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
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Plan Summary [2021-22]

General Information

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

The South Whittier School District was established as an elementary school district in 1912. The district is located 10 miles east of downtown Los Angeles and covers approximately four square miles; its boundaries include portions of the Whittier, Santa Fe Springs, and some unincorporated areas of Los Angeles County. The District currently encompasses one middle school and six elementary schools - including one K-3 and one 4-6 school, all focused on increasing individual student achievement in a rigorous, safe, and positive learning environment.

The District currently serves approximately 2,444 students in grades preschool through eighth. SWSD has 35% English learners, 83% socioeconomically disadvantaged students, and 0.6% foster youth. Over 90% of the district's English Learner population speaks Spanish. There has been a significant drop in enrollment in SWSD and in order to adjust to the needs of the district SWSD will blend Monte Vista and Los Altos starting the 2021- 2022 school year. Students attending Monte Vista will attend Los Altos, this blending is facilitated by the proximity of the two schools, Monte Vista is the 4th - 6th feeder school to Los Altos school.

South Whittier School District is proud of its dedicated employees who are the heart of the district. Approximately 145 employees are certificated as teachers, principals, counselors, and other administrators. Another 185 or more employees are classified employees, with occupations such as secretaries, clerical, community liaisons, health clerks, library clerks, instructional aides, custodians, maintenance and grounds staff, food service workers, and noon duty aides. Our staff is dedicated to providing all students with an exemplary standards-based educational program. We have a commitment to collaboration, accountability, high standards, and data-driven decision-making. We believe our first and foremost responsibility is to provide a rigorous and engaging academic program with individualized instructional support in a safe and welcoming environment. This instructional support includes targeted in-class support, rich after-school programs, and summer learning opportunities.

South Whittier School District campuses cultivate positive learning climates through school-wide Positive Behavioral Intervention Systems (PBIS) with clearly established expectations and positive incentives. These programs have been instrumental in promoting positive social behaviors, motivation, and academic success. Our programs are further fortified through robust relationships with our parents. Every school

has a Community Liaison that ensures parents receive a range of learning and involvement opportunities to better support their children in the educational process.

The district will continue to strive to increase student achievement on all state assessments and district multiple-measure assessments. Additionally, South Whittier School District will continue with the implementation of our Multi-Tiered System of Support which will support the needs of ALL our students.

Reflections: Successes

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

South Whittier School District is in process of designing Multi-Tiered Systems of Supports for our students. In order to design these systems, we primarily utilize data from the California Dashboard, universal screeners, the California Healthy Kids Survey, and local surveys. On the California Dashboard in 2019, our chronic absenteeism rate was at 9.2%. From August 2019 through March 2020, we were able to significantly decrease the number to 2.9% of our students who had 18 or more absences. During the pandemic, we continued to make absenteeism a focus and a priority. The district constructed a three-tiered system of support to keep students engaged during distance learning, which incorporated mental health supports. SWSD has focused on the implementation of PBIS supports, other means of correction, and building a multi-tiered model to support the social-emotional and behavioral needs of the students. Our suspensions have significantly decreased since 2017 with a rate of 1.4% per Data Quest in 2019, and we did not have any suspensions during the pandemic.

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.

An area for significant improvement based on a review of the Dashboard and local data are all indicators related to our students with special needs population. Our students with disabilities scores in the "red" for chronic absenteeism, English Language Arts academic indicator, and mathematics indicator. In 2017, our students with disabilities were also in the red for Suspension, but in 2019 they were in the green. Overall, SWSD is working to increase the number of students who are proficient in English and Math on CAASPP assessment. Based on our STAR 360 assessment, our students were 33.6% proficient in ELA prior to the pandemic and 29.6% proficient in Math. Unfortunately, now we are at 27.3% for Reading and at 15.9% for Math. In order to accelerate learning for our students, we will be creating intervention and progress monitoring during the school day. We will also be extending the length of the school day at the middle school. The summer school program will also be extended in the number of hours and the number of days for our students. Additional hours and staff will be provided to our students with disabilities to offer the supports that they need within the school year.

LCAP Highlights

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

As a school district with 83% low-income students and 35% English learners, we believe that all of the work that we do and the services we provide must be conducted with the needs of these students in mind. While the District's core LCAP expenditures benefit all students, our actions also provide targeted programs and services that ensure a high-quality, rich, and engaging instructional program and comprehensive prevention and intervention services for low-income, English learners, foster youth, and other at-risk students. The SWSD LCAP contains five goals that are aligned with the eight State priority areas.

Key features include:
Culture & Climate
Certificated and Classified staff as well as our Licensed Clinical Social Worker, Psychologist, Psychologist Interns, Physical Education Teachers, and Instructional Aides provide support with culture and climate and provide our unduplicated student groups with strategies to meet their social and emotional needs. Schools will be most successful in their educational mission when they integrate efforts to promote children's academic, social and emotional learning (Elias et al.,1997). Our English learners, low-income and foster youth need strategies to fit in and feel connected and safe at school. Certificated and Classified staff will provide support via our PBIS system that is implemented at every school and effectiveness is measured by PBIS rubrics.

Other key members that provide a safe and welcoming culture for our unduplicated student groups is our district nurse, health clerks, library clerks, data integrity specialist, and our parent community liaisons. Our district nurse and health clerks provide our students with basic first aid and health educational resources additionally they provide information and referrals for vision, hearing, and dental care. Our library clerks provide opportunities for our students and their families to access our libraries and have access to technology. Our community liaisons provide a strong vehicle for communication to our English learner families, the ability to communicate with our families in Spanish has been a welcomed component. Additionally, our community liaisons provide a bridge for our newcomer families by providing sources of support and connection to school and needed resources.

Our MTSS and English learner coordinators provide stakeholders groups with key information on testing, reclassification, and intervention opportunities. They serve as the gatekeeper for our unduplicated groups in order to ensure that needs are being met and students are achieving at greater levels. Success will be demonstrated via diagnostic screener data, formative and summative assessments, and survey data.

PBIS implementation, attendance incentives, anti-bullying materials, and transportation are actions that support our unduplicated groups with incentives, programs, and, opportunities to participate in extracurricular events. Our English learners, low-income and, foster youth will thrive when given the support and means to get involved and become active participants in their learning.

Support Resources
Although great emphasis has been placed on strong first instruction there continues to be a need to provide intervention programs and support for social-emotional learning. All schools will provide intervention support for struggling students, especially English learners, low-income, and foster youth. Unduplicated student groups will be closely monitored and intervention needs will be addressed on a regular basis.

Materials such as hands-on science materials, leveled libraries, research-based intervention programs, materials for visual and performing arts and technological resources will be provided. Furthermore, our Mariachi and Folklorico programs will be expanded. Additionally, a summer learning program will be offered, English learners, low-income students, and foster youth will be invited to attend. AVID and AVID Excel will continue to be offered at our middle school and one of our elementary schools. AVID tutors will support the program by participating in tutorials.

