
Materials - 4000 Contracted Services - 5000 Equipment - 6000	LCFF Base	5,000.00	5,000.00
Materials and Supplies -4000, Contracted Services -5000	LCFF Base	0.00	0.00
Materials and Supplies -4000, Contracted Services -5000	McKinney-Vento Grant	125,000.00	0.00
Materials and Supplies -4000, Contracted Services -5000	Supplemental Concentration	192,500.00	0.00
Materials and Supplies -4000, Contracted Services -5000	Title I	0.00	157,329.00
Salary - 1000 Benefits - 3000 Materials and Supplies - 4000 Contracted Services - 5000 Equipment- 6000	Title II	0.00	111,387.00
Salary - 1000 Benefits - 3000 Materials and Supplies - 4000 Contracted Services - 5000 Equipment- 6000	Title III	0.00	226,361.00
Salary - 1000 Benefits -- 2000 Benefits -- 3000 Materials and Supplies - 4000	Supplemental Concentration	20,000.00	20,000.00
Salary - 1000 Salary -- 2000 Benefits -- 3000 Materials and Supplies - 4000	Title III	120,000.00	0.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Salary - 1000/2000 Benefits – 3000, Materials/Books – 4000, Contracted Services – 5000, Capitalized Equipment – 6000	LCFF Base	1,047,000.00	1,872,395.00
Salary - 1000/2000 Benefits – 3000, Materials/Books – 4000, Contracted Services – 5000, Capitalized Equipment – 6000	Supplemental Concentration	1,200,000.00	20,000.00
Salary – 1000, Benefits - 3000	LCFF Base	0.00	355,416.00
Salary – 1000, Benefits - 3000	Other	0.00	280,383.00
Salary – 1000, Benefits - 3000	Supplemental Concentration	1,985,533.00	94,869.00
Salary – 1000, Benefits - 3000	Title I	279,000.00	33,806.00
Salary – 1000/2000, Benefits – 3000	LCFF Base	28,744,074.00	29,433,003.00
Salary – 1000/2000, Benefits – 3000	MTSS grant	0.00	0.00
Salary – 1000/2000, Benefits – 3000	Supplemental Concentration	1,312,000.00	920,123.00
Salary – 1000/2000, Benefits – 3000	Title I	0.00	249,854.00
Salary – 2000, Benefits – 3000	LCFF Base	0.00	673,067.00
Salary – 2000, Benefits – 3000	Other	0.00	158,858.78
Salary – 2000, Benefits – 3000	Supplemental Concentration	2,066,800.00	1,148,974.59
Salary – 2000, Benefits – 3000	Title I	133,000.00	533,559.00
Salary – 2000, Benefits – 3000, Contracted Services – 5000	Supplemental Concentration	476,000.00	0.00
Salary – 2000, Benefits 3000, Supplies and Materials 4000, Contracted Services -5000	LCFF Base	3,470,000.00	4,615,886.00
Salary – 2000, Benefits 3000, Supplies and Materials -4000, Contracted Services -5000	McKinney-Vento Grant	0.00	55,586.00
Salary – 2000, Benefits 3000, Supplies and Materials -4000, Contracted Services -5000	Title I	40,000.00	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	34,511,607.00	33,947,019.00
Goal 2	9,223,709.00	9,495,647.95
Goal 3	967,300.00	921,267.00

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

Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$3,203,540.00	$3,984,571.00
Distance Learning Program	$2,520,000.00	$2,128,861.00
Pupil Learning Loss	$637,000.00	$592,117.00
Additional Actions and Plan Requirements	$2,390,000.00	$2,536,030.00
All Expenditures in Learning Continuity and Attendance Plan	$8,750,540.00	$9,241,579.00

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		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$3,203,540.00	$3,984,571.00
Distance Learning Program	$2,520,000.00	$2,128,861.00
Pupil Learning Loss	$637,000.00	$592,117.00
Additional Actions and Plan Requirements	$2,390,000.00	$2,536,030.00
All Expenditures in Learning Continuity and Attendance Plan	$8,750,540.00	$9,241,579.00

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
San Ysidro School District	Gina Potter, Ed D. Superintendent	gina.potter@sysdschools.org (619) 428-4476

Plan Summary [2021-22]

General Information

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

The community of San Ysidro is unique and is located adjacent to the U.S. - Mexico border - a binational region. Over 4,400 students are enrolled in the San Ysidro School District (SYSD). Of these students, almost 22% are considered homeless, 74% are designated as socioeconomically disadvantaged, and 60% are English learners. Among our English learners, Spanish is the dominant primary language of our families, but over 18 other languages and dialects are represented within our school community. As a district we serve a higher than average percentage of students with disabilities, as almost 14% of our student population qualifies for Special Education services. The district consists of five elementary schools offering kindergarten through 6th grade, and two middle schools serving students from grades 7 and 8. Additionally, the school district runs a preschool program through our Child Development Center (CDC). Transitional and pre-Kindergarten are offered within the district at selected school sites. This year our community was impacted by the highest COVID-19 rates in the county in the two zip codes that we serve. This has left an indelible mark on our community, there have been set back and loses, but it

has also empowered us to band together and support the needs of our students, families, and staff. Our focus has been on working together and in that spirit we continue to support the needs of all of our students through a focus on academic rigor, an equity lens including equity minded goals to ensure the necessary supports for all of our learners to bridge the equity gap, social emotional learning including mental health supports, and a multitiered support system of support for attendance and engagement to support the education and well being of each of our students, including English learners and students with disabilities.

Our teaching and learning is focused on meeting and exceeding the California Common Core State Standards(CCSS) for every child. The varied levels of instruction provide a framework to challenge advanced students and support those who may be struggling while creating a solid classroom experience for students learning at grade level. In the last six years, the district has focused on data analysis and instructional design to support and increase student achievement. SYSD is moving into the sixth year of its strategic Instructional Design plan. In the first year, the district provided professional development for teachers to develop curriculum alignment. In year two, the district focused on instructional design and best practices. Year three provided professional learning to teachers and administrators in the area of English Language Development standards, as well as the implementation of a new mathematics curriculum for grades K-8. That was followed by the implementation of ELA curriculum and support for implementation over a two year period.

During the 2020-21 school year, the district focused on increasing technology literacy to support the implementation of distance learning throughout the district, maintaining the instructional design with the continued implementation of small groups instructional supports, as well as the implementation of our tier 1 or universal social emotional curriculum for all students throughout the district. As we pivot to next year, we plan to continue to implement our instructional design and focus on ensuring that our teaching and learning is focused on the goal of meeting and exceeding CCSS for every child, including English learners and students with disabilities, continuing to grow and enrich the incorporation of technology into our instructional practice, focus on English and academic language development, and supporting our students with a continued focus on social emotional wellbeing.

We continue to ensure everyone understands the more rigorous requirements of the California Standards through a Curriculum Alignment process, which we review annually with teachers and administrators to ensure that we continually refine implementation. This system operates is in place ate every school site, and functions on a cycle of continuous improvement grounded in the intention that all staff has rigorous academic expectations for their students. The process ensures that every principal, teacher, student and parent is clear about what students at each grade level should know and be able to do in English Language Arts and Math at specific points throughout the year and that the instructional team is able to use data to monitor student achievement and identify areas where additional support are needed to accelerate learning and minimize the achievement gap for unduplicated students and students with disabilities. As we continue to grow and refine this system, we will provide a safe and supportive learning environment that empowers students to become lifelong learners.

Reflections: Successes

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

SYSD is most proud of our focus on English Learners in the implementation of our instructional design, which includes a focus on Common Core State Standards (CCSS) through curriculum alignment and a cycle of continuous improvement that is focused on data monitoring and evidence based instructional practices. It is our goal to focus on the successes of this system to inform the refinement of this practice to have an even greater impact on student achievement. Our Data Reflection Sessions (DRS) provide our teachers an opportunity to analyze data and practices to support all students. (Goal 1; Action 6) Data is analyzed for several student groups including English Learners, Student with Disabilities, Reclassified Fluent English Proficient (RFEPs) students, and Long Term English Learners (LTELs). In addition, the English Learner Progress Indicator shows our English Learners continuing to progress at a steady pace. The reclassification rate continues to meet expected outcomes, and the RFEP monitoring process is evaluated on a yearly basis for effectiveness. Moving forward, SYSD will continue with the current plan making refinements when and where necessary based on data and student outcomes including the addition of LEA Level DRS sessions to analyze the data of unduplicated students and students with disabilities with a district lens to ensure that we are supporting learning acceleration for these student groups. (Goal 1; Action 11) We will also focus on professional learning in the area of language acquisition and the implementation of evidence based best instructional practices as monitored through our data reflection system in order to positively impact academic outcomes for all student groups in all content areas. (Goal 2; Actions 2, 3, 4 & 5).

Reflections: Identified Need

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

Based on the California Dashboard indicators, San Ysidro School District's (SYSD) greatest needs are in the areas of chronic absenteeism, suspensions, English language arts, and mathematics, for all students including unduplicated students, homeless students, and students with disabilities.

To decrease chronic absenteeism across all student groups, including students with disabilities, SYSD will continue to implement the "Two is Too Many" attendance campaign along with employing Outreach Consultants to support each school site (Goal 3; Action 9). The Outreach Consultant's responsibilities include tracking attendance, serving as a parent liaison to increase parent awareness and involvement in school, and providing parents and students with resources needed to improve student and achievement. Our Coordinator of Full Service Community Schools (Goal 3, Action 10) and our Student and Family Services Manager (Goal 1; Action 21) serve as resources for the Outreach Consultants and are the district liaisons for outreach services to assist families with issues that may hinder student attendance, engagement and achievement. A refined focus will be to included Attendance Student Study Teams (A-SSTs) as a trauma informed approach to the early identification and outreach for students at risk for becoming chronically absent, to include follow-up to ensure that families are benefiting from the wrap around supports they are being referred to. Additionally, SYSD is partnering with Promise Neighborhood and the local high school to create a plan to improve student attendance across the San Ysidro community (Goal 3; Action 10).

To decrease the number of suspensions across all student groups, SYSD will continue to work on Positive Behavior Implementation Strategies (PBIS) and Restorative Justice practices through continued professional learning for all staff (Goal 3; Action 7). In addition to these professional learning opportunities out Coordinator of Full Community Schools and Expanded Learning Programs provides support to students and families to help build school connectedness and well being through ASES, 21st Century, Promised Neighborhoods, and Pathways programing in addition to wrap around services (Goal 3; Action 10 & Goal 4, Action 8). The San Ysidro School District has also created a focus of social emotional well being and mental health support for students through the implementation of a Multi-Tiered System of Support to build and support students social emotional well being and resiliency (Goal 4; Action 2). This approach includes the implementation of Universal, Tier 1 supports for all students through the implementation of a social emotional curriculum at all grade levels (Goal 4; Action 4).

To improve academic results in English language arts (ELA), SYSD will continue to follow the established instructional design for ELA (Goal 1, Action 23) and use our cycle of continuous improvement to leverage data reflection sessions to identify common agreements for the implementation of evidence based instructional practices to be utilized to support student growth and develop interventions for English Learners, Students with Disabilities, Homeless, and socioeconomically disadvantaged groups (Goal 1; Action 6). Additionally, our focus on accelerating learning to close the achievement gap for all students including unduplicated students and students with disabilities, will have us focused on targeted interventions and expanded learning time that is specific to student identified needs using data to inform placement which is intended to be fluid and based on each students unique learning needs (Goal 1; Actions 15, 19 & 20). Based on qualitative and quantitative data, teachers will have opportunities for professional development and implementation support in order to improve achievement of student groups (Goal 1; Actions 12 & 17).

To improve academic results in Mathematics, SYSD will continue to follow the established instructional design for mathematics (Goal 1, Action 24) and use our cycle of continuous improvement to leverage data reflection sessions to identify common agreements for the implementation of evidence based instructional practices to be utilized to support student growth and develop interventions for English Learners, Students with Disabilities, Homeless, and socioeconomically disadvantaged groups (Goal 1; Action 6). Additionally, our focus on accelerating learning to close the achievement gap for all students including unduplicated students and students with disabilities, will have us focused on targeted interventions and expanded learning time that is specific to student identified needs using data to inform placement which is intended to be fluid and based on each students unique learning needs (Goal 1; Actions 15, 19 & 20). Based on qualitative and quantitative data, teachers will have opportunities for professional development and implementation support in order to improve achievement of student groups (Goal 1; Actions 12 & 17).

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

San Ysidro School District's mission is to provide a quality education and opportunity for ALL students to succeed. Therefore, we are committed to providing each of our students with a supportive learning environment for all of our students, including our students with disabilities to be successful. The LCAP aligns with the 8 state priorities and will be comprised of five goals – 1) Student Achievement 2) English Language Proficiency 3) Safety, Climate, and Student Engagement, 4) Social Emotional Skills and 5) Parent Engagement.

