

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

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

### Goal 1

All students will attain proficiency in the core content areas.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

4

7  
8

Local Priorities: 1, 2, 3

## Annual Measurable Outcomes

Expected	Actual
Academic Indicator – Increase ELA and Math annually	CAASPP cancelled
EL Progress Indicator – Increase EL and reclassification rates annually	ELPAC cancelled
District Diagnostic Assessments – Increase ELA and Math annually	District Diagnostic Assessments (iReady ELA, Math) – In 2019-2020 students only took Diagnostic 1 and 2, so no valid comparison is available to 2018-2019. In 2018-2019, increased student achievement in ELA from (33%) to (36%) and Math from (34%) to (37%)
Williams Audit – 100% compliance on teacher assignments and textbooks	Williams Audit –100% compliance on teacher assignments and textbooks
VAPA opportunities – Increase number annually	VAPA opportunities – Increased number of opportunities to include STAGE , summer programs, music, dance and, mosaic and ceramics classes: Creativity Centers: increase of 33% (150 to 200) Afterschool: increase of 48% (61 to 90) Clay Labs: increase of 700% (10 to 80) STAGE: increase of 9%(11 to 12) Master Mosaics: Maintained- Implemented 5th-8th grade Arts Lab: Maintained-Provided Movie Making Bus Summer Arts Camp: Maintained-TK-6 camp offered

## Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Establish a structure and culture for continuous improvement by implementing best practices and providing professional development for all staff. 1. Research-based instructional strategies 2. Next Generation Science Standards (NGSS) 3. Common Core State Standards 4. Health/Physical Education Standards 5. Technology, Library, and Media Assistant	a. \$1,000,000 (LCFF Base) - Personnel (\$900,000) - Materials (\$100,000) b. \$350,000 (Title II) - Personnel (\$325,000) - Materials (\$25,000)	a. \$492,023 (LCFF Base) - Personnel (\$492,023) - Materials (\$0) b. \$359,492 (Title II) - Personnel (\$359,492) - Materials (\$0)
Implement District-wide Professional Learning Communities to promote authentic, timely assessment of student performance as a means to strengthen instruction and to identify students for additional interventions including students with disabilities. 1. Response to Intervention (RtI) support 2. Student Information Systems 3. Supplemental CCSS instructional materials 4. Structured release time 5. Grade level collaboration 6. Extended learning opportunities (DELTA Math, GATE Academy, STAGE, Speech and Debate) 7. Extended Day Kindergarten 8. Instructional Aide Support 9. Special Education Teacher Support	a. \$6,500,000 (LCFF Supplemental) -Personnel (\$6,100,000) - Materials and Supplies (\$400,000) b. \$2,400,000 (Title 1) - Personnel (\$1,350,000) - Materials and Supplies (\$1,000,000) - Consultants (\$50,000)	a. \$5,197,846 (LCFF Supplemental) -Personnel (\$5,157,732) - Materials and Supplies (\$40,114) b. \$1,174,157 - Personnel (\$959,380) - Materials and Supplies (\$71,223) - Consultants (\$143,553)
Recruit and retain highly qualified staff. 1. Peer Assistance Review (PAR) 2. Teacher Induction 3. Teacher preparation programs 4. Administrator Mentor Program 5. Training for Classified Staff	a. \$58,000,000 (LCFF Base) - Personnel (\$57,900,000) - Materials and Supplies \$100,000)	a. \$59,698,153 (LCFF Base) - Personnel (\$59,698,153) - Materials and Supplies (\$0)
Establish courses that ensure students are on a pathway to be college and career ready. 1. Gifted and Talented Education 2. Transitional Kindergarten 3. Junior