Professional Development
All staff, teachers, administrators, and classified employees will engage in professional development through full-day training, half-day training, after-school meetings, and individual coaching to continue to learn and gain knowledge and strategies to support student achievement. Teachers who are well trained and knowledgeable with strategies for addressing struggling students are essential for closing the achievement gap for English learners, low-income, and foster youth. Hattie's research on teacher efficacy validates the importance of ongoing professional development providing all teachers and staff with strategies to meet the needs of our underserved students is an action that will provide our students with strong instruction which will result in improved student. These expenditures are principally targeting the District's goals for low-income, English learners and Foster Youth students by directly supporting their academic success.

Parent Engagement
Parent workshops will be offered at all our schools in the morning and evening. Sessions will be held in both English and Spanish. These workshops will focus on providing our parents with tools necessary to support their child's academic program, leadership skills, information on school programs, and offer ways for parents to become more involved in their child's education. These workshops are needed in order to inform and provide opportunities for the families of our underserved groups. Increased attendance and survey data will confirm increased student engagement and achievement.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Stakeholder Engagement

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

Prior to school closures and suspension of LCAP development in the 2019-20 school year, the stakeholder engagement process had launched for 2021-2024 LCAP. Stakeholder engagement in SWSD is an ongoing annual process. A variety of stakeholder groups are involved in the development and review of the plan. Groups consulted included teachers, parents, principals, and other administrators, community members, SELPA Director, and SWSD board members. SWSD has an active Parent Advisory Committee and District English Learner Advisory Committee. These two committees include parent representation of English learners, Special Education, foster and socioeconomically disadvantaged students. Furthermore, the PAC Plus Committee met to provide input into our LCAP.

South Whittier School District LCAP input meetings included the following:
- A review of the LCAP development process and District data review by SWSD stakeholders, comprised of classified and certificated bargaining unit members, site and district administrators, and parents. Care was taken to ensure that teachers, classified employees, and specialists were included and that parents represented a variety of groups, including low-income, at-risk, foster youth, and English learners.
- Initial discussion of revision of LCAP goals aligned with State and local priorities
- Administration and analysis of parent, student, and employee surveys (California CalSCHLS Survey)
- LCAP Talking Tours

Stakeholder engagement in the LCAP development process continued in the 2020-21 school year, including:
- Review and input by Parent Advisory Committee, District Advisory Committee, and District English Learner Advisory Committee (PAC/DAC/DELAC)
- Review and discussion with bargaining unit representatives at a collaboration meeting
- Ongoing consultation with the Special Education Local Plan Area (SELPA) Director to identify strategies for meeting the needs of Students with Disabilities

Quantitative and qualitative metrics used for the LCAP goal-setting and revision process included:
- Student demographic data (ethnicity, home language/proficiency, and socioeconomic status)
- Analysis of California School Dashboard data (2018-19)
- Student language proficiency/growth data on the summative English Language Proficiency Assessment of California (ELPAC) (2018-19)
- Standardized student academic achievement data on the State Smarter Balanced Assessments Consortium (SBAC) tests for students in grades 3-6 (2018-19)
- Student performance on local academic proficiency measures, including the STAR 360 diagnostic and progress monitoring assessments in Reading and Mathematics and South Whittier School District interim assessments
- Student, parent, and staff survey data (California CalSCHLS Survey)
- Student attendance and discipline data

- Williams site visit review data (condition of facilities/sufficiency of textbooks)

Stakeholder meeting dates, community involvement activities, data, presentations, and other LCAP informational resources are posted on the South Whittier School District web page for access by our employees, community, and public, and can be accessed using the link below: www.swhittier.k12.ca.us

Public Hearing Date: June 15, 2021
Board Approval Date: June 22, 2021

A summary of the feedback provided by specific stakeholder groups.

A review of LCAP goals and input regarding actions and services was conducted by the Parent Advisory Committee, District Advisory Committee, and District English Learner Advisory Committee (PAC/DAC/DELAC). A summary of feedback is provided below:
- Parents indicated a high level of appreciation related to communication using digital tools such as Class Dojo, Zoom, Seesaw, and online school assemblies
- They value district-level food distribution, distribution of meals, and "grab n go meals" to support low-income families who need support services
- Parent education classes on a range of topics, including English learner reclassification process, technology tools, wellness, and social-emotional support were identified as an ongoing high priority
- Outreach and support related to families in crisis was indicated as a critical ongoing need

Additional Input:
- Parents indicated a need for academic supports for literacy and mathematics, including after-school interventions/tutoring
- Small-group instruction with support staff or teachers is highly valued
- Opportunities for extended school times (after-school, Summer) were identified as a critical need
- Parents highly value the access to technology for their students (Chromebooks, hotspots), as well as help for parents in the use of technology (training and support from Community Liaisons, help desk services)
- Parents highly value access to books and online reading programs
- Maintenance of facilities and campus supervision to ensure student safety was identified as an ongoing high priority

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

Stakeholder input influenced LCAP development by ensuring that the following actions and services are maintained:
- Actions and services related to parent engagement and education, including the services of Community Liaisons (Goal 4, Action 3)
- Academic and behavioral interventions, including Licensed Clinical Social Worker, and Counseling services (Goal1, Action 3)
- Extended learning opportunities, including after-school programs and Summer Programs Goal 2, Action 4)
- Actions and services related to professional development, including MTSS/data days Goal 3, Action1) (Goal 2, Action 1)
- Programs and services to support students with disabilities (Goal 1, Action 3)

- School services to provide access to high-quality books for all students (Goal 1, Action 9)
- Outdoor Science School opportunities (Goal 1, Action 9)
- Visual & Performing Arts programs across all grade levels, including music instruction (Goal 2, Action 9)
- Services of our Homeless/Foster Youth Liaison to support families in crisis (Goal 4, Action 3)
- Campus supervision and maintenance services to ensure safe and healthy learning environments (Goal 1, Action 4)

Goals and Actions

Goal

Goal #	Description
1	Create a learning environment where students feel safe within a strong and positive school culture that is collaborative, unbiased, and inclusive of all student groups.

An explanation of why the LEA has developed this goal.

Highly qualified teachers are our "front-line" professionals that make learning happen for our students every day. Ensuring that teachers are appropriately credentialed and continue to engage in professional growth and continuous improvement over the course of their careers is a key component of creating optimal learning environments for our students.

Standards-aligned, high-quality curriculum is a State and District priority, serving as a key component to an effective instructional program. Emphasis on strong, rigorous first instruction, data-driven decision-making that ensures the needs of all students are being met.

In order to ensure the safety and well-being of all students and staff, school facilities must continue to be maintained in good repair. Continual changes and growth needs with technology create the need for periodic updates of communications and maintenance systems. Upgraded internet infrastructure and internet systems ensure adequate communications for safe and efficient learning environments. Upgrades to utility systems ensure that schools are well equipped to support the internet needs of the district.