Based on stakeholder input, best practices, and data analysis, Local Control Funding will be allocated towards providing basic services necessary for the day-to-day running of the school district, as well as enhancing the educational experience for our students. In response to stakeholder feedback and data analysis, we will continue to focus on student interventions and supports for academic success, and include a goal for supporting the area of English language proficiency. Additionally, we will continue our focus on parent engagement and communication, positive school environments through our PBIS model and multitiered system of support for student engagement and attendance, as well as support the social emotional and wellbeing needs of our students through a multitiered approach.

Based on data collected and analyzed during the 2019-20 & 2020-21 school year, as well as the input from stakeholders which included community feedback forums hosted by each school site, administrative feedback meetings, DPAC/DELAC overview and feedback meetings, staff feedback meetings, survey data, student feedback meetings, and the Differentiated Assistance process, our 2021-24 LCAP will focus on:

- Support for student learning through interventions to accelerate learning and mitigate learning loss. To that end, we will focus on the implementation of our Instructional Design and model of continuous improvement through the refinement and support of our systems. A key feature of this system is Science and Physical Education (PE) team, who will continue to provide high quality enrichment integrated ELD through Project Lead the Way (PLTW) grade level modules and SPARKS PE to students during teacher and site admin Data Reflection Sessions and teacher planning time. (Goal 1; Action 6) Additionally, we will push in supports that include instructional aides and intervention support teachers to deliver and support with targeted interventions supports in support of core instruction (Goal 1; Actions 15 & 19), and increase the instructional day to allow expanded learning and enrichment to accelerate learning and increase student engagement (Goal 1; Action 20 & Goal 3; Action 8)

- Increase professional learning with a focus on English language proficiency to include follow-up planning and implementation coaching supported by our Resource Teachers (Goal 1; Action12). The implementation of professional learning, guided planning, and instructional coaching will serve to support he needs of all students and accelerate academic growth for English learners, socioeconomically disadvantaged students, and students with disabilities.

- Focus on the expansion of the Positive Behavior Intervention Supports (PBIS) program that is implemented throughout the district in alignment with the existing Positive Discipline Plan to support schools staff, as well as to teach and reinforce appropriate behaviors at school. This will include supports for PBIS teams to refine and expand the program on each of our school sites and positively impact student engagement and well being for all students, which serves as part of our system of support for chronically absent students, including English learners, socioeconomically disadvantaged students, homeless students and students with disabilities. (Goal 3; Action 7)

- Expand wrap around services through Full Service Community Schools to promote student and family engagement. We will continue the implementation of social emotional learning curriculum at all grades through additional training on restorative practices and social emotional learning. To further support the growth and refinement of this implementation we will use social workers to support the building of capacity among staff and to support the mental health needs of students through a multitiered approach to social emotional wellbeing (Goal 4; Action 1).

- Increase workshops/classes at the Community Parent Center and on each school site. Include a selection of workshops/classes that support the variety of needs of our families based on our different student groups throughout the year (Goal 5; Action 5).

The San Ysidro School District serves a diverse student population including many students from high needs student groups, such as students with disabilities, English learners, and students from socioeconomically disadvantaged, homeless or foster families. Within the LCAP there are actions and services specific to these student groups including, but are not limited to, professional development and instructional coaching for teachers, supplemental and intervention materials, push-in support for struggling readers and struggling math students, and the continuation of restorative practices with a focus on social emotional wellbeing.

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.

One school in the San Ysidro School District has been identified for comprehensive support and improvement (CSI) - San Ysidro Middle School.

Support for Identified Schools

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

The LEA has worked with San Ysidro Middle School to develop a plan informed by state indicators and a school level needs assessment. The state indicators show: increased rates of chronic absenteeism and suspension rates for all student groups, moderate improvement in English Language Arts (status is -49.9 points below standard), and decrease in Mathematics(status is -120.2 points below standard). This information was shared with school site staff along with local data that included referral data and local assessment data for English Language Arts and Mathematics. These data presentations were the foundation for building understanding of present levels.

The next steps included a needs assessments based on an understanding of the data and the identified needs of stakeholder groups. The needs assessment included surveys, and feedback gathered at meetings with staff, parents, and students. Stakeholder feedback was gathered at staff meetings, department meetings, instructional leadership team meetings, positive behavior intervention and support (PBIS) committee meetings, School Site Council (SSC) meetings, and English Learner Advisory Council (ELAC) meetings. Additionally, site administrators met with their Instructional Staff to examine data, discuss classroom walk through observations, to determine next steps for improving instruction and equitable access for all students. In our analysis of school site needs we identified resource inequities by using data from the needs assessments that were distributed to staff and parents, LEA common assessment data for ELA and Math, State Assessment Data (ELPAC and CAASPP), as well as from classroom walk-through data. This information has helped us to determine the need for increased academic support for English Learners through academic language development due to our high level of LTELs and the

need for high levels of academic language across all curricular areas. Additionally, our data indicated the need to support and develop student and family connectedness to the school which we are seeking to address through increased access through communication and PBIS strategies. An overview of the needs assessments also indicated the need to improve and support students through SEL and counseling, as this was an area that lacked resources. The interventions were selected through an evaluation of the needs assessments and alignment with the evidence based interventions resources provided by the County Office of Education.

The needs assessment to determine that the greatest needs in relation to attendance and chronic absenteeism include parent communication and school climate. The identification of these two areas have supported the need to increase and refine parent involvement by improving our manner and frequency of communication. The school has added a monthly newsletter and weekly posts on social media, robocall and school websites of upcoming events. We will continue these methods of communication and continue to work with school site administrators to determine evidence based best practices to support chronic absenteeism issues.

San Ysidro Middle School plans to improve school culture by continuing and refining PBIS, and has continued to do so through continued efforts that have carried over into the distance learning platform. The LEA has supported this move to a digital platform by ensuring that all students have access through Chromebooks and hotspot purchases and distribution. The LEA has added additional supports this year which impact school climate and culture. Of note, the LEA has purchased a Tier 1 curriculum for Social Emotional Learning that is being implemented by teachers as part of our multi-tiered approach to mental health and well-being. This multi-tiered system also provides for a referral system to counseling support when deemed necessary. Additionally, the LEA is supporting the school in transitioning to SWIS for incident reporting, so that we are able to collect, summarize, and use student behavior data for decision making that is more effective and efficient.

In terms of student attendance the school's improved communication and school climate helps to incentivize student attendance and focus on the importance of attendance and engagement. The LEA is supporting attendance and engagement through a multi-tiered system which is coordinated at the district level and is managed on-site by an outreach consultant. This system includes immediate activation of support for students who are absent 3 days in a row or are at risk for chronic absenteeism based on their overall attendance. It can also be triggered by a teacher referring a student through our referral form indicating a concern because of a lack of student engagement. The Outreach Consultant will then begin the Attendance Study Team process to support the student and family with re-engagement by analyzing needs and creating an individualized support plan with the team using a trauma informed approach.

The needs assessment to determine the greatest needs in terms of student achievement indicated that the largest student need lies in the language development of English language learners and academic language development of all learners. As the site worked with stakeholders to pinpoint the needs of students and strategies to meet the needs of students, it was determined by stakeholders that students would most benefit in terms of academic achievement with a site-wide focus on language development across all departments and programs. The school site staff engaged in teacher-led department meetings to determine that the use of evidence based, Achieve3000 would be a vehicle for teachers to implement guided reading/close reading strategy instructional and language development purposes and each program/department determined an implementation commitment: the English department implements 1 new article per week and all other departments/programs implement 1-2 articles per month on articles related to their subject matter. This focus on literacy and language development across the curriculum will be the academic focus of the entire staff.

San Ysidro Middle School administrators are participating in professional development which includes professional learning through the San Diego County Office of Education (SDCOE), as well as equity work through the National Center for Urban School Transformation (NCUST) with a plan to implement and support evidence based programs and practices at the school site. The work with NCUST includes ongoing coaching for site administrators.

The LEA had worked with site administration to ensure that we are able to support the needs of the site as identified by stakeholders. This has included discussing the site goals that were determined through the needs assessments and integrating the LCAP goals into the SPSA site goals and CSI plan. We have conducted meetings to analyze the information and data along the way to create a support system for the school sites needs and guide the development and implementation of needs assessment data into actions to meet the needs of students across the areas of concern.

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

In order to monitor the effectiveness of the plan we will monitor the data in the areas of attendance on a monthly basis through month end attendance data. This will include overall school attendance numbers, as well as reporting on the individual students who are at risk for chronic absenteeism or who have been referred for lack of engagement to discuss and analyze the implementation of their individual support plans and the impact that their plan is having on attendance and re-engagement. The review team will include the school outreach consultant, Promised Neighborhoods staff member, LEA Attendance Coordinator, and school site administrator.

In order to monitor and support the plan for student behavior and support, we will look at the data from student referrals for behavior and mental-health/wellbeing on a quarterly basis to assess patterns and determine if there is a need to refine the plan or if a new course of action or additional supports are necessary. These meetings will include the school psychologist, counselor, site administrator, teacher PBIS school site team members, and a Pupil Services administrator.

In monitoring the effectiveness of the plan to address student achievement, an Educational Services administrator will meet with site administrators and site Instructional Leadership team teachers will meet on a 6-8 week cycle to analyze LEA common assessment data for English Language Arts and Math. Additionally, we will review Achieve 3000 data, as this has been part of the site "Guided Reading" plan to determine program effectiveness. The focus of the meetings will be to assess student progress over time and the instructional practices, as well as to discuss individual student intervention plans for students who are demonstrating a lack of progress. This will help to inform site based instructional leadership.

In order to have a complete understanding of the impacts of the indicated interventions, we will also work to develop and implement the collection of survey data from teachers, parents, and students around school climate, communication, attendance, counseling and behavioral supports, as well as the impacts of the implementation of SEL that will give us a deeper understanding of the qualitative aspects of these issues. This qualitative data and the quantitative data that is shared between each of the site & district level monitoring groups will be shared

with the entire school site staff at staff meetings and to School Site Council(SSC) at SSC meetings on no less than a quarterly basis to ensure that all stakeholder groups are able to analyze the data collected and monitor the progress towards the identified areas of support through close collaboration and monitoring of the progress towards identified goals. These data analysis meetings will include a protocol to examine the various data points and look at the need to continue, refine, or revise actions within the plan to improve students outcomes.

Due to the ongoing COVID-19 pandemic and school closures the San Ysidro School District has been in distance learning for the majority of the school year. San Ysidro Middle School reopened to approximately 40% of its students on April 12th for 2 days per week. These circumstances have made the ability to identify reliable metrics a challenge, however we continue to meet and support with the beginning stages of implementation.

Stakeholder Engagement

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

The San Ysidro School District prioritizes the engagement and feedback of stakeholders in the creating of the district plan. In preparation for the drafting of the LCAP goals for the 2021-2024 cycle, the district created surveys to monitor feedback from stakeholders including parents, students, and staff on distance and in person learning programs and supports. These ongoing surveys were part of the information that was gathered from stakeholders to inform the plan to support students over the next three years. Recently, feedback collection has pivoted to planning for the Local Control Accountability Plan (LCAP) and the upcoming year.

The Executive Director of Educational Services met with administrators to review the goals from the last LCAP cycle and gather feedback to inform the LCAP goals for the 2021-2024 cycle. School site principals held community feedback forums as part of their "Coffee with the Principal" meetings, and with school site parent groups including parents of students with disabilities and unduplicated students and site staff to present the LCAP overview and soliciting feedback in building the plan for the upcoming LCAP cycle. Students at the middle schools were included as part of the group whose feedback was gathered to create the plan. To gather additional feedback, in April 2021, the district posted an online survey through SurveyMonkey and solicited input from the same stakeholder groups as well as community members. Members of the Educational Services Department reviewed all of the data that was gathered throughout the year and including the data that was collected from February - May to identify the supplemental and instructional strategies that the district would implement to support student growth both academically and in regards to social emotional well being.

The district engaged in Differentiated Assistance(DA) workgroup which included district classified, certificated, administrative staff, a SELPA administrator, and county support for evaluating data on chronic absenteeism and math for students with disabilities, this work also supported the development of the LCAP as we analyzed data and worked to determine actions and services to better support this student group in these identified areas. This process began in the 2019-20 school year, where we worked on identifying needs based on a deep dive into academic and school climate data. These data points and conversations, allowed us to identify some areas that became point of inquiry for us in determining critical areas of concern for issues impacting students in the areas of chronic absenteeism and academics. However, the COVID-19 pandemic led to a slowing of this work and then a reboot that was focused on moving towards LCAP goals to impact actions and services to support students with disabilities in the area of academics (specifically math) and chronic absenteeism. The sessions were topic focused and allowed us a systematic way to analyze student needs using data and stakeholder feedback to guide input on the LCAP, please see the list of DA meetings and topics covered: Data Institute - 1/31/20, Consultation: Systems Investigation - 2/19/20, Root Cause Institute - 2/26/20, 19-20 DA Summary - 6/19/20, DA Re-Engagement & Ongoing Support (Learning Continuity & Attendance Plan): 8/6/20, Empathy Interviews - Week of 2/1/21, Working Smarter Matrix 3/5/21, Data Collection Prioritization 3/18/21, Focusing Improvement Efforts 4/19/21, and LCAP Alignment 5/13/21.

Through the analysis of the data that was gathered from feedback the district identified an emphasis on the need to provide the following types of services intervention for students, additional support for English language development, sports programs, enrichment opportunities, mental health supports, continued supports for technology, and the continued implementation of communication strategies as well as health

and safety practices. The San Ysidro School District has implemented this feedback in the supports and services that we are prioritizing in the creation of this plan.

In order to gather additional feedback and input to inform the final draft of the 2021-24 LCAP, the drafted plan was reviewed with:
DELAC(District English Learner Advisory Committee) - April 30, 2021
DPAC (District Parent Advisory Committee) - April 30, 2021
CSEA (Classified Bargaining Unit): May 19, 2021
SYEA (Certificated Bargaining Unit): May 27, 2021
LCAP/DBAC(District Budget Advisory Committee): May 27, 2021

San Diego Office of Education FASTPASS - June 1, 2021
Public Hearing - June 10, 2021
Governing Board approval - June 24, 2021

A summary of the feedback provided by specific stakeholder groups.

The feedback from stakeholder impacted the formation of goals and the creation of actions and services to support the attainment of these goals. In the examination of the input and feedback from stakeholders the following themes emerged:

1. Student support and intervention both during and after school
2. Support for Students with English proficiency and Math
3. Social Emotional/Mental Health Support
4. Continue with Technology Implementation; including Educational Technology Programs & Professional Learning
5. Continued Communication with Families
5. Provide Extracurricular Activities-Pathways: After School VAPA, Sports, STEAM

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

In the creating the LCAP goals, the district worked to align the state priorities with the identified needs of the district. Each of the goals that has been written for the LCAP includes actions and services that are reflective of the input that our stakeholders shared.

The first goal which focuses on academic achievement includes an equity lens by calling out specific student groups that need to accelerate their learning in order to mitigate the achievement gap that has been exacerbated by the COVID-19 pandemic and school closures. This goal includes actions and services that are a direct result of the stakeholder input, including focusing on the technology plan which includes the support of 100% digital access for all students and professional learning to increase technology use, as well as interventions for students that are embedded in the instructional day and in expanded learning opportunities.

The second goal focuses on English language and academic language development with an emphasis on supporting English learners to meet annual progress goals and reclassify in 5 years, and is a direct result of stakeholder input. This goal will be supported by actions and services that are focused on language acquisition strategies for all learners, including students with disabilities. The district will focus on English and Academic language development with the implementation of professional learning for staff and coaching support for implementation.

The third goal focuses on school culture and student engagement. This goal will embed the input of stakeholder in actions and services that call for the strengthening of social emotional supports for students, the refinement and support of Positive Behavior Intervention Strategies (PBIS), and the emphasis on sports and enrichment opportunities to support the building of culture and community on our school sites. This focus on school culture and students engagement will support student attendance, for all students including unduplicated students, students with disabilities, and homeless students by building a positive welcoming school environment, which includes the implementation of a multi tiered system of support for student engagement.

The district's fourth goal is a direct result of stakeholder input that calls out the need have mental health supports for students. This goal focuses on the development of social emotional learning and wellbeing with additional supports when needed. For this goal we have created actions and services that include the hiring of social workers to support the Tier I implementation of the district's social emotional curriculum, as well as to provide Tier II supports like groups and 1:1 support for students who need additional supports.

The last goal is focused on parent engagement and we had input that asked us to continue the communication that we were already doing in terms of being proactive in our communication to families. We also wanted incorporate the concerns and needs that stakeholder input identified and use those the topics of student academic support, language acquisition, enrichment/sports opportunities, technology, and mental health supports to help inform the workshop and activities that we host and engage our families in so that students and families will feel equally engaged in the focus of the district as we move all of our students forward.

Goals and Actions

Goal

Goal #	Description
1	Improve student achievement for all students and accelerate student learning increases for English learners and students with disabilities.

An explanation of why the LEA has developed this goal.

The San Ysidro School District has developed this goal after analyzing dashboard and internal data to ensure that we are continuing to focus on student achievement, and the implementation of CCSS and state frameworks. Further, the data analysis prompted the need to focus on accelerating learning increases for student groups who have an achievement gaps in relation to their peers, as identified through California Dashboard data and local assessment data. Based on the following data and stakeholder input collected through the input process, the district has determined that we need to focus on English learners and students with disabilities to accelerate their learning and support them in closing the achievement gap. This goal and the focus on the supporting students who need extra support to bridge an academic gap was a direct result of stakeholder input that indicated the need to have intervention support for students available during the school day and after to school to support all students with their unique learning needs, including unduplicated students and students with disabilities.

2018-19 Data-CAASPP (California Assessment of Student Performance and Progress)
Percentage of students who met or exceeded standards

English Language Arts (ELA)

- All Students - 40.65%
- Hispanic/Latino - 37.72%
- Filipino - 76.15%
- Black or African American - 57.14%
- White - 60.97%
- Socio-Economic Disadvantaged (SED) - 35.53%
- Reclassified Fluent English Proficient (RFEP) - 77.41%
- English Learners (EL) - 14.78%
- Students with Disabilities (SWD) - 8.57%

2018-19 Data-CAASPP (California Assessment of Student Performance and Progress)
Percentage of students who met or exceeded standards -

Mathematics

- All Students - 31.45%
- Hispanic/Latino - 29.12%
- Filipino - 65.74%
- Black or African American - 40.00%
- White - 46.35%
- Socio-Economic Disadvantaged (SED) - 27.7%
- Reclassified Fluent English Proficient (RFEP) - 55.27%
- English Learners (EL) - 15.56%
- Students with Disabilities (SWD) - 8.06%

Teachers Appropriately Assigned: 100%

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Academic Indicator: CAASPP : SBAC - ELA Scale Score Points Distance From Standard	2018-19 SBAC - ELA Scale Score Points Distance From Standard ALL = 28.6 points below standard EL = 45.8 points below standard SED = 39.8 points below standard SWD = 107.9 points below standard				By June 2024, as measured by the scale score points distance from standard on the English Language Arts portion of the SBAC, as follows: ALL = 16.6 points below standard EL = 25.8 points below standard SED = 19.8 points below standard SWD = 87.9 points below standard
Academic Indicator -- Local Measure	2020-21 LEA Created Common Assessment - ELA				By June 2024, as measured by students scoring at meets or exceeds standard on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA Created Common Assessment - ELA Students Scoring at Meets or Exceeds Standard	Students Scoring at Meets or Exceeds Standard GR K-2 ALL: 60% EL: 56% SWD: 52% GR 3-8 ALL: 35% EL: 18% SWD: 17%				the LEA Common Assessment for English Language Arts, as follows: GR K-2 ALL: 69% EL: 69% SWD: 69% GR 3-8 ALL: 45% EL: 33% SWD: 33%
Academic Indicator: CAASPP : SBAC - Math Scale Score Points Distance From Standard	2018-19 SBAC - Math Scale Score Points Distance From Standard ALL = 53.5 points below standard EL = 65.6 points below standard SED = 63.5 points below standard SWD = 142 points below standard				By June 2024, as measured by the scale score points distance from standard on the Math portion of the SBAC, as follows: ALL = 41.5 points below standard EL = 45.6 points below standard SED = 43.5 points below standard SWD = 122 points below standard.
Academic Indicator -- Local Measure	2020-21				By June 2024, as measured by students scoring at meets or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA Created Common Assessment - Math Students Scoring at Meets or Exceeds Standard	LEA Created Common Assessment - Math Students Scoring at Meets or Exceeds Standard GR K-2 ALL: 79% EL: 78% SWD: 73% GR 3-8 ALL: 35% EL: 20% SWD: 16%				exceeds standard on the LEA Common Assessment for Math, as follows GR K-2 ALL: 85% EL: 85% SWD: 85% GR 3-8 ALL: 44% EL: 32% SWD: 32%
Academic Indicator English Language Proficiency Assessment of California (ELPAC) Percentage of English Learners who make annual progress towards English Proficiency as measured by ELPAC (increase of one ELPAC level)	2018-19 English Language Proficiency Indicator (ELPI) 47.3% making progress Performance Level: MEDIUM *Due to gap in data from COVID related school closures, we may review and revise baseline data after 2021-22 Cycle				By June 2024, the ELPI will indicate that 56.3% of EL students are making progress, and the district has reached an overall performance level of high.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Academic Indicator English Learner Reclassification Rate Percentage of English learners reclassified each year	2021 reclassification baseline - 2% (63 students)				By June 2024, 17% of English learners will meet the board approved requirements for reclassification which is an increase of 5% per year for a total of a 15% total increase.
Academic Indicator -- Local Measure Implementation of the academic content and performance standards adopted by the State Board	Maintain access for 100% of students to academic content and performance standards adopted by the State Board				Maintain access for 100% of students to academic content and performance standards adopted by the State Board
Basic Services: Every pupil in the school district has access to standards aligned instructional materials.	Maintain access for 100% of students to standards aligned instructional materials				Maintain 100% sufficiency of instructional materials for all students to standards aligned instructional materials as reported on the SARC and by the board resolution of sufficiency of instructional materials.
Basic Services: Teacher Credentialing & Teacher Assignments	Maintain 100% of our teachers appropriately credentialed and assigned.				Maintain 100% of our teachers appropriately credentialed and assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of Standards: Programs and services enable EL to access the CCSS and them to access the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	100% of English learners will access programs and services to enable them to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.				Maintain 100% access for English learners to programs and services which enable them to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.
Course Access: Broad Course of Study that includes all of the subject areas described in Section 51210 and Section 51220 for unduplicated students, as well as students with exceptional needs: *PE Schedules *STEM Schedules	100% of elementary students have access to STEM and PE during teacher collaboration time				Maintain 100% access for elementary students to STEM and PE during teacher collaboration time
Other Pupil Outcomes: Physical Fitness Test 2018-19 Healthy Fitness Zone	Physical Fitness Test --Healthy Fitness Zone --2018-19 Grade 5 43.2% Grade 7 27.1%				By June 2024, as measured by the Physical Fitness Test --Healthy Fitness Zone, scores will increase by 9% for each grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
					respectively, as follows: Grade 5 52.2% Grade 7 36.1%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology: Plan, Professional Learning & Implementation Support	Update technology plan to improve services district-wide (i.e. Maintain 1:1 devices at all school sites and equipment, software, & digital literacy/digital citizenship, etc.) to increase digital access for all students, including unduplicated students Continue to provide professional learning opportunities and support in the area of technology and digital literacy/digital citizenship and support implementation of 21st century skills for all student including unduplicated students	$1,263,700.00	Yes
2	Data Driven Systems: SIS, DnA, Destiny	Continue to utilize current data, student information, and destiny systems. Assess and evaluate systems to determine effectiveness.	$0.00	No
3	Curriculum, Instruction & Data Driven Systems: Staffing	Provide certificated and classified staffing to support students, including teachers, site and district office staff, instructional aides, speech therapists, health care assistants, LVNs, behavioral specialists, and site and district administrators	$33,619,225.00	No
4	Curriculum, Instruction, and Data	Ensure all teachers are appropriately credentialed and assigned based on their authorizations, strengths, and expertise. Continue	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Driven Systems- Staffing & Class Size Reduction	hiring single subject math and science teachers to provide students with specialized instruction in STEM.		
5	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team	Continue Data Reflection Sessions with the support of Science/PE Teams: Data reflection sessions provide teachers and administrators the opportunity to analyze student assessment data on LEA common assessments and to monitor the academic achievement of all students including unduplicated students and student with disabilities in order to plan for differentiated instruction in support of all students. Students are provided instructional enrichment with SPARKs Physical Education, Project Lead the Way (PLTW) STEM modules, social emotional learning, all with embedded language development during the data reflection and professional learning communities that are focused on student data monitoring and planning to accelerate learning for all students including unduplicated students and students with disabilities.	$1,170,000.00	Yes
6	College and Career Readiness and 21st Century Learning	Continue to provide a rigorous course of study to prepare students to enter high school. Middle schools will provide programs such as college readiness and STEM . In addition, middle schools will offer electives such as AVID, Computer Science (PLTW), Spanish, VAPA, and programs such as Gifted and Talented Education (GATE). Elementary schools will also offer the GATE and PLTW programs. These programs promote equal access for all students, including unduplicated students and students with disabilities.	$121,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	State & Federal Programs: Staffing	Support personnel for State and Federal Programs to ensure data analysis, program effectiveness and evaluation, and progress monitoring of unduplicated students to support academic acceleration.	$151,848.00	Yes
8	Curriculum, Instruction, and Data Driven Systems: Resource Teachers	Employ five district resource teachers to serve as liaisons between the district and its schools. Resource teachers will provide support to site administration in the areas of curriculum, professional development, instructional implementation coaching/support and special programs. They will demonstrate lessons and innovative teacher strategies, and provide individualized assistance in selected areas of curriculum and data monitoring to support the implementation of the districts system for continuous improvement to support the academic achievement for all students including unduplicated students.	$621,533.00	Yes
9	Curriculum, Instruction, and Data Driven Systems: DRS SpEd/Dually Identified Focus	Quarterly DRS Sessions with RSP teachers at district level to monitor and support needs of students with disabilities and dually identified English learners to monitor the continuous improvement cycle supporting academic achievement for all students including unduplicated students and students with disabilities.	$950,053.00	Yes
10	Curriculum, Instruction, and Data Driven Systems: DRS: Mega Focus	Site and District administration meet after every assessment cycle to review assessment data from all schools to focus on progress with system implementation and identify system support needed including professional learning and coaching to improve instructional implementation to support all learners, including unduplicated students. This practice will help to support the development of data led site admin led meetings to address the needs of unduplicated students and students with disabilities through the implementation and monitoring of high leverage instructional practices.	$450,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	Curriculum, Instruction, and Data Driven Systems-Staffing	Support personnel for data, assessment, and evaluation to ensure data analysis, academic program evaluation, and progress monitoring for unduplicated students to support the academic acceleration of all students including unduplicated students.	$97,504.00	Yes
12	Elementary School Administrative Support	Support identified elementary schools with part time administrative support to ensure multi-tiered systems of support (MTSS) are implemented through positive behavior intervention and support (PBIS), and to facilitate the instructional design through data analysis and student monitoring of unduplicated students.	$193,729.00	Yes
13	Temporary Supplemental Instructional Staff: Intervention Support Teachers	Employ temporary intervention support teachers to support students with supplemental small group instruction and expanded learning opportunities focused on decreasing the achievement gap by accelerating learning for all students including unduplicated students and students with disabilities.	$805,000.00	Yes
14	Supplemental Materials	Continue to provide supplemental programs and resources (i.e. educational software, math manipulatives, dual language materials, etc) to support student achievement in core content areas and to support language acquisition for all students including unduplicated students.	$190,200.00	Yes
15	Professional Learning: PD, Guided Planning, Implementation Coaching	Provide professional learning opportunities to improve teaching and learning in the areas of English Language Arts (ELA), English Language Development (ELD), Mathematics (including Standards of Mathematical Practice(SMPs), Science, and Social Studies. Professional learning includes training specifically designed to address the achievement gap for unduplicated students and students with disabilities.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additionally, the intention is to support professional learning with follow-up sessions for guided planning and instructional coaching to support implementation of learning with attention to providing opportunities for collaboration between general education and special education staff including paraprofessionals to ensure the academic success for all student including unduplicated students.		
		(See Goal/Action #s for funding: #s 1.5; 1.8)		
16	Professional Development - Administrators	Provide professional learning opportunities for site and district administrators to support teaching and learning and to strengthen educational practices to support the academic acceleration of all students including unduplicated students and students with disabilities through the use of instructional leadership team professional learning communities of practice, district led data meetings, and learning walks.	$100,000.00	Yes
17	Temporary Supplemental Instructional Staff: Paraprofessionals	Temporarily employ or increase hours for paraprofessionals to increase the intervention support students receive through supplemental small group instruction and expanded learning opportunities focused on decreasing the achievement gap by accelerating learning for all students including unduplicated students.	$423,000.00	Yes
18	Academic Intervention Programs	Continue to provide site and/or district based academic intervention programs to serve the districts unduplicated student groups (i.e. English Learners, Socio-Economically Disadvantaged, Students with Disabilities, etc) and educationally disadvantaged students in Comprehensive Support and Improvements Schools . Personnel (e.g. instructional aides) may be hired to support in-class interventions for all student groups including unduplicated students at all school sites.	$2,420,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Increase the instructional day to expand opportunities for students to accelerate learning through targeted intervention and enrichment to accelerate learning and increase engagement for all students including unduplicated students.		
19	Student and Family Services Manager	The Student and Family Services Manager/McKinney-Vento liaison will support homeless youth and families based on the needs of qualified students which may include tutoring services, transportation assistance, uniforms, and school supplies. Referrals for health and basic living necessities will be made to support homeless families, provide students with a stable environment, and increase opportunities for student achievement and success for students who are socioeconomically disadvantaged and foster youth.	$158,762.00	Yes
20	Summer Intervention & Enrichment	Implement summer intervention and enrichment programs to improve student achievement and close the achievement gap for unduplicated students and students with disabilities.	$230,000.00	Yes
21	Curriculum & Instruction: Instructional Design - ELA	Continue to implement instructional design for ELA which includes a focus on CCSS based gradual release lessons and small groups support for guided reading and word study to improve student achievement and close the achievement gap for unduplicated students and students with disabilities. (See Goal/Action #s for funding: #s 1.5; 1.8, 1.11,1.14, 1.17, 1.18)	$0.00	Yes
22	Curriculum & Instruction: Instructional Design - Math	Continue to focus on instructional design for Math including CCSS based gradual release lessons and small group support/tutoring to ensure access for all students through intervention and scaffolding to	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		improve student achievement and close the achievement gap for unduplicated students and students with disabilities. (See Goal/Action #s for funding: #s 1.5; 1.8, 1.11,1.14, 1.17, 1.18)		
23	Curriculum, Instruction & Data Driven Systems: Dual Language Teachers	Provide certificated staffing to support students in Dual Language program with the focus of increasing and improving services for unduplicated students including English learners, foster youth, and low income students.	$5,502,362.00	Yes
24	Continue to maintain class size reduction for Grades K-3 and 4-6.	Continue to Maintain Class Size reduction for Grades K-3 & Grades 4-6	$575,000.00	Yes
25	Certificated Teachers 3 PD days	Provide professional learning opportunities to improve teaching and learning in the areas of English Language Arts (ELA), English Language Development (ELD), Mathematics (including Standards of Mathematical Practice(SMPs), Science, and Social Studies. Professional learning includes training specifically designed to address the achievement gap for unduplicated students and students with disabilities.	$400,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Improve English language and academic language proficiency outcomes to ensure access to CCSS for all students, including English Learners(ELs) so that ELs will demonstrate annual expected progress and reclassify in 5 years or less.