Technology developments across the globe have resulted in a need to equip all of our learners with technical skills in order to be successful. This need has become even more amplified during the COVID-19 pandemic with the shift to distance learning over the last year. All District students are equipped with a technology device, and many hotspots have also been distributed to ensure student connectivity for daily learning.

SWSD will continue to work towards creating and maintaining class size averages for our TK- 3rd-grade classrooms.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Accountability Report Card (SARC)	No deficiencies reported on SARC or Williams visit reports; all District facilities				No deficiencies reported on SARC or Williams visit reports; all District facilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	maintained and in good repair				maintained and in good repair
School Accountability Report Card (SARC)	No deficiencies reported on SARC or Williams visit reports; adequate textbooks reported in annual Williams Board Resolution				District will maintain a record of "0% lacking" on SARC instructional materials reports for all schools
School Accountability Report Card (SARC) and Human Resources Staffing Reports	100% of SWSD teachers are appropriately assigned and credentialed				District will maintain a record of 100% appropriately assigned and credentialed teachers on staffing reports
Class Size Averages	For 2020-21. class size averages were no more than 26 students in grades TK – 3				District will maintain class sizes in alignment with Grade Span Adjustment requirements and established staffing agreements.

Actions

Action #	Title	Description	Total Funds	Contributing
1	High-quality learning experiences. Base level of instructional	Each student will be provided high-quality learning experiences through a broad course of study and full	$20,613,154.00	No

Action #	Title	Description	Total Funds	Contributing
	support for all students. Certificated teachers, administration, management (Certificated & Classified).	implementation of the Common Core Standards. High-quality teachers.		
2	Classified and Certificated Management	Classified and certificated management.	$2,924,369.00	No
3	Additional Certificated Support - (2) ELD/ Special Education & Digital Technology TOSA, (2) Physical Education Teacher, (8) Part-Time Hourly Certificated Interventionists, (7) RSP Teachers (15% of their day), Licensed Clinical Social Worker, (3.5) Psychologist and (1) Psychologist Intern (20% of their day), extended kindergarten day by 33% (beyond the required number of minutes)	(2) TOSA's - ELD/Special Education & Digital Technology, (1) Physical Education Teachers, (8) Part-Time Hourly Certificated Interventionists, (7) RSP Teachers (15% of their day), Licensed Clinical Social Worker, (3.5) Psychologist and (1) Psychologist Intern (20% of their day), Counselor/GMS, extended kindergarten day by 33% (beyond the required number of minutes) One EL special education TOSA will provide instructional support in order to bridge the gap between special education and general education with a focus on supporting the needs of English learners. One digital technology TOSA will provide support with continued implementation of technology as an instructional tool. Ensuring the learning that took place due to the pandemic is enhanced and continues to grow. Physical education program to address student wellness needs. Physical education staff will serve grades Third- Sixth-grade students. Part-Time Hourly Interventionists will provide academic support for students in small groups, students will be identified by STAR 360 data. Student groups will focus on the needs of our low-income students, English Learners, and Foster Youth. Resource Specialist Program (15%) teachers to provide increased services beyond the base level of service for our at-risk students. RSP teachers support intervention programs at our sites to support low-income students, English Learners, and Foster Youth.	$2,265,012.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The Licensed Clinical Social Worker will continue to build, plan and grow a comprehensive mental health program. The plan will include the supervision of interns to be placed at each site, who will support the social-emotional well-being of our low-income pupils, English learners, and foster youth. Psychologist & Psychologist Intern (20%) will provide support with culture climate and helping to create a learning environment where students feel safe. Psychologists are members of our PBIS site teams and support the implementation plan. In addition, our psychologist will provide increased and improved services at all our sites with our Multi-tiered System of Support for our low-income pupils, English learners, and foster youth. School Counselor will provide support with culture & climate and help create a learning environment where students feel safe. Extended day for our kindergarten students (33%) beyond the required number of instructional minutes.		
4	Additional Classified Support - (6) Health Clerks, (4) Physical Education Instructional Aides, (1) Clerk Typist, (10) Instructional Aides, (2) Part-time Campus Supervisor, (6) Library Clerks, speech & language support/ contracted services.	(7) Health Clerks, (4) Physical Education Instructional Aides, (1) Clerk Typist, (10) Instructional Aides, Campus Supervisor, (7) Library Clerks Health Clerks: All sites have access to a Health Clerk at each site. Health Clerks will provide basic first-aid services and health education to students as well as make referrals to community agencies where basic health services, vision, hearing, dental, and mental health care can be assessed. Physical Education Instructional Aides provide improved and increased support. Clerk Typist - Records kept will be accurate and improved which will enable quick response to parent requests. In addition, the Clerk will provide resources for students and families.	$781,674.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additional Instructional Aides to support our Multi-Tiered System of Supports. Provide intervention support within the classroom and after-school.

Campus Supervisors: Will provide campus supervision to ensure student safety before school, after school, and during nutrition and lunch breaks. Participate in providing a positive culture and climate and team members of the PBIS team. | | |
| **5** | Library Clerks | Library Clerk: Provide access to school libraries. Library Clerks will provide to our students and their families additional time in our libraries, in order for them to access resources such as research materials, the internet, and technology. | $416,794.00 | Yes |
| **6** | District support staff. | Site custodian (1) District Maintenance (1), Director of Maintenance & Operations (1), Secretary /Maintenance -Operations & Business

Increase and improve the level of direct service to schools from the maintenance and operations departments. Maintenance staff salaries and operating costs. Maintain additional maintenance person to provide additional
support to sites. Maintain an automated work order system, this system provides an efficient way to track and
effectively provide maintenance service to all our sites. The system will prioritize work orders to ensure timely response to emergency and needed repairs as per William's requirements.

Maintenance and Operations personnel: One position will be a split Maintenance / Gardener
position. Currently, there are two gardeners to maintain all eight district sites and another position is a maintenance position. These positions will provide gardener and maintenance services that are to | $585,442.00 | No |

Action #	Title	Description	Total Funds	Contributing
		provide improved and increased services beyond the base (2) additional positions.		
7	Secretary - Maintenance, Operations and Business	Maintenance and operations secretary: The position will serve both maintenance, operations, and business departments. Secretary will facilitate the organization of increase and improved services to all sites. Secretary will provide increased and improved services in addition to our base level of service.	$66,584.00	No
8	Standards-Aligned Textbooks and materials.	High-quality, standards-aligned instructional materials, and textbooks will be purchased annually in alignment with State and local adoption criteria and timelines. This includes the cost of annual consumables for all content areas.	$68,123.00	No
9	Instructional supplies and resources. Services and other operating expenditures.	Books, supplies, physical education supplies, hands-on science materials, science field trips, Learning Dynamics, Mystery Science, CTM math units, science units of study, Project Lead the Way, Thinking Maps Purchase non-fiction Common Core-aligned library books (English and Spanish). Provide students with high interest, culturally relevant books, and novels. Purchase materials for our low-income students that address their individual needs for remediation, materials purchased will be used during sessions designed for intervention, the programs purchased will support tier 2 and tier 3 of the SWSD multi-tiered system of support. Purchase hands-on science materials to support the core program, including Project Lead the Way. ($1000.00 per elementary site and $2000.00 for Graves Middle School)	$151,298.00	Yes