An explanation of why the LEA has developed this goal.

The San Ysidro School District has developed this goal after analyzing dashboard and internal data to ensure that we are focusing on the annual progress of all English Learners, due to the fact that our data indicates that our students who successfully reclassify demonstrate the highest rates of academic success in the district, as identified through California Dashboard and local assessment data. This goal will ensure access to the CCSS for ELA and ELD for all students including English learners. Based on the following data we have determined that we need to focus on English learners, including dually classified students(students who are eligible for both special education and English learner services) to ensure that the language acquisition supports are supporting annual progress goals and reclassification of all English learners in 5 years or less. This goal and the focus on the supporting students improve with English and academic language development was a direct result of stakeholder input that focused on the need for supporting all students including unduplicated students with English language development through intervention support strategies to be available to students to support them with English and academic language acquisition both during the instructional day and as part of an expanded learning opportunities after the end of the instructional day.

The following data was considered in determining the need to focus on students and their language development to positively impact academic achievement:

2018-19 Data-CAASPP (California Assessment of Student Performance and Progress)
Percentage of students who met or exceeded standards

English Language Arts (ELA)

- All Students - 40.65%
- Reclassified Fluent English Proficient (RFEP) - 77.41%
- ELs - 14.78%

2018-19 English Language Proficiency Indicator (ELPI)

This indicator shows the percentage of students who are making 1 year of annual progress or maintaining the highest level of 4 on the English Language Proficiency Assessment of California (ELPAC). By this measure:

44% of our students increased 1 or more levels on the ELPAC

2.9% of our students maintained the highest level of 4 on the ELPAC

For a total of 47.3% making progress & an Overall District Performance Level of MEDIUM

Reclassification Rate:

2019-20: 6.5%

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement: 2018-19 English Language Proficiency Indicator (ELPI) Data Students making adequate progress towards English language proficiency or maintaining highest level on the ELPAC.	2018-19 English Language Proficiency Indicator (ELPI) 47.3% making progress Performance Level: MEDIUM *Due to gap in data from COVID related school closures, we may review and revise baseline data after 2021-22 Cycle				By June 2024, the ELPI will indicate that 56.3% of EL students are making progress, and the district has reached an overall performance level of high.
Pupil Achievement – Local Measures LEA Common Assessment - ELA Students Scoring at Meets or Exceeds Standard	2020-21 LEA Common Assessment - ELA GR K-2 ALL: 60% EL: 56%				By June 2024, the LEA Common Assessment data for ELA will indicate the following % of student meeting or exceeding standards:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	GR 3-8 ALL: 41% EL: 18%				GR K-2 ALL: 69% EL: 69% GR 3-8 ALL: 50% EL: 38%
Pupil Achievement Annual Reclassification Rate Students reclassified as a % of prior year English learners	2019-20 District Reclassification Rate 2%				By June 2024, the district reclassification rate will have increased indicating that the district is reclassifying students at a rate of 15%.
Pupil Achievement CAASPP: SBAC - ELA Scale Score Points Distance From Standard	2018-19 SBAC - ELA Scale Score Points Distance From Standard ALL = 28.6 points below standard EL = 45.8 points below standard *Due to gap in data from COVID related school closures, we may review and revise baseline data after 2021-22 Cycle				By June 2024, as measured by the scale score points distance from standard on the English Language Arts portion of the SBAC, as follows: ALL = 16.6 points below standard EL = 25.8 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Implementation of Standards: Programs and services enable EL to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.	Maintain programs and services that enable access for 100% of English learners to the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.				Maintain programs and services that enable access for 100% of English learners to the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Actions

Action #	Title	Description	Total Funds	Contributing
1	English & Academic Language Services - EL Master Plan	Continue to implement English Learner programs (i.e. Structured English Immersion, Dual Language One-Way and Dual Language Two-Way) based on site needs to support English language acquisition. Review and revise the EL Master plan through the lens of the California English Learner Roadmap, to ensure clarity and uniformity throughout the district in providing services for English Learners as well as to ensure compliance with current laws, regulations, and accountability.	$0.00	No
2	EL Monitoring-- Student Progress	Continue to support, monitor, and evaluate the services for English Learners to ensure students acquire proficiency in English. Support staff will monitoring student achievement data to ensure that students are making adequate progress towards annual progress goals with language acquisition. Data monitoring to support student intervention and instructional practices.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3	Professional Learning- Instructional Staff & Administration	Engage instructional staff and administrators in professional learning on the CA EL Roadmap, ELD Standards, ELPAC Domains, GLAD, AVID Excel and Ed Tech for Direct Instruction to benefit the services that are provided in the area of English language acquisition for all students including English Learners.	$73,408.00	Yes
4	Professional Learning & Implementation Coaching	Support professional learning with implementation support and instructional coaching of professional learning to include guided planning, lesson modeling, and data monitoring to improve classroom instruction to support the improvement of academic achievement for all students including English learners. (See Goal/Action #s for funding: #s 1.8; 1.13)	$0.00	Yes
5	Professional Learning: Administrative Coaching & Monitoring	Engage Administrators in professional learning and Communities of Practice to support instructional leadership and strong implementation of evidence based instructional practices to improve classroom instruction to support the improvement of academic achievement for all students including English learners. (See Goal/Action #s for funding: #s 1.10; 1.12; 1.16)	$0.00	Yes
6	English Learner Support: Monitoring & Support	Continue to employ testing assistants and data support specialist to support students language acquisition through monitoring of English Learner progress, serving as a parent liaison, and supporting the implementation of interventions for English learners. (See Goal/Action #s for funding: #s 1.8; 1.11)	$94,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	English Learner Support: AVID Excel	Implement AVID Excel to target students who are Long Term English Learners (LTELs) or at risk of becoming LTELs, to accelerate language acquisition by targeting typology of ELs to support access to core instruction through the building of strategies and supports to improve classroom instruction to support the improvement of academic achievement for all students including English learners. (See Goal/Action #s for funding: #s 1.3, 1.4, 1.22)	$19,815.00	Yes
8	EL Support: Integrated Academic Language and English Language Development:- PD, Planning, Coaching	Support the implementation of instructional practice in all instructional areas to focus on language acquisition strategies to support all learners including English learners in developing English and academic language skills through professional learning and implementation support including planning and coaching opportunities. (See Goal/Action #s for funding: #s 1.8; 1.11; 2.3)	$36,000.00	Yes
9	EL Support: Academic Language and English Language Development	Continue to group students for daily designated ELD lessons across grade levels to support students at their levels and by their needs. Use strategic and flexible grouping strategies grounded in data review based on ELD/ELPAC domains to allow student groups to adjust based on student need and growth profiles to ensure the maximum academic acceleration possible for all students including English learners. Ensure professional learning opportunities to grow the understanding of EL typologies, ELD standards, ELPAC domains, research based best practices, and leveraging Ed Technology to provide supplemental direct instruction to all students including English learners. (See Goal/Action #s for funding: #s 1.5; 1.8; 1.11; 2.8)	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Ensure that all students are educated in positive academic environments that are safe, welcoming, and drug free.

An explanation of why the LEA has developed this goal.

Through an analysis of data listed below the San Ysidro School District has determined the need to continue to focus on student engagement through the lens of attendance, chronic absenteeism, and suspension rates. This data review was part of the Differentiated Assistance process that included a process of data review and included stakeholder input over an 18 month period, as well as district wide feedback sessions, and surveys that revealed the need to support students with support for engagement and school connectedness. The district believes that student engagement and school climate are an integral part of academic success, and as such have taken stakeholder input on the topic of supporting students and providing enrichment opportunities to focus on a goal that will support students to feel more connected and engaged in their education

CHKS Survey Data 2020-21

School Engagement & Supports

School Connectedness   58%
Monthly Absences (3+)   13%
Caring Adult Relationships   58%
Facilities Upkeep   76%

School Safety

School safe or very safe   68%
Experienced Harassment/Bullying   18%
Rumors or lies spread about you   20%
Seen a weapon on campus   7%

Substance Abuse

Current alcohol or drug use   4%
Current vaping   1.5%

2019-20 Data Quest

Suspension Rate: 2.5%

Expulsion Rate: 0%

2018-19 CA Dashboard Data

Chronic Absenteeism Rate - 10.1%

2020-21 Attendance Data

SYSD   94.35%

La Mirada   92.81%
Ocean View Hills 95.90%
Smythe   92.73%
Sunset   94.38%
SYMS   94.06%
Vista Del Mar   97.09%
Willow   93.49%

CALPADS 14.1 Student Absenteeism (5/17/21)

Total :   8.13%

La Mirada: 17.33%
Ocean View Hills: 4.05%
San Ysidro Middle: 10.71%
Smythe: 12.85%
Sunset: 3.64%
Vista Del Mar: 4.36%
Willow: 9.38%

2020-21 FIT Report

100% of schools with rating of "good" or better - Facility Inspection Tool (FIT Report)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
School Climate: 2019-20 Data Quest Suspension Data	2019-20 Data Quest Suspension Rate: 2.5%				By June 2024, the suspension rate will have decreased and be at 1% or lower.
School Climate: PBIS Data - Referrals	Middle School Referral Data Baseline to be established during the 2021-22 school year with implementation of SWIS data collection system.				By June 2024, the middle school referral data will decrease by 6% as measured by SWIS data collection system.
Pupil Engagement: CA Dashboard Chronic Absenteeism	2018-19 CA Dashboard Data Chronic Absenteeism Rate - 10.1%				By June 2024, chronic absenteeism will decrease for all students, including SWD and McKinney Vento students, by 3% as measured by the CA Dashboard Chronic Absenteeism Rate.
Basic Services: Facility Inspection Tool (FIT Report)	100% of schools with rating of "good" or better - Facility				Maintain 100% of schools with rating of "good" or better -FIT Report

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Inspection Tool (FIT Report)				
School Climate: CHKS Survey	CHKS Survey Data 2020-21 School Engagement & Supports School Connectedness 58% Monthly Absences (3+) 13% Caring Adult Relationships 58% Facilities Upkeep 76% School Safety School safe or very safe 68% Experienced Harassment/Bullying 18% Rumors or lies spread about you 20% Seen a weapon on campus 7% Substance Abuse				By June 2024, the data will improve for each area as indicated: School Engagement & Supports School Connectedness +6% Monthly Absences (3+) -3% Caring Adult Relationships +6% Facilities Upkeep +6% School Safety School safe or very safe +6% Experienced Harassment/Bullying -6% Rumors or lies spread about you -6% Seen a weapon on campus -2% Substance Abuse

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	Current alcohol or drug use 4% Current vaping 1.5%				Current alcohol or drug use - 4% Current vaping -1.5%
Pupil Engagement: LEA Attendance Data	2020-21 Attendance Data SYSD 94.35% La Mirada 92.81% Ocean View Hills 95.90% Smythe 92.73% Sunset 94.38% SYMS 94.06% Vista Del Mar 97.09% Willow 93.49%				By June 2024, the local attendance data will indicate a 1.5% increase as measured by our LEA data tracker.
Pupil Engagement: CALPADS 14.1 Student Absenteeism Snapshot (5/17/21)	CALPADS 14.1 Student Absenteeism Snapshot (5/17/21)				By June 2024, all schools will show a decline in Chronic Absenteeism Rates of 1.5% as measured by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Total : 8.13% La Mirada: 17.33% Ocean View Hills: 4.05% San Ysidro Middle: 10.71% Smythe: 12.85% Sunset: 3.64% Vista Del Mar: 4.36% Willow: 9.38%				CALPADS 14.1 Student Absenteeism Snapshot.
Pupil Engagement Middle School Dropout Rates CALPADS 1.14 Dropout Counts	Middle School Dropout Rates CALPADS 1.14 Dropout Counts Total: 23 San Ysidro Middle: 18 Vista Del Mar: 5				By June 2024, all schools will show a decline in Middle School Dropout Rates of 6 students total.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
School Climate: 2019-20 Data Quest: Expulsion Rate	2019-20 Data Quest: Expulsion Rate: 0%				By June 2024, the expulsion rate will remain at 0%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	MOTF personnel, transportation, materials and supplies, contracted services, and utilities.	Maximize use of personnel to ensure student safety & access to equitable environment.	$4,713,403.00	No
2	Implement LRMFP	The LRMFP will be implemented to ensure that schools are able to be maintained and improved.	$62,000.00	No
3	Middle School Associated Student Body	Business services continues to support Associated Student Body (ASB) at the middle schools with the fiscal aspects of running the ASB.	$2,000.00	No
4	Safety Plans	Review and revise safety plans for district and site needs, as well as to remain compliant with state and county regulations.	$0.00	No
5	Campus Security	Each campus will have support maintaining site safety and supervision through the continued employment of campus security to support a safe and welcoming school environment for all students including unduplicated students through the implementation of PBIS and Restorative Justice practices throughout the campus.	$1,099,664.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Visitor Management Software	The district will continue with the implementation of the the RAPTOR visitor system with installation, professional development, and implementation to increase security and safety on all campuses for the wellbeing of all students including unduplicated students.	$25,000.00	Yes
7	Professional Learning (Classified & Certificated)	The district will continue to engage all staff with professional learning and implementation supports in the areas of Restorative Practices Positive Behavior Intervention Supports (PBIS) to develop safety, security, and school connectedness for all students including unduplicated students. (Support provided through District Attorney/SDCOE at not cost to LEA)	$0.00	Yes
8	Enrichment opportunities & Expanded Learning Programs	Provide enrichment opportunities & programs for students to improve the academic environment, including extended school year. Increase the instructional day to expand opportunities for student to accelerate learning through targeted intervention and enrichment opportunities to support student engagement and school connectedness for all students including unduplicated students. (See Goal/Action #s for funding: #s 1.3; 1.13; 1.18)	$0.00	Yes
9	Attendance Initiatives	Continue to employ Outreach Consultants, to support the implementation of Attendance Initiatives, including "Two is Too Many", Attendance Recovery Programs, supports for families, and Attendance Student Study Teams (A-SSTs) as part of a multitiered approach to	$540,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance and wellbeing to support all students with a trauma informed approach including unduplicated students.		
10	Coordinator Full Service Community Schools/ASES	Continue to employ a Coordinator Full Service Community Schools/ASES to coordinate ASES, 21st century programs, Promised Neighborhoods Grant, and Pathways Enrichment Program and leverage community partnerships to support families in need with access to wrap around services to increase student academic achievement and social emotional wellbeing for all students including unduplicated students.	$260,900.00	Yes
11	Mental Health Supports	Staff to support social emotional supports and wellbeing through a multitiered system of supports that focuses on universal access to social emotional learning. The increased staff will support staff in building capacity in the area of social emotional wellbeing, as well supporting students in need of Tier 2 and Tier 3 supports.	$905,605.00	Yes
12	Data Driven Systems: Chronic Absenteeism: SDCOE-iCan	Engage site teams and a district team in the (Improving Chronic Absenteeism Network) iCan through the SDCOE to support system alignment and consistency to support best outcomes for unduplicated students and students with disabilities. (iCAN Network participation supported through collaboration with SDCOE to support DA status)	$0.00	Yes
13	Data Driven Systems: Chronic	Continue to implement the Attendance Student Study Teams (A-SSTs) to include trauma informed support with an eye on early	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Absenteeism: A-SSTs	identification of students who are at risk for becoming chronically absent and to include training and support for staff to support families and follow up with them to prevent all students, including unduplicated students, homeless students, and students with disabilities from becoming chronically absent (See Goal/Action #s for funding: #s 1.3; 2.9; 2.12)		
14	Additional Maintenance and Operations staff (2 FTEs)	Provide additional staff above ratio to ensure maintenance of facilities to ensure safety and access to all students including unduplicated students.	$150,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	All students will obtain the necessary social-emotional skills to build resilience and thrive in an equitable educational environment, their community and beyond.

An explanation of why the LEA has developed this goal.

The San Ysidro School District has identified the necessity to implement strategies to support the emotional well being of our students through observational data, as well as survey data, referrals for behavioral/mental health supports, and through direct input from stakeholders who identified an increased need for student in the area of mental health. This need was one of the top areas of need identified by stakeholders and we believe is crucial for our unduplicated students to support their success in school and in their community.

CHKS Survey Data 2020-21

Social & Emotional Health

Social emotional distress	24%
Experienced chronic sadness/hopelessness	36%
Considered suicide	14%
Self-Efficacy	68%
Self Awareness	65%
Problem Solving	48%
Optimism	58%
Gratitude	68%

2019-20 Data Quest

Suspension Rate: 2.5%

2018-19 CA Dashboard Data

Chronic Absenteeism Rate - 10.1%

2020-21 Attendance Data

SYSD Total :   94.35%

La Mirada   92.81%
Ocean View Hills 95.90%
Smythe   92.73%
Sunset   94.38%
SYMS   94.06%
Vista Del Mar   97.09%
Willow   93.49%

CALPADS 14.1
Chronic Absenteeism Snapshot (5/17/21)

SYSD Total :   8.13%

La Mirada: 17.33%
Ocean View Hills: 4.05%
San Ysidro Middle: 10.71%
Smythe: 12.85%
Sunset: 3.64%
Vista Del Mar: 4.36%
Willow: 9.38%

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
School Climate: CHKS Survey Data 2020-21	CHKS Survey Data 2020-21 Social & Emotional Health Social emotional distress 24% Experienced chronic sadness				By June 2024, the CHKS survey data will show Social & Emotional Health Social emotional distress -6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
School Climate Universal Screener	/hopelessness 36% Considered suicide 14% Self-Efficacy 68% Self Awareness 65% Problem Solving 48% Optimism 58% Gratitude 68% The baseline data for the Universal Screener data will be established during the 2020-21 school year.				Experienced chronic sadness/ hopelessness -6% Considered suicide -6% Self-Efficacy +6% Self Awareness +6% Problem Solving +6% Optimism +6% Gratitude +6% By June 2024, the Universal Screener data will show a decrease in the number of students indicated for Tier 2 & Tier 3 supports by 1/6 of the baseline data respectively.
Pupil Engagement: CA Dashboard Data: Chronic Absenteeism Rate	2018-19 CA Dashboard Data Chronic Absenteeism Rate - 10.1%				By June 2024, chronic absenteeism will decrease for all students, including SWD and McKinney Vento students, by 3% as measured by the CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Pupil Engagement: LEA Attendance Rates	2020-21 Attendance Data SYSD Total : 94.35% La Mirada 92.81% Ocean View Hills 95.90% Smythe 92.73% Sunset 94.38% SYMS 94.06% Vista Del Mar 97.09% Willow 93.49%				Chronic Absenteeism Rate. By June 2024, the local attendance data will indicate a 1.5% increase as measured by our LEA data tracker.
Pupil Engagement: CALPADS 14.1 Chronic Absenteeism Snapshot (5/17/21)	CALPADS 14.1 Chronic Absenteeism Snapshot (5/17/21) SYSD Total : 8.13% La Mirada: 17.33%				By June 2024, all schools will show a decline in Chronic Absenteeism Rates of 1.5% as measured by CALPADS 14.1 Student Absenteeism Snapshot.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	Ocean View Hills: 4.05% San Ysidro Middle: 10.71% Smythe: 12.85% Sunset: 3.64% Vista Del Mar: 4.36% Willow: 9.38%				
School Climate 2019-20 Data Quest: Suspension Rate	2019-20 Data Quest Suspension Rate: 2.5%			By June 2024, the suspension rate will have decreased and be at 1% or lower.	
School Climate: 2019-20 Data Quest: Expulsion Rate	2019-20 Data Quest Expulsion Rate: 0%			By June 2024, the expulsion rate will remain at 0%.	