Action #	Title	Description	Total Funds	Contributing
		6th Grade Science Camp, provide camper registration. In addition, provide for student transportation and equipment and luggage transportation. Purchase Physical Education materials and supplies to provide a comprehensive and integrated program. Provide teachers with $200.00 per teacher to fund materials needed for the implementation of Common Core State Standards and 21st Century skills.		
10	Furniture and Equipment	Furniture to support collaborative groups, small group instruction and provide an opportunity for a deeper use of technology. Purchase new student furniture for all our sites. Current furniture is old and in need of repairing. Improvements will be made to allow for collaboration and intervention and to provide our students with access to 21stcentury classrooms. Purchases will be done in phases based on available funding.	$0.00	No
11	Grade Span Adjustment TK -3 Grade 24:1	District will maintain class sizes in alignment with Grade Span Adjustment requirements and established staffing agreements.	$688,409.00	Yes
12	Facilities Improvement	Updating security features and technology enhancements to support one-to-one Chromebooks. Provide technology and enhancements for our unduplicated student group. Targeted students will participate in the one-to-one computer program and will be supported with technology resources including hotspots.	$37,694.00	Yes
13	Nurse full time	Full time Nurse	$118,367.00	Yes

Action #	Title	Description	Total Funds	Contributing
		District Nurse will provide increased and improved services to our students by providing resources to students and their families.		

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	Utilize research-based practices and a cycle of continuous improvement based on data to support a broad course of study, which will prepare students for the 21st century global market.

An explanation of why the LEA has developed this goal.

As identified in the 2018-19 SBAC data, there is a significant achievement gap for English learners (EL), socio-economically disadvantaged (SED) students, and students with disabilities (SWD). Additional academic intervention and supports are needed for these at-risk groups of students.

Overall, 37.25% of all district students met or exceeded standards in ELA and 21.24% met or exceeded in math. These performance levels are below the state average (40% in Math, 51% in ELA met or exceeded), there is a need to increase these percentages with the ultimate goal of academic proficiency for all students.

11.18% of EL students met or exceeded the standard in ELA, and 7% met or exceeded the standard in mathematics.
35.73% of socio-economically disadvantaged (SED) students met or exceeded the standard in mathematics.
English learners, Hispanic, homeless, and socioeconomically disadvantaged groups are all in the orange performance level in both ELA and math.

9.32% of students with disabilities (SWD) met or exceeded the standard in ELA and 6.10% in math.

A new ELPAC baseline metric was reported on the California School Dashboard for 2018-19. The percentage of ELs making progress towards English language proficiency is 51.6%.
Reclassified as Fluent English Proficient (RFEP) in 2019-20 was 8.9%, above the County average of 8.1%, and the State average of 8.6%.