Actions

Action #	Title	Description	Total Funds	Contributing
1	Mental Health Supports	Employ additional Social Workers on temporary contract to support the implementation of the multi tiered system of support for mental health through building capacity for Tier I interventions and engaging students who need additional supports in small group and/or 1:1 services to support all students including unduplicated students with social emotional well-being needs.	$345,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Tiered Support System for SE Wellbeing	Implement a multitiered system of support to ensure that all students, including unduplicated students have the support that they need to ensure social emotional well being and resiliency. (See Goal/Action #s for funding: #s 1.3; 1.12; 3.11; 4.1; 4.4)	$0.00	Yes
3	Universal Screener	Purchase and implement a universal screener to monitor student needs, and increase response time for students who need various levels of tiered support for mental health issues to ensure that all student including unduplicated have interventions that are appropriate to their individual needs.	$50,000.00	Yes
4	Tier 1 Social Emotional Curriculum	Purchase supplemental curriculum and renew digital access to Tier 1 Second Step & Zones of Regulation to ensure all students have access to these materials. Purchase professional learning sessions and engage social workers in coaching teachers to implement the curriculum to support capacity building for Tier 1 supports are in place for all students including unduplicated students.	$15,500.00	Yes
5	Positive Behavior Intervention Support	Continue with the Implementation of PBIS at all school sites including ongoing professional development, supports with SWIS for monitoring and quarterly district meetings to monitor the implementation, supports, and next steps that are needed to ensure the development of improved school connectedness and social emotional development for all students including unduplicated students. (Support provided by SELPA for Professional development and monitoring)	$0.00	Yes
6	Restorative Practices PD	Continue to engage classified and certificated staff in ongoing professional learning on restorative practices to ensure the	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		development of improved school connectedness and social emotional development for all students including unduplicated students. (Professional learning services provided by the District Attorney's Office and SDCOE.)		
7	Trauma Informed PD	Provide trauma informed professional learning for all staff to ensure a deeper understanding of student/community needs to help build resiliency in our students by refining the lens of support to ensure the development of improved school connectedness and social emotional development for all students including unduplicated students. (See Goal/Action #s for funding: #s 1.3; 1.12; 3.11; 4.1; 4.3; 4.4)	$0.00	Yes
8	Wrap Around Services	Full Community Services Coordinator will continue to work with the Outreach Consultants to take a trauma informed approach when supporting families/students with engagement and attendance issues to support the development of improved school connectedness and social emotional supports for all students including unduplicated students. (See Goal/Action #s for funding: #s 1.3; 1.19; 3.10; 3.11; 4.3; 4.4)	$0.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	Increase parent engagement, involvement, and satisfaction with the educational process annually.

An explanation of why the LEA has developed this goal.

Individual, group, and parent advisory committee feedback revealed that parents are satisfied with improvements in school-home communication, so we want to ensure that we maintain and refine this system. Additionally, we want to increase the effectiveness of parent learning opportunities so that we are able to develop learning opportunities for the needs of our families to support them in developing into educational partners in the educational process with the district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Parent Engagement: Parent Workshops Offered	2019-20 Parent Educational Workshops District Office: 55 parent workshops

2020-21 Parent Educational Workshops District Office: 0 parent workshops (due to COVID-19 Closures) | | | | By 2024, SYSD will increase the number of workshops and opportunities for parents to engage in learning by 15%. |
| Parent Engagement: | 2020-21 Targeted Parent Workshops | | | | By 2024, SYSD will provide access to |

Actions

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Workshops Targeted Topics	8 Special Education Targeted Parent Workshops (4 SELPA & 4 Local) 0 Targeted Workshops for all other Groups				workshops 3x annually targeting families of a variety of student groups, including English learners, students with disabilities, military families, foster families and families experiencing homelessness.
Parent Engagement: Parent Participation in LEA Plan	2020-21 LCAP Involvement 7 Community Feedback Session (1 Feedback Session at each school site) DPAC/DELAC Feedback Session Stakeholder Survey = 185 respondents				By 2024, SYSD will increase parent engagement in the LEA Plan through increased participation in the LCAP feedback process as measured by respondents to stakeholder surveys to increase by 50%. By 2024, SYSD will maintain 7 community feedback sessions and 1 DPAC/DELAC feedback session to inform the LCAP

Action #	Title	Description	Total Funds	Contributing
1	Parent Center	Continue to support the Parent Community Center located at the district office.	$0.00	No
2	Parent Participation	Provide parents with opportunities to provide input on decisions through involvement on site and district committees.	$0.00	No
3	Parent Learning Opportunities	Parent PD: 1. Learn about Educational System 2. Group specific learning opportunities (ELs, SWDs, Military, Foster families, etc.)	$27,964.00	Yes
4	Parent Communication	Improve home--school communication including improving websites, providing information on student academic progress, and notifying parents of district and school events. Including providing access to families with primary language supports and modes for access.	$0.00	No
5	District Translators	Interpreters to provide translation/interpretation services throughout the district.	$189,691.00	No
6	Coordinator of Public Relations and Community Services	Continue to employ a Coordinator of Public Relations and Community Services to support the coordination of parent engagement, communication, and access for all families.	$160,937.00	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.

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
32.19%	$11,631,962

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.

During the 2021-2022 school year, actions and services will continue, to be enhanced, and principally directed to support the success of unduplicated students (low income, foster youth/homeless, and English learners) at all school sites. Due to an unduplicated count of 85%, the San Ysidro School District (SYSD) believes providing these services LEA-wide is the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas, as all actions and services are directed to serve unduplicated student groups and benefit other student groups as well.

Goal 1: Student Achievement

The San Ysidro School District has developed this goal after analyzing dashboard and internal data to ensure that we are continuing to focus on student achievement, but also to make sure that we are focused on accelerating learning increases for student groups who have an achievement gaps in relation to their peers, as identified through California Dashboard data local assessment data. Based on the following data we have determined that we need to focus on English learners and students with disabilities to accelerate their learning and support them in closing the achievement gap. This goal and the focus on the supporting students who need extra support to bridge an academic gap was a direct result of stakeholder input that focused on the need for intervention support strategies to be available to students to support their unique learning needs.

To increase student achievement, Common Core State Standards (CCSS) must be fully implemented. To support the implementation of CCSS in each grade level, SYSD will continue to implement and refine a cycle of continuous improvement that includes weekly time for data analysis of LEA common assessment data to drive instruction practice including backwards mapping the standards for instruction, instructional planning, and identification of evidence based instructional practices. This goal was developed based on achievement data that

indicated the need to focus on unduplicated students and students with disabilities to accelerate their learning and support them in closing the achievement gap. This goal and the focus on the supporting students who need extra support to bridge an academic gap was a direct result of stakeholder input that focused on the need for intervention support strategies to be available to students to support their unique learning needs. The expenditures delineated for curriculum alignment entails providing enrichment (Science/Physical Education teams) to students so that teachers have time to disaggregate data and identify students in need of intervention which includes a large number of unduplicated students due to our high percentage rate of English Learners, homeless/foster youth, low income students, and students with disabilities (Goal 1; Action 5). SYSD will employ five resource teachers to serve as liaisons between the district and its schools (Goal 1; Action 8). They will provide support to site administration in the areas of curriculum, professional development, and special programs. In addition, they will demonstrate lessons and innovative teacher strategies, and provide individualized assistance to support the success of unduplicated students district wide.

With a focus on college and career readiness, the middle schools will continue to offer electives and programs such as AVID, Spanish, and Computer Science (PLTW) (Goal 1; Action 6). To support academic achievement for unduplicated students, supplemental programs and resources will be provided in core content areas (Goal 1; Action 14). Summer interventions and enrichment programs will be offered as well with the goal of closing the achievement gap for at–risk students (Goal 1, Action 18), and class size reduction in grades K–3 will continue throughout the district (Goal 1, Action 24). This year, the San Ysidro School District continues to move forward with technology by improving services district–wide and providing professional development in digital literacy and digital citizenship (Goal 1, Action 1) to prepare at–risk students for 21st Century learning. This will especially benefit low income students who may not have access to technology at home, and although we have made great strides in bridging the digital divide over the past year a continued emphasis on this action will remain in order to maintain these supports for our unduplicated students (Goal 1, Action 1)

Selected elementary schools with needs based on student enrollment will have additional administrative personnel to support the implementation of data review sessions to monitor student progress and evaluate the effectiveness of instructional programs at the site and district level to ensure equity for unduplicated students (Goal 1, Action 12).

Goal 2: English Language and Academic Language Development

English Learners make up 63% of the SYSD's student population. English learners have integrated and designated ELD as part of the core instructional program. The San Ysidro School District has developed this goal after analyzing dashboard and internal data to ensure that we are focusing on the annual progress of all English Learners, due to the fact that our data indicates that our students who successfully reclassify demonstrate the highest rates of academic success in the district, as identified through California Dashboard and local assessment data. Based on the following data we have determined that we need to focus on English learners, including dually classified students(students who are eligible for both special education and English learner services) to ensure that the language acquisition supports are supporting annual progress goals and reclassification of all English learners in 5 years or less. This goal and the focus on the supporting students improve with English and academic language development was a direct result of stakeholder input that focused on the need for supporting students with English language development through intervention support strategies to be available to students to support their English skills.

To support English learners with academic achievement and annual progress towards reclassification, the San Ysidro School District, will revise the EL Master Plan to support an assets based approach based on the CA EL Roadmap to English learner services and supports (Goal 2; Action 1). The implementation of the plan will be supported through the continued monitoring of student Common Assessment Data to determine interventions for English learners with the help of Resource Teachers, Data Support Specialists, and Testing Assistants who will support administrators and teachers with student placement in designated ELD groups and progress monitoring (Goal 2; Action 6). Professional learning to support instruction in the area of language acquisition and English language development will be provided to instructional staff and administration (Goal 2; Action 7 & 8) and supported by instructional coaching, including guided planning lesson modeling and data review to positively impact English learners and unduplicated students with academic language development (Goal 2; Actions 4 & 5).

Goal 3: Student Engagement and School Climate

Through an analysis of data listed below the San Ysidro School District has determined the need to continue to focus on student engagement through the lens of attendance, chronic absenteeism, and suspension rates. The district believes that student engagement and school climate are an integral part of academic success, and as such have taken stakeholder input on the topic of supporting students and providing enrichment opportunities to focus on a goal that will support students to feel more connected and engaged in their education. Research shows that students who are low income, English Learners or foster youth benefit greatly from social emotional supports and therefore the district has designed actions and services to promote student safety and social emotional supports for unduplicated students to support academic progress and student engagement.

With this in mind, the district employs Outreach Consultants (Goal 3; Action 9) to support students with attendance through a trauma informed approach to ensure that students feel support and connected to the school community. Additionally, our Coordinator of Full Service Community Schools and ASES (Goal 3, Action 10) works to coordinate supports through community partnerships (Promise Neighborhoods, SBCS, etc.) and bring academic supports and enrichment to our school sites through ASES and summer enrichment programs. Our Student and Family Services Manager (Goal 1, Action 19) collaborates to improve services and to guide the most at risk students that need intensive interventions such as low income, English Learners and foster youth/homeless. We also employ a social worker and school psychologists to provide additional services in the area of mental health (Goal 3, Action 11).

To improve school climate, district and site staff will continue to participate in professional development to support a positive academic school environment focused on Positive Behavior Intervention Strategies and Restorative Practices (Goal 3; Action 7). Students will be provided with enrichment opportunities to include extended year educational experiences, field trips, and activities (Goal 2; Action 8) to support learning. The Coordinator of Full Service Community Schools and ASES will support site ASES programs and expand the current Pathways program with additional enrichment opportunities in sports, visual and performing arts (VAPA) and STEAM (Goal 2; Action 10) to provide increased opportunities for unduplicated students to engage in enriching activities in a safe after school environment. The San Ysidro School District has determined the need for additional maintenance staff ensures that buildings are well maintained on a regular and frequent basis (Goal 3, Action 14) in order to ensure the maintenance of a safe environment at school sites for all students including

unduplicated students. The unduplicated students are always considered first since the unduplicated students make up 85% of our student population.

This continued focus on school safety due to increased criminal activity in the community and safety concerns, the district has taken several measures to increase student safety which will support unduplicated students by improving school climate; which based on research greatly benefits unduplicated students in bridging academic gaps and increasing student engagement. This focus has prompted the revision of comprehensive safety plans, the implementation of restorative practices, the employment campus security personnel at various school sites (Goal 3; Action 5), as well as the implementation of visitor management software and an upgraded communication system which will be fully implemented to increase the level of safety at all school sites with the goal of providing an added layer of safety for students (Goal 3; Action 6). The San Ysidro School District is moving into year five of our "Two Is Too Many" attendance campaign (Goal 3; Action 9) and will participate in the Impacting Chronic Absenteeism Network (iCan) to further increase attendance and student achievement through consistently aligned systems to support the best outcomes for unduplicated students and students with disabilities throughout the district. All of these actions and services are being put into place based on research that shows that providing a positive school environment provides the opportunity for unduplicated students to thrive academically.

Goal 4: Social Emotional Wellbeing and Mental Health

The San Ysidro School District has identified the necessity to implement strategies to support the emotional well being of our students through observational data, as well as survey data, referrals for behavioral/mental health supports, and through direct input from stakeholders who identified an increased need for students in the area of mental health. This need was further exacerbated by the impacts of COVID-19 and pandemic related trauma in our community.

The district has determined that the implementation of a multi tiered system of support (Goal 4; Action 2) will best support students to ensure that our unduplicated students have access to the supports that they need to build social emotional wellbeing and resiliency which is essential for them to thrive academically. SYSD will purchase a Universal Screener for Social Emotional Wellbeing to support with the early identification of students who need specific mental health supports (Goal 4, Action 3). In order to support the Multi-Tiered system, we will continue to train our staff on Restorative Practices and Social Emotional Learning (Goal 4; Actions 4, 5, & 6) in order for unduplicated students to have Tier 1 supports from all staff. Additionally, we will employ temporary social workers to support staff in building capacity for Tier 1 SEL supports and supporting students who need Tier 2 & Tier 3 supports, such as group or 1:1 counseling (Goal 4; Action 1). Students will also be supported through the Multi-Tiered System of Support for Student Engagement that will work to bring wrap around services through community partnerships to our students with the support of our Full Community Services Coordinator and Outreach Consultants (Goal 4; Action 7 & 8).

Goal 5: Parent Engagement

These supports are essential to improve outcomes for our unduplicated students and support them as they build resiliency in a trauma informed environment with a focus on the importance of the necessity of supporting mental health needs and building social emotional intelligence for our students to have meaningful access.

Individual, group, and parent advisory committee feedback revealed that parents are satisfied with improvements in school-home communication, so we want to ensure that we maintain and refine this system. Additionally, we want to increase the effectiveness of parent learning opportunities so that we are able to develop learning opportunities for the needs of our families to support them in developing into educational partners in the educational process with the district.

To increase parent engagement, the district continues to develop services to provide parents with opportunities for professional development and learning, with a focus on meeting the needs of our unduplicated families through workshops that are specific to their needs (Goal 5, Action 3). The district employs translators/interpreters to ensure an all parents' voices are heard and that parents of unduplicated students have access to materials in their home language (Goal 5, Action 5). The Coordinator of Public Relations and Community Services is tasked with developing programs and services for parents as well as communicating district and school events and activities (Goal 5, Action 6).

Identified actions/services were suggested, discussed, and analyzed for need during the development of the LCAP with various stakeholder groups. These meetings focused on building on success by focusing was on what worked, what areas we needed refinement, and what additional actions/services need to be offered to support our students. Administration reviewed the recommendations and selected the expenditures that will make a difference in closing the achievement gap. As noted in this justification, the San Ysidro School District is allocating a significant amount of the LCFF funds to building the capacity of the staff to work with unduplicated students (low income, foster youth/homeless, and English Learners). What we hope to achieve is to have all of our unduplicated students —in schools with large concentrations of low income, foster youth/homeless, and English Learners and schools with small numbers— be successful and their parents feel connected to our schools. We believe the expenditures defined in this document continue to provide the most effective use of funds to meet the needs of unduplicated pupils in the state priority areas. SYSD will continue with the current evaluation process reviewing student achievement data, parent surveys, and staff surveys to determine the effectiveness of these strategies/expenditures at the end of the year through a needs assessment grounded in data. At that time, strategies and budgets will be aligned/modified/supplemented to ensure maximum support in meeting the needs of unduplicated students (low income, foster youth, and English Learners).

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

During the 2021-2022 school year, actions and services will continue, to be enhanced, and principally directed to support the success of unduplicated students (low income, foster youth/homeless, and English learners) at all school sites. The SYSD has an unduplicated pupil count of 85%, and as such provides services LEA-wide to most effectively use of funds to meet the district's goals for unduplicated pupils in the state priority areas, as all actions and services are directed to serve unduplicated student groups and benefit other student groups as well. This allows for cohesion across the district of services principally aimed at benefiting unduplicated pupils.

This past year, the district worked tirelessly to ensure that all students has access and connectivity, and was able to bridge the digital divide for our students through the purchase of Chromebooks, low cost/no cost internet, hot spots for families unable to access internet, and technology training and support for instructional staff and families in having meaningful access to online platforms. This mission began in March of 2020 when school closures began and due to the fact that we had more than 60% of our students that did not have access we new

that it was an immediate goal, but that it would become an ongoing goal to ensure equity for the students in our community. As such, SYSD has implemented a goal focused on the maintenance of access to technology to support unduplicated student in having access to technology and connectivity, along with support for continued professional learning opportunities and support to ensure that unduplicated students have access and support for growth in the areas of educational technology, digital literacy, and digital citizenship and 21st Century learning. (Goal 1; Action 1) It is our continued mission to ensure that unduplicated students are given the opportunity to access rigorous coursework and be well prepared to enter high school, by providing students with access to STEM, AVID, Computer Science (PLTW), Spanish, VAPA, and programs such as GATE (Gifted and Talented Education) at the middle school level, as well as GATE and PLTW at the Elementary schools. (Goal 1; Action 6) SYSD is committed to remaining at 100% access to devices and internet connectivity to ensure that all unduplicated students will benefit from technology and 21st century skills by ensuring that all unduplicated students are provided the opportunity and supports necessary to access a rigorous course of instruction

The district focuses on a system of continuous improvement to ensure that all unduplicated students are accessing an instructionally rigorous program based on the CCSS. This an ongoing goal from the last 2017-2020 LCAP cycle under student achievement. Under this system, as a district we realized a increased in ELA (almost 7%) and Math (above 9%). The data also indicated an achievement gap for unduplicated students that we will focus on eliminating through a focus on bridging the achievement gap through refinement and implement support for our system of continuous improvement designed to support students with Tier 1 and Tier 2 embedded systems and data monitoring on a 6 week cycle to ensure timely monitoring of student data which ensures the ability to use data to drive instructional practices that are supportive of student needs and meaningful access. To that end the district uses data reflection sessions which provide teachers and administrators the opportunity to analyze student assessment data on LEA common assessments and to monitor the academic achievement of all students including unduplicated students and student with disabilities in order to plan for differentiated instruction in support of all students. Students are provided instructional enrichment with SPARKs Physical Education, Project Lead the Way (PLTW) STEM modules, social emotional learning, all with embedded language development during the data reflection and professional learning communities that are focused on student data monitoring and planning to accelerate learning for all students including unduplicated students and students with disabilities. (Goal 1; Action 5, 21, & 22) This model is further supported by the employment of Resource Teachers who work to build and support the instructional system through professional learning and implementation support for instructional staff, as well as through support for data monitoring. (Goal 1 Action 8, & 15). This system also provides for a district level review of disaggregated data to analyze the system as a whole, identify trends, and provide professional learning for administration centered on data driven systems and leading improvement of instructional practices to positively impact outcomes for unduplicated students. (Goal 1; Actions 7, 9,10, 11 & 16). Using data to identify instructional needs and supports SYSD, supplemental materials will be identified and to support unduplicated students including unduplicated students who are dually identified (Goal 1; Action 16 & 10) Additionally, SYSD has identified the need for unduplicated students to have increased instructional supports to accelerate learning and close the achievement gap, to that end SYSD has identified strategies to increase instructional supports including Intervention Support Teachers, Paraprofessionals, and academic intervention programs to support small group intervention and expanded learning opportunities through targeted interventions and enrichment (Goal 1; Action 13, 17 & 18) Additionally, SYSD will continue to provided expanded learning opportunities through summer intervention and enrichment programs. (Goal 1; Action 22) At our largest Elementary sites, it is necessary to provide additional Administrative staff to support the facilitation of these instructional practices and monitoring for the success of unduplicated pupils. (Goal 1; Action 13) The district employs a Student Family Services Manager to serve as our McKinney Vento liaison and support unduplicated students with their families needs to provide students with a stable environment, and increase opportunities for student achievement and success for unduplicated students. (Goal 1; Action 19) These actions work together to allow for the continual monitoring and analysis of unduplicated students, so that instructional supports and

interventions can be incorporated in a timely fashion based on data that is monitored to determine progress towards the goal of student achievement.

In order to identify and implement evidence based best instructional practices that will support the reduction of the achievement gap, SYSD will engage in professional learning for all instructional and administrative staff to support the goals of language acquisition for English learners and all unduplicated pupils. This professional learning will be focused on instructional best practices for language acquisition for all learners including English learners; along with the instructional practices the district will use Resource Teachers and Intervention Support teachers to support the implementation of these practices through planning, coaching, and modeling (Goal 2: Action 3, 4, 5, 7, & 8) Additionally, district and site administrators will engage in professional learning to support instructional leadership and the implementation of evidence based best practices to positively impact academic outcomes for English learners, through data analysis, classroom walks, and effective student grouping strategies (Goal 2; Action 5, 6, 7 & 8) The focus on language acquisition will support unduplicated students with access to core curriculum that is rigorous and standards based. The actions under this goal will be monitored through disaggregated data reflection sessions to assess the impact of these additional supports on student outcomes in the areas of CCSS Local Common Assessments and annual growth on the ELPI to determine the annual progress of English learners towards language acquisition goals. Given, the exceptional outcomes for Reclassified English learners, we believe that the implementation and monitoring of these focused instructional practices will benefit all learners and support the shrinking of the achievement gap for unduplicated students.

The district believes that student engagement and school climate are an integral part of academic success, and as such have taken stakeholder input on the topic of supporting students and providing enrichment opportunities to focus on a goal that will support students to feel more connected and engaged in their education. Research shows that students who are low income, English Learners or foster youth benefit greatly from social emotional supports and therefore the district has designed actions and services to promote student safety and social emotional supports for unduplicated students to support academic progress and student engagement. For that reason, one of the district's top priorities is student safety, for all students including unduplicated students. To the end the district has identified the need to continue to employ campus security staff at school sites and visitor software due to increased security needs and safety concerns driven by increased criminal activity in the area to support the districts continual focus on school safety. (Goal 3; Action 5 & 6)

SYSD prioritizes student engagement and school connectedness. As such, the district has engaged staff in professional learning on Restorative Justice practices and Positive Behavior Intervention Supports to ensure that the district is building systems of support for unduplicated pupils that encompass academic, safety, and well being. (Goal 3; Action 7 & 11). To ensure that unduplicated pupils are engaged in school and attending school regularly the district will continue to focus on attendance initiatives such as "Two is Too Many", Attendance Recovery, and wrap around supports through our multitiered system of support and increased training and support for trauma informed practices to support student and families by meeting the needs most associated with a socio-economically disadvantaged status, we anticipate the attendance rates will improve for unduplicated students more than other student groups. (Goal 3; Action 9 & 10) The district monitors this data through the California Healthy Kids Survey, Suspension/Expulsion Data, and rates of absenteeism.

SYSD continues to focus on the social emotional well being of students through the implementation of mental health supports that are designed to support unduplicated students and provide access to these students to necessary supports that will impact their well being. These supports include the coordination of community partnerships through our Coordinator Full Community Services, Attendance, and

Expanded Learning Programs to ensure that families are able to access services that will lead to increased academic achievement and social emotional well being for unduplicated students. These include the implementation of a Universal Screener to support the timely identification of students who may need intervention services (Goal 4; Action 3). Additionally, the district will enter it's second year of Social Emotional learning curriculum which supports all students and provided Tier 1 supports so that all unduplicated students have embedded supports (Goal 4; Action 4). To support our multi-tiered system of support the district will use social workers to support the needs of students who may need additional supports, as well as work in classrooms supporting the effective implementation of tier 1 social emotional and restorative practices in the classroom to further support unduplicated students social emotional well being. (Goal 4; Action 1) In order to monitor the effectiveness of the implementation of these practices, the district will monitor California Healthy Kids Survey, data related to behavioral incidents Suspension/Expulsion Data, and rates of absenteeism.