Academic and language proficiency data show that SWSD students perform consistently below the state average in all areas. Therefore, overall student outcomes and stakeholder input indicate an ongoing need and commitment to continue to close the achievement gap across student subgroups and ensure adequate growth for ALL students in order to ensure that our scholars have the skills necessary to excel in higher education and careers. We plan to improve academic performance and language proficiency through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Assessment - English Language Arts (SBAC – ELA)	SBAC - ELA (2018-19): Overall: 37.25% met or exceeded standards, with overall performance level of "orange" on the California School Dashboard English Learners: 11.18% met or exceeded standards, with a performance level of "orange" on the California School Dashboard Socio-Economically Disadvantaged: 35.73% met or exceeded standards, with a performance level of "orange" on the California School Dashboard Students with Disabilities: 9.32% met or exceeded standards, with a				SBAC - ELA: Overall: Increase the percentage of SWSD students meeting or exceeding standards, with an overall performance level of "yellow" or "orange" on the California School Dashboard English Learners: Increase the percentage of EL students meeting or exceeding the standards, with a performance level of "yellow" or "green" on the California School Dashboard. Socio-Economically Disadvantaged: Increase the percentage of SED students meeting or exceeding the standards, with a performance level of "yellow" or "green" on the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	performance level of "red" on the California School Dashboard				Students with Disabilities: Increase the percentage of SWD students meeting or exceeding standards to achieve an overall performance level of "orange" on the California School Dashboard.
State Assessment - Mathematics (SBAC – Math)	SBAC - Math (2018-19): Overall: 21.24% met or exceeded standards, with an overall performance level of "orange" on the California School Dashboard English Learners: 7% met or exceeded standards, with a performance level of "orange" on the California School Dashboard Socio-Economically Disadvantaged: 5.02% met or exceeded standards, with a				SBAC - Mathematics: Overall: Increase the percentage of SWSD students meeting or exceeding standards, with an overall performance level of "yellow" or "orange" on the California School Dashboard English Learners: Increase the percentage of EL students meeting or exceeding the standards, with a performance level of "yellow" or "green" on the California School Dashboard. Socio-Economically Disadvantaged:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	performance level of "red" on the California School Dashboard Students with Disabilities: 6.10% met or exceeded standards, with a performance level of "red" on the California School Dashboard.				Increase the percentage of SED students meeting or exceeding the standards, with a performance level of "yellow" or "green" on the California School Dashboard. Students with Disabilities: Increase the percentage of SWD students meeting or exceeding standards to achieve an overall performance level of "orange" on the California School Dashboard.
Local Reading Assessment: STAR 360 Diagnostic	STAR 360 Reading (2019-20): Overall: % of students scored within grade level on end-of year assessment English Learners: % of students scored within grade level on end-of-year assessment				STAR 360 Reading: Overall: Increase the overall percentage of students scoring within grade level on end-of-year assessment to % English Learners: Increase the percentage of students scoring within grade level on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socio-Economically Disadvantaged: % of students scored within grade level on end of year assessment Students with Disabilities: % of students scored within grade level on end of the year assessment				end-of-year i assessment to % Socio-Economically Disadvantaged: Increase the percentage of students scoring within grade level on end of year assessment to % Students with Disabilities: Increase the percentage of students scoring within grade level on end of the assessment to %
Local Math Assessment: STAR 360 Diagnostic	STAR 360 Math (2019-20): Overall: % of students scored within grade level on end-of year assessment English Learners: % of students scored within grade level on end-of-year assessment Socio-Economically Disadvantaged: % of				STAR 360 Math: Overall: Increase the overall percentage of students scoring within grade level on end-of-year assessment to % English Learners: Increase the percentage of students scoring within grade level on end-of-year i assessment to %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students scored within grade level on end of year assessment Students with Disabilities: % of students scored within grade level on end of the year assessment				Socio-Economically Disadvantaged: Increase the percentage of students scoring within grade level on end of year assessment to % Students with Disabilities: Increase the percentage of students scoring within grade level on end of the assessment to %
English Language Proficiency Assessment of California (ELPAC)	On Dataquest: 16.40% Proficient (Level 4/Well Developed) 37.77% Level 3 (Moderately Developed) 30.12% Level 2 (Somewhat Developed) 15.71% Level 1 (Minimally Developed) California School Dashboard: The percentage of ELs making progress				Increase the percentage of ELs making at least one performance level of growth in English proficiency to over 60% (an increase of 3% annually) Achieve a performance level of "High" on the California School Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	towards English proficiency in was 51.9%, which is a State performance level of "Medium" (2018-19).				
Reclassification Rate	The percentage of students reclassified as Fluent English Proficient (RFEP) in 2020-21 was % (Current year data is significantly lower than prior year rate of % due to challenges related to COVID-19 pandemic); State comparison data not yet available)				District will maintain a reclassification rate of at least %, and/or be above the State and County average (depending upon adjusted criteria established each year)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Collaborative Inquiry Process	Substitute coverage for Instructional Leadership Team to plan for PDAR sessions. Additional substitute coverage for data days, trainings, workshops and, conference attendance.	$4,653.00	Yes
2	One to one Chromebooks	Provide students with Chromebooks - purchased Chromebooks for all students using bond & Learning Loss Mitigation funds. Will not purchase Chromebooks this year.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Computer supplies, Consulting Services, Classified Support (Junos, Data Integrity Personnel	Technology consulting services & supplies, Classified technology support - Data Integrity Personnel to support with accurate identification of unduplicated student groups. Computer hardware, software, and technical support provided to staff to support with technological program implementation. Teachers will be given the support needed to meet the challenges of integrating technology into their daily instructional practices. Maintain a Technology position with an 8-hour technician. Maintain Data Integrity Specialist position to support sites with disaggregation data needs in order to better meet the needs of our unduplicated groups. These expenditures provide improved and increased services beyond the base level for our low-income students, English learners, and foster youth.	$509,124.00	Yes
4	Intervention & Enrichment	Intervention & Enrichment programs. Additional district support, tutoring, School City, Document Tracking, Dual Immersion Materials, After School Sports, Summer School, Intervention programs & materials. THINK Together program provides an extended day for our students. Approximately 100 students per site are given the opportunity to participate in our after-school program. Provide coaches to support our after-school sports program. Provide summer learning opportunities for our English Language Learners and at-risk students.	$102,911.00	Yes
5	AVID Programs	AVID Programs, Tutors, Conferences, Workshops, Materials & Supplies	$62,449.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Maintain current level of support with AVID program cost for AVID and AVID Excel program at Graves Middle School as well as maintain the current level of support at Los Altos for AVID elementary. Provide 4 AVID tutors to provide support with tutorials.		
6	ELL & MTSS Coordinators	Extra pay assignments for ELL & MTSS Coordinators to attend workshops & meetings beyond staff hours. Extra pay assignments to plan and prepare for staff meetings, progress monitoring English learners and, reclassified students, and program implementation. Provide each site with support for an extra pay assignment for an English Language Development Coordinator. This extra pay assignment will be paid at 10 additional hours a month which will include time to meet with District administration to collaborate and discuss data and students' needs. PBIS (Positive Behavior Intervention Support) teacher leaders will receive an extra pay assignment of 10 hours per month o support the implementation of PBIS. The teacher will be responsible for the planning and organization of monthly team meetings.	$35,972.00	Yes
7	Collaborative Inquiry Process -Instructional Leadership Team	Extra pay assignments for the Instructional Leadership Team to plan and prepare for PDAR process. SWSD teachers will participate in collaborative inquiry using Plan-Do-Analyze- Reflect Model. Our underserved group's proficiency will increase greatly with our teacher's ability to make their learning relevant and meaningful.	$129,041.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Visual & Performing Arts	Visual & Performing Arts - Materials, supplies & repairs. Mariachi program and folklorico program. Provide needed materials and supplies/equipment repair costs, etc. for increased Visual and Performing Arts offerings.	$39,151.00	Yes
10	Site Intervention Programs - Personnel	Site Intervention Programs - Extra pay assignments for all school sites to provide after school intervention programs for unduplicated student groups.	$281,216.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Provide a strong educator support system for all staff to develop professional efficacy and strong engagement, to ensure a focus on student success, achievement, and empowerment in order for all students to achieve their greatest potential.

An explanation of why the LEA has developed this goal.

Collective teacher efficacy is the collective belief of the staff of the school/faculty in their ability to positively affect students. Collective teacher efficacy has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will. Collective teacher efficacy is ranked as the number one factor influencing student achievement (Hattie, 2016). With an effect size of 1.57, collective teacher efficacy is more than three times as predictive of student achievement as socioeconomic status. Professional development will focus on research-based strategies and support that focus on our unduplicated student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in collaborative inquiry process - Plan, Do, Analyze, Reflect (PDAR)	100% of SWSD teachers participate in PDAR process.				Sustain 100% participation in the PDAR process.
Participation in English Language Development Professional Development	100% of SWSD teachers and administrators participate in ELD training.				Sustain ongoing ELD professional development.
Participation in social-emotional	100% of SWSD staff members participate				Sustain ongoing socio-emotional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development	in social-emotional training.				professional development.
Teachers, administrators and interventionist meet on a regular basis to analyze, discuss and reflect on student assessment data.	100% of SWSD teachers, administrators, and interventionist participate in data days.				Sustain 100% participation in data days.
Participation in professional development.	100% of SWSD certificated and classified staff participate in professional development.				Sustain 100% participation in professional development.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Professional Development - Travel and Conference for all SWSD stakeholders. Professional development will focus on strategies and support for our unduplicated student groups. Provide professional development for all stakeholders at all grade levels K-8 on district initiatives, scientific research-based strategies and identified areas of need. Training will focus on providing support for our target populations. Extra-pay assignments for staff to attend and/or provide training on best practices for improving instruction for low-income students and English learners during the summer, on weekends and after school hours.	$154,143.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Professional Development - Certificated	Professional Development - Increase school year for certificated staff. The increase school year for staff by 6 days additional time scheduled for the purpose of professional development and related activities focused on best instructional practices for low income, English Language Learners and Foster Youth. Teacher workdays 186	$1,028,435.00	Yes
3	Professional Development - Classified	Increase year for classified staff. Increase school year for classified staff for the purpose of professional development and related activities	$30,700.00	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	Strengthen communications and facilitate trusting partnerships with parents and community members by providing resources and opportunities for parents' active engagement in their child's education.

An explanation of why the LEA has developed this goal.

South Whittier School District stakeholders recognize that parent and student engagement is a foundational component of a high-quality educational program. We know that parents significantly impact their child's learning and educational experience when they take an active role in monitoring their progress, attendance, and activities. Parent involvement helps keep students on track, which results in better attendance, fewer missed assignments, and higher academic achievement. They play an important role as decision-makers related to the best educational services for their children and are integral to the District's collaborative decision-making process.

In all parent and staff input meetings and in the SWSD survey data, there has been a common desire for robust parent engagement and parent education opportunities across the District. Parents highly value English as a Second Language (ESL) classes, as well as workshops to learn about California State Standards, parenting strategies, and ways to support college and career readiness for their elementary-aged children. During the 2021 LCAP Committee meeting, parents also expressed a desire for additional learning opportunities on the topic of technology and emotional support/self-care.

There is an ongoing need for family outreach that welcomes parents into the school for engagement and volunteer opportunities. All of these outreach efforts will continue to engage parents as partners in the educational process and will serve to strengthen the goals listed throughout this plan, including improving academic achievement, language proficiency, student behaviors, and student attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California CalSCHL Survey - School Connectedness	Elementary: 88% of students survey state they have strongly school connectedness as evidenced by high expectations -adults in school.				Increase percentage of students who have strong school connectedness.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Middle School: 72% of students survey state they have strongly school connectedness as evidenced by high expectations -adults in school.				
California CalSCHL Survey - School Connectedness	Elementary: 75% of students survey state they have strongly school connectedness as evidenced by caring adults in school. Middle School: 60% of students survey state they have strongly school connectedness as evidenced by caring adults in school.				Increase percentage of students who have strong school connectedness.
California CalSCHL Survey - Promotion of parent involvement in school	Elementary: 67% of parents report that they agree or strongly agree that there is strong promotion of parent involvement. Middle School: 56% of parents report that				Increase percentage of parents who have strong parent involvement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	they agree or strongly agree that there is strong promotion of parent involvement.				
Student Attendance Rate	96% student attendance rate				Maintain or increase student attendance rate.
Chronic Absenteeism	2.9% chronic absenteeism rate				Maintain or decrease chronic absenteeism rate.
Total number of activities / opportunities that promote parent participation.	Number of parent activity hours: 811 hours				Increase number of hours of parent activity.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Education Woprkshops	Provide parent education workshops on identified topics of need and local interest. Extra pay assignments -certificated Extra pay assignments - classified Materials, equipment, incentives, and rewards.	$85,192.00	Yes
2	Communication to families	Communication to families in their home language, Social Media, Aeries Communication, Parent Square, Printing Provide wide-reaching oral and written communication to parents in their home language, regarding school and district business.	$80,267.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Parent Community Liaisons	Parent Community Liaisons at all sites, provide homeless support and newcomer support.	$128,395.00	Yes
4	Written communication in English & Spanish	Written communication in English and Spanish. District translator will provide written communication to all stakeholder groups in English and Spanish.	$43,159.00	Yes
5	Incentives for perfect and improved attendance.	Incentives for perfect and improved attendance. Sites will provide incentives for perfect and improved attendance.	$4,588.00	Yes
6	Transportation	Transportation The district provides safe and efficient transportation for our students to promote attendance and prevent tardiness.	$203,959.00	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	Provide a comprehensive, multi-tiered system of support within academics, behavior, and social-emotional services to facilitate student success, which includes increased and improved services for all student groups.

An explanation of why the LEA has developed this goal.

South Whittier School District recognizes that school connectedness is foundational within our multi-tiered system of support. Students need adults who are caring, have high expectations and provide students with meaningful participation in order to achieve high academic motivation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates	CA School Dashboard metric shows Suspension rate of 2.1% for 2018 - 2019 (Orange performance level on the California School Dashboard)				District will achieve or exceed a "Yellow" performance level on the California School Dashboard.
Expulsion Rates	SWSD Expulsion rate =0 expulsions over the last 4 years				District will maintain a 0 expulsion rate annually
CalSCHLS -School Connectedness	CalSCHLS yielded the following findings: *75% 6th grade *60% 7th grade				District will increase the percentage of students who report that there are caring adults in school, that

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	of students reported that they feel there are caring adults in school. *88% 6th grade *72% 7th grade of students reported that adults in school have high expectations. *79% 6th grade *67% 7th grade of students reported that they have strong academic motivation.				there are caring adults in school and that have strong academic motivation.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Materials and supplies to improve school climate.	Material and supplies to improve school climate. PBIS Rewards, Second Step curriculum.	$9,261.00	Yes
2	Anti-bulling materials and supplies.	Anti-bulling materials and supplies.	$33,144.00	Yes
3	Programs, materials and supplies to support MTSS implementation.	Program, materials and supplies to support MTSS implementation. PBIS Implementation - contract with LACOE.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	California Healthy Kids Survey	Cost and administration of administering the California Healthy Kids Survey for students, parents and staff.	$1,350.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.65%%	$7,133,498

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.

South Whittier School District provides a range of comprehensive services on a district-wide basis that is designed to provide access to a broad and rich course of study and differentiated support in order to meet the needs of all students. The District's unduplicated count is 83%, leading to a critical need for District-wide expenditures to be focused on providing increased access to programs and services both during and beyond the school day. Core programs and services ensure high-quality, rich, and engaging instructional programs and comprehensive intervention services for low-income, English learners, foster youth, and other at-risk students.

The following district-wide services have been carried over from the prior LCAP and will continue to be leveraged for Goal 1 - Culture & Climate

*District & School Support - Teacher on Special Assignment, Digital Technology Teacher, Physical Education Teacher, Part-Time Hourly Interventionist, and Instructional Aide MTSS -This allocation increases services beyond the core for additional access to instruction, and intervention to needy families with a specific emphasis on support for low-income, English learners, and foster youth.
*Health Clerk Services - These services provide support for students' health and wellness and family outreach to ensure strong student attendance and positive participation in the learning process. The needs of low-income, English learners, and foster youth are considered first, as often these families have limited access to resources to support health and well-being.
*Licensed Clinical Social Worker, middle school counselor & Psychologist - These services provide support for students' social-emotional wellness as well as family support to ensure strong healthy participation in the learning process. The needs of low-income, English learners, and foster youth are considered first, as often these families have limited access to resources to support social-emotional well-being.

*District Nurse - This allocation increases services of support for students' health and wellness and family outreach to ensure active participation in the learning process. The needs of low-income, English learners, and foster youth are considered first, as often these families have limited access to health resources.

*Library services to ensure students have access to high-quality literacy resources, with particular support for low-income, English learners, and foster youth that may have limited access to reading materials at home.

*Campus Supervision - This service supports campus safety before school, during school hours, and at dismissal in our middle school, and was identified as a high priority in stakeholder meetings.

*Instructional supplies and resources - This allocation ensures students have access to quality common core instructional materials and resources. The needs of low-income, English learners, and foster youth are considered first, as these families have limited access to instructional supplies and resources.

*Facilities Upgrades - This allocation increases the security and safety of all school campuses. Low-income, English learners, and foster youth need to feel safe and secure.

These specific actions have been determined to be effective through stakeholder input and survey responses, which indicate a high value placed upon responsive school staff in school offices and throughout schools. Additionally, the number of resources that have been provided for our families has increased as communicated by our support staff.