Parents and families serve as partners in the educational process for all students including unduplicated students. The district places a high priority on this parent engagement and access. As such the district emphasizes the need to engage parents/families in opportunities for learning about the educational system, and will further refine this focus to add workshop topics specifically aligned to the needs that impact the needs of all of our families. (Goal 5; Action 3) In monitoring the needs of the district it is evident that we need to support the needs of the families of unduplicated students by providing access to the educational system, participation in parent advisory groups, and the inclusion of families in stakeholder feedback sessions we will continue to engage our families in surveys and in person/virtual stakeholder feedback sessions to ensure the development of a strong parent/school connection which will positively impact outcomes for unduplicated students.

Actions and services that are principally aimed at serving unduplicated students are determined through a data analysis and needs assessment that review the goals and determined actions/services. This review of data and stakeholder feedback allowed us to identify potential actions that would continue and be refined, as well as identify new goals with accompanying actions and services to support improved services for unduplicated students.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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.

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.

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:

  o 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)).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve 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])

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."

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.

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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$41,516,137.00	$8,351,161.00	$2,277,000.00	$6,071,055.00	$58,215,353.00

Totals:	Total Personnel	Total Non-personnel
	$54,346,045.00	$3,869,308.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Technology: Plan, Professional Learning & Implementation Support	$1,113,700.00			$150,000.00	$1,263,700.00
1	2	All	Data Driven Systems: SIS, DnA, Destiny				$0.00	$0.00
1	3	All	Curriculum, Instruction & Data Driven Systems: Staffing	$24,978,381.00	$5,472,208.00	$2,215,000.00	$953,636.00	$33,619,225.00
1	4	All	Curriculum, Instruction, and Data Driven Systems-Staffing & Class Size Reduction					$0.00
1	5	English Learners Foster Youth Low Income	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team	$940,000.00			$230,000.00	$1,170,000.00
1	6	English Learners Foster Youth Low Income	College and Career Readiness and 21st Century Learning	$57,500.00			$64,150.00	$121,650.00
1	7		State & Federal Programs: Staffing				$151,848.00	$151,848.00
1	8	English Learners Foster Youth Low Income	Curriculum, Instruction, and Data Driven Systems: Resource Teachers	$396,240.00			$225,293.00	$621,533.00
1	9	English Learners	Curriculum, Instruction, and Data Driven Systems: DRS SpEd/Dually Identified Focus		$855,053.00		$95,000.00	$950,053.00
1	10	English Learners Foster Youth Low Income	Curriculum, Instruction, and Data Driven Systems: DRS: Mega Focus	$100,000.00	$140,450.00		$210,450.00	$450,900.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	11	English Learners Foster Youth Low Income	Curriculum, Instruction, and Data Driven Systems-Staffing	$97,504.00				$97,504.00
1	12	English Learners Foster Youth Low Income	Elementary School Administrative Support	$193,729.00				$193,729.00
1	13	English Learners Foster Youth Low Income	Temporary Supplemental Instructional Staff: Intervention Support Teachers		$805,000.00			$805,000.00
1	14	English Learners Foster Youth Low Income	Supplemental Materials	$100,000.00			$90,200.00	$190,200.00
1	15	English Learners Foster Youth Low Income	Professional Learning: PD, Guided Planning, Implementation Coaching					$0.00
1	16	English Learners Foster Youth Low Income	Professional Development - Administrators				$100,000.00	$100,000.00
1	17	English Learners Foster Youth Low Income	Temporary Supplemental Instructional Staff: Paraprofessionals		$423,000.00		$423,000.00	$423,000.00
1	18	English Learners Foster Youth Low Income	Academic Intervention Programs				$2,420,000.00	$2,420,000.00
1	19	Foster Youth Low Income	Student and Family Services Manager				$158,762.00	$158,762.00
1	20	English Learners Foster Youth Low Income	Summer Intervention & Enrichment		$230,000.00			$230,000.00
1	21	English Learners Foster Youth Low Income	Curriculum & Instruction: Instructional Design – ELA					$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	22	English Learners Foster Youth Low Income	Curriculum & Instruction: Instructional Design – Math					$0.00
1	23	English Learners Foster Youth Low Income	Curriculum, Instruction & Data Driven Systems: Dual Language Teachers	$5,502,362.00				$5,502,362.00
1	24	English Learners Foster Youth Low Income	Continue to maintain class size reduction for Grades K-3 and 4-6.	$575,000.00				$575,000.00
1	25	English Learners Foster Youth Low Income	Certificated Teachers 3 PD days	$400,000.00				$400,000.00
2	1	All	English & Academic Language Services - EL Master Plan					$0.00
2	2	All	EL Monitoring—Student Progress					$0.00
2	3	English Learners	Professional Learning- Instructional Staff & Administration	$13,358.00			$60,050.00	$73,408.00
2	4	English Learners	Professional Learning & Implementation Coaching					$0.00
2	5	English Learners	Professional Learning: Administrative Coaching & Monitoring					$0.00
2	6	English Learners	English Learner Support: Monitoring & Support	$94,000.00				$94,000.00
2	7	English Learners	English Learner Support: AVID Excel				$19,815.00	$19,815.00
2	8	English Learners	EL Support: Integrated Academic Language and English Language Development:- PD, Planning, Coaching				$36,000.00	$36,000.00
2	9	English Learners	EL Support: Academic Language and English Language Development					$0.00
3	1	All Students with Disabilities	MOTF personnel, transportation, materials and supplies, contracted services, and utilities.	$4,713,403.00				$4,713,403.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	All Students with Disabilities	Implement LRMFP			$62,000.00		$62,000.00
3	3	All Students with Disabilities	Middle School Associated Student Body	$2,000.00				$2,000.00
3	4	All Students with Disabilities	Safety Plans					$0.00
3	5	English Learners Foster Youth Low Income	Campus Security	$1,099,664.00				$1,099,664.00
3	6	English Learners Foster Youth Low Income	Visitor Management Software	$25,000.00				$25,000.00
3	7	English Learners Foster Youth Low Income	Professional Learning (Classified & Certificated)					$0.00
3	8	English Learners Foster Youth Low Income	Enrichment opportunities & Expanded Learning Programs					$0.00
3	9	English Learners Foster Youth Low Income	Attendance Initiatives				$540,000.00	$540,000.00
3	10	English Learners Foster Youth Low Income	Coordinator Full Service Community Schools/ASES	$100,000.00	$80,450.00		$80,450.00	$260,900.00
3	11	English Learners Foster Youth Low Income	Mental Health Supports	$634,605.00			$271,000.00	$905,605.00
3	12	English Learners Foster Youth Low Income	Data Driven Systems: Chronic Absenteeism: SDCOE-iCan					$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	13	English Learners Foster Youth Low Income	Data Driven Systems: Chronic Absenteeism: A-SSTs					$0.00
3	14	English Learners Foster Youth Low Income	Additional Maintenance and Operations staff (2 FTEs)	$150,000.00				$150,000.00
4	1	English Learners Foster Youth Low Income	Mental Health Supports		$345,000.00			$345,000.00
4	2	English Learners Foster Youth Low Income	Tiered Support System for SE Wellbeing					$0.00
4	3	English Learners Foster Youth Low Income	Universal Screener	$25,000.00			$25,000.00	$50,000.00
4	4	English Learners Foster Youth Low Income	Tier 1 Social Emotional Curriculum				$15,500.00	$15,500.00
4	5	English Learners Foster Youth Low Income	Positive Behavior Intervention Support					$0.00
4	6	English Learners Foster Youth Low Income	Restorative Practices PD					$0.00
4	7	English Learners Foster Youth Low Income	Trauma Informed PD					$0.00
4	8	English Learners Foster Youth Low Income	Wrap Around Services					$0.00
5	1	All Students with Disabilities	Parent Center					$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	2	All Students with Disabilities	Parent Participation					$0.00
5	3	English Learners Foster Youth Low Income	Parent Learning Opportunities	$15,000.00			$12,964.00	$27,964.00
5	4	All	Parent Communication					$0.00
5	5	All	District Translators	$189,691.00				$189,691.00
5	6	All	Coordinator of Public Relations and Community Services				$160,937.00	$160,937.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$11,632,662.00	$19,468,097.00
LEA-wide Total:	$11,438,933.00	$19,274,368.00
Limited Total:	$0.00	$151,848.00
Schoolwide Total:	$208,729.00	$373,541.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Technology: Plan, Professional Learning & Implementation Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,113,700.00	$1,263,700.00
1	5	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team	LEA-wide	English Learners Foster Youth Low Income	All Schools	$940,000.00	$1,170,000.00
1	6	College and Career Readiness and 21st Century Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,500.00	$121,650.00
1	7	State & Federal Programs: Staffing	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)		All Schools		$151,848.00
1	8	Curriculum, Instruction, and Data Driven Systems: Resource Teachers	LEA-wide	English Learners Foster Youth Low Income		$396,240.00	$621,533.00
1	9	Curriculum, Instruction, and Data Driven Systems: DRS SpEd/Dually Identified Focus	LEA-wide	English Learners	All Schools		$950,053.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	10	Curriculum, Instruction, and Data Driven Systems: DRS: Mega Focus	LEA-wide	English Learners Foster Youth Low Income		$100,000.00	$450,900.00
1	11	Curriculum, Instruction, and Data Driven Systems- Staffing	LEA-wide	English Learners Foster Youth Low Income	All Schools	$97,504.00	$97,504.00
1	12	Elementary School Administrative Support	Schoolwide	English Learners Foster Youth Low Income		$193,729.00	$193,729.00
1	13	Temporary Supplemental Instructional Staff: Intervention Support Teachers	LEA-wide	English Learners Foster Youth Low Income			$805,000.00
1	14	Supplemental Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	$190,200.00
1	15	Professional Learning: PD, Guided Planning, Implementation Coaching	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
1	16	Professional Development - Administrators	LEA-wide	English Learners Foster Youth Low Income	All Schools		$100,000.00
1	17	Temporary Supplemental Instructional Staff: Paraprofessionals	LEA-wide	English Learners Foster Youth Low Income	All Schools		$423,000.00
1	18	Academic Intervention Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,420,000.00
1	19	Student and Family Services Manager	LEA-wide	Foster Youth Low Income	All Schools		$158,762.00
1	20	Summer Intervention & Enrichment	LEA-wide	English Learners Foster Youth	All Schools		$230,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	21	Curriculum & Instruction: Instructional Design - ELA	LEA-wide	Low Income	All Schools	$0.00	$0.00
1	22	Curriculum & Instruction: Instructional Design - Math	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	23	Curriculum, Instruction & Data Driven Systems: Dual Language Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,502,362.00	$5,502,362.00
1	24	Continue to maintain class size reduction for Grades K-3 and 4-6.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$575,000.00	$575,000.00
1	25	Certificated Teachers 3 PD days	LEA-wide	English Learners Foster Youth Low Income		$400,000.00	$400,000.00
2	3	Professional Learning- Instructional Staff & Administration	LEA-wide	English Learners		$13,358.00	$73,408.00
2	4	Professional Learning & Implementation Coaching	LEA-wide	English Learners			$0.00
2	5	Professional Learning: Administrative Coaching & Monitoring	LEA-wide	English Learners	All Schools		$0.00
2	6	English Learner Support: Monitoring & Support	LEA-wide	English Learners	All Schools	$94,000.00	$94,000.00
2	7	English Learner Support: AVID Excel	LEA-wide	English Learners	All Schools		$19,815.00
2	8	EL Support: Integrated Academic Language and	LEA-wide	English Learners	All Schools		$36,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	9	English Language Development:- PD, Planning, Coaching	LEA-wide	English Learners		$0.00	
3	5	EL Support: Academic Language and English Language Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,099,664.00	$1,099,664.00
3	6	Campus Security	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	$25,000.00
3	7	Visitor Management Software	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
3	8	Professional Learning (Classified & Certificated)	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
3	9	Enrichment opportunities & Expanded Learning Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools		$540,000.00
3	10	Attendance Initiatives	LEA-wide	English Learners Foster Youth Low Income	All Schools		$260,900.00
3	11	Coordinator Full Service Community Schools/ASES	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	$905,605.00
3	12	Mental Health Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$634,605.00	$0.00
3	13	Data Driven Systems: Chronic Absenteeism: SDCOE-iCan	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
3		Data Driven Systems: Chronic	LEA-wide	English Learners Foster Youth			

Absenteeism: A-SSTs

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	14	Additional Maintenance and Operations staff (2 FTEs)	LEA-wide	Low Income	All Schools	$150,000.00	$150,000.00
4	1	Mental Health Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools		$345,000.00
4	2	Tiered Support System for SE Wellbeing	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
4	3	Universal Screener	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	$50,000.00
4	4	Tier 1 Social Emotional Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools		$15,500.00
4	5	Positive Behavior Intervention Support	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
4	6	Restorative Practices PD	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
4	7	Trauma Informed PD	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
4	8	Wrap Around Services	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
5	3	Parent Learning Opportunities	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$15,000.00	$27,964.00

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:		