The following district-wide programs have been carried over from the prior LCAP and will continue to be leveraged for Goal 2 - Continuous Improvement

*Student devices/classroom technology support - These services support the acquisition and maintenance of student devices, infrastructure, and bandwidth in order to provide access to technology for all students. Computer proficiency is essential for the success of students on State assessments and in the achievement of academic standards. Access to technology devices with wireless connectivity is often limited for unduplicated pupils outside of the school setting.

*Music and arts integration programs - These programs help to ensure access to enrichment opportunities beyond the academic core (opportunities that are often more limited for unduplicated pupils outside the school day).

*Intervention programs - These services provide students with intervention based on identified needs. Students will receive intervntion based on data, support will be tiered and directed to meet the specified needs of low-income, English learners, and foster youth.

*Collaborative inquiry process (PDAR, Substitutes) - These services provide students with strong first instruction that provides scaffolds and strategies to support the needs of low-income, English learners, and foster youth.

*AVID Program & Tutors - This service provides students with tools, strategies, and support to be successful in college and career. These opportunities are often less accessible for low-income, English learners, and foster youth students.

*ELL & MTSS Teacher Leaders - This service provides personnel and systems for student progress monitoring, and identification of needs for interventions and supports both academic and social-emotional that are principally directed to unduplicated pupils.

These specific actions have been determined to be effective through the analysis of student performance data, which has led to a stronger multi-tiered system of support which has led to improved student outcomes and stakeholder feedback regarding the importance of music, arts, and science.

The following district-wide programs have been carried over from the prior LCAP and will continue to be leveraged for Goal 3 - Educator Leadership

*Professional development - This allocation increases services of support for students' instructional programs. Classified and certificated staff receive opportunities for growth and learning in the areas that provide social-emotional support, differentiated instruction, and language development. Professional development is provided on district professional development days as well as staff members are encouraged to attend training outside the district. The needs of low-income, English learners, and foster youth are considered when planning and developing these professional development opportunities.

These specific actions have been determined to be effective through SWSD continuous improvement process, which has led to stronger, effective standards-based lessons, teacher reflection, and using data to drive instruction.

The following district-wide programs have been carried over from the prior LCAP and will continue to be leveraged for Goal 4 - Family & Community Engagement

*Parent education workshops - These services provide families with the tools and strategies to provide support their children in their academic journey. These workshops include technology support with literacy, mathematics, and English language proficiency. Additionally, parents are provided with information and resources to support their children in their education journey. The families of our low-income, English learners, and foster youth need to feel welcomed, empowered, and part of the school community.
*Parent Community Liaisons - These services provide our families with a vital connection to our school resources and opportunities. The needs of low-income, English learners, and foster youth are considered first, as ofter these families have limited access to these connections and resources.
*Communication - These services provide our school community with communication in English and Spanish. Families receive information regarding their child's education journey in a variety of formats. The varied forms of communication are principally directed to unduplicated pupils.
*Attendance Incentives & transportation - These services provide opportunities for increased participation. The needs of low-income, English learners and foster youth considered first, as these families have limited access to transportation.

These specific actions have been determined to be effective through participation and attendance data.

The following district-wide programs have been carried over from the prior LCAP and will continue to be leveraged for Goal 5- Multi-Tiered System of Support

*Positive Behavior Support - These services support the improvement of school climate and culture. including, PBIS Rewards, materials to address anti-bullying. MTSS leads will attend training therefore substitutes will be funded. Additionally, SWSD staff, parents, and students will continue to complete the California Healthy Kids Survey. Providing a positive school culture and climate is principally directed to meeting the needs of our unduplicated students.

These specific district-wide programs have been determined to be effective through survey results and stakeholder input.

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

California Education Code requires increased or improved services for unduplicated students in proportion to increased supplemental funding. For South Whittier School District, the minimum proportionality is 33.65%. Programs and services outlined in this plan are being increased or improved significantly over the required percentage. Key actions listed below are principally directed and specifically designed to increase and improve services to English Learners, Low-Income, and Foster Youth students by supporting access to high-quality core instruction, specialized support services, parent engagement programs, and rich educational experiences across content areas:

The following parent engagement programs are in place to ensure that parents are empowered with the tools that they need to support the academic success and social-emotional well-being of their students. We know that parents are their children's first teachers, and they play a critical role in student achievement. These services are designed to meet the needs of English learners, low-income students and foster you:
*Parent Community Liaisons (Bilingual/Spanish) - Provide ongoing outreach to support attendance and engagement; act as liaisons to community agencies to coordinate school-based services for unduplicated pupils, including distribution of food, clothing for low-income families; provide interpreter/translation services during meetings and conferences to the success of EL students.
*Parent education programs, including targeted support for English learners, foster youth, and low-income families.
*Licensed Clinical Social Workers, counselors, and school psychologists provide services to support struggling families.

The following services and supports are in place to support the social-emotional, behavioral, and academic success of unduplicated pupils:
*Targeted professional development on standards and strategies for meeting the needs of at-risk students and English learners.
*Support staff to support the social-emotional needs of unduplicated pupils.
*Intervention personnel to support the needs of unduplicated pupils.
*MTSS teacher leaders, and professional development. Additionally, data days support the identification of specific intervention needs of unduplicated pupils.
*After-school intervention programs - Provide academic interventions to address identified learning gaps for unduplicated pupils.
*Summer Program - Provide academic interventions to address learning gaps, minimize summer learning loss, and provide enrichment and extension opportunities for unduplicated who often have limited access to extra-curricular opportunities.
*Technology Personnel/Enhancements - This expenditure provides personnel to support access to technology, including hotspot services for low-income families with limited access necessary for learning at home.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$16,637,027.00	$12,812,093.00		$2,244,910.00	$31,694,030.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$28,153,340.00	$3,540,690.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	High-quality learning experiences. Base level of instructional support for all students. Certificated teachers, administration, management (Certificated & Classified).	$5,792,195.00	$12,672,697.00		$2,148,262.00	$20,613,154.00
1	2	All	Classified and Certificated Management	$2,924,369.00				$2,924,369.00
1	3	English Learners Foster Youth Low Income	Additional Certificated Support -(2) ELD/ Special Education & Digital Technology TOSA, (2) Physical Education Teacher, (8) Part-Time Hourly Certificated Interventionists, (7) RSP Teachers (15% of their day), Licensed Clinical Social Worker, (3.5) Psychologist and (1) Psychologist Intern (20% of their day), extended kindergarten day by 33% (beyond the required number of minutes)	$2,265,012.00				$2,265,012.00
1	4	English Learners Foster Youth Low Income	Additional Classified Support - (6) Health Clerks, (4) Physical Education Instructional Aides, (1) Clerk Typist, (10) Instructional Aides, (2) Part-time Campus Supervisor, (6) Library Clerks, speech & language support/ contracted services.	$781,674.00				$781,674.00
1	5	English Learners Foster Youth Low Income	Library Clerks	$416,794.00				$416,794.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	6	All	District support staff.	$585,442.00				$585,442.00
1	7	All	Secretary - Maintenance, Operations and Business	$66,584.00				$66,584.00
1	8	All	Standards-Aligned Textbooks and materials.	$68,123.00				$68,123.00
1	9	English Learners Foster Youth Low Income	Instructional supplies and resources. Services and other operating expenditures.	$151,298.00				$151,298.00
1	10	All	Furniture and Equipment					$0.00
1	11	English Learners Foster Youth Low Income	Grade Span Adjustment TK -3 Grade 24:1	$688,409.00				$688,409.00
1	12	English Learners Foster Youth Low Income	Facilities Improvement	$2,000.00	$35,694.00			$37,694.00
1	13	English Learners Foster Youth Low Income	Nurse full time	$118,367.00				$118,367.00
2	1	English Learners Foster Youth Low Income	Collaborative Inquiry Process	$4,653.00				$4,653.00
2	2	English Learners Foster Youth Low Income	One to one Chromebooks					$0.00
2	3	English Learners Foster Youth Low Income	Computer supplies, Consulting Services, Classified Support (Junos, Data Integrity Personnel	$509,124.00				$509,124.00
2	4	English Learners Foster Youth Low Income	Intervention & Enrichment	$102,911.00				$102,911.00
2	5	English Learners Foster Youth Low Income	AVID Programs	$62,449.00				$62,449.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	6	English Learners Foster Youth Low Income	ELL & MTSS Coordinators	$35,972.00				$35,972.00
2	7	English Learners Foster Youth Low Income	Collaborative Inquiry Process - Instructional Leadership Team	$129,041.00				$129,041.00
2	8	English Learners Foster Youth Low Income	Visual & Performing Arts	$39,151.00				$39,151.00
2	10	English Learners Foster Youth Low Income	Site Intervention Programs - Personnel	$281,216.00				$281,216.00
3	1	English Learners Foster Youth Low Income	Professional Development	$38,547.00	$36,493.00		$79,103.00	$154,143.00
3	2	English Learners Foster Youth Low Income	Professional Development - Certificated	$1,028,435.00				$1,028,435.00
3	3	English Learners Foster Youth Low Income	Professional Development - Classified	$30,700.00				$30,700.00
4	1	English Learners Foster Youth Low Income	Parent Education Woprkshops	$438.00	$67,209.00		$17,545.00	$85,192.00
4	2	English Learners Foster Youth Low Income	Communication to families	$80,267.00				$80,267.00
4	3	English Learners Foster Youth Low Income	Parent Community Liaisons	$128,395.00				$128,395.00
4	4	English Learners Foster Youth Low Income	Written communication in English & Spanish	$43,159.00				$43,159.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	5	English Learners Foster Youth Low Income	Incentives for perfect and improved attendance.	$4,588.00				$4,588.00
4	6	English Learners Foster Youth Low Income	Transportation	$203,959.00				$203,959.00
5	1	English Learners Foster Youth Low Income	Materials and supplies to improve school climate.	$9,261.00				$9,261.00
5	2	English Learners Foster Youth Low Income	Anti-bulling materials and supplies.	$33,144.00				$33,144.00
5	3	English Learners Foster Youth Low Income	Programs, materials and supplies to support MTSS implementation.	$10,000.00				$10,000.00
5	4	English Learners Foster Youth Low Income	California Healthy Kids Survey	$1,350.00				$1,350.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$7,200,314.00	$7,436,358.00
LEA-wide Total:	$7,137,865.00	$7,373,909.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$62,449.00	$62,449.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**3**	Additional Certificated Support - (2) ELD/ Special Education & Digital Technology TOSA, (2) Physical Education Teacher, (8) Part-Time Hourly Certificated Interventionists, (7) RSP Teachers (15% of their day), Licensed Clinical Social Worker, (3.5) Psychologist and (1) Psychologist Intern (20% of their day), extended kindergarten day by 33% (beyond the required number of minutes)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,265,012.00	$2,265,012.00
1	**4**	Additional Classified Support - (6) Health Clerks, (4) Physical Education Instructional Aides, (1) Clerk Typist, (10) Instructional Aides,	LEA-wide	English Learners Foster Youth Low Income	All Schools	$781,674.00	$781,674.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		(2) Part-time Campus Supervisor, (6) Library Clerks, speech & language support/ contracted services.					
1	5	Library Clerks	LEA-wide	English Learners Foster Youth Low Income	All Schools	$416,794.00	$416,794.00
1	9	Instructional supplies and resources. Services and other operating expenditures.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$151,298.00	$151,298.00
1	11	Grade Span Adjustment TK -3 Grade 24:1	LEA-wide	English Learners Foster Youth Low Income	All Schools	$688,409.00	$688,409.00
1	12	Facilities Improvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	$37,694.00
1	13	Nurse full time	LEA-wide	English Learners Foster Youth Low Income	All Schools	$118,367.00	$118,367.00
2	1	Collaborative Inquiry Process	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,653.00	$4,653.00
2	2	One to one Chromebooks	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
2	3	Computer supplies, Consulting Services, Classified Support (Junos, Data Integrity Personnel	LEA-wide	English Learners Foster Youth Low Income	All Schools	$509,124.00	$509,124.00
2	4	Intervention & Enrichment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$102,911.00	$102,911.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	5	AVID Programs	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Graves Middle School & Los Altos 3rd - 8th	$62,449.00	$62,449.00
2	6	ELL & MTSS Coordinators	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,972.00	$35,972.00
2	7	Collaborative Inquiry Process -Instructional Leadership Team	LEA-wide	English Learners Foster Youth Low Income	All Schools	$129,041.00	$129,041.00
2	8	Visual & Performing Arts	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,151.00	$39,151.00
2	10	Site Intervention Programs - Personnel	LEA-wide	English Learners Foster Youth Low Income	All Schools	$281,216.00	$281,216.00
3	1	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,547.00	$154,143.00
3	2	Professional Development - Certificated	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,028,435.00	$1,028,435.00
3	3	Professional Development - Classified	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,700.00	$30,700.00
4	1	Parent Education Woprkshops	LEA-wide	English Learners Foster Youth Low Income	All Schools	$438.00	$85,192.00
4	2	Communication to families	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,267.00	$80,267.00
4	3	Parent Community Liaisons	LEA-wide	English Learners Foster Youth Low Income	All Schools	$128,395.00	$128,395.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	4	Written communication in English & Spanish	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,159.00	$43,159.00
4	5	Incentives for perfect and improved attendance.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,588.00	$4,588.00
4	6	Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$203,959.00	$203,959.00
5	1	Materials and supplies to improve school climate.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,261.00	$9,261.00
5	2	Anti-bulling materials and supplies.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,144.00	$33,144.00
5	3	Programs, materials and supplies to support MTSS implementation.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
5	4	California Healthy Kids Survey	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,350.00	$1,350.00

Annual Update Table Year 1 [2021-22]

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  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)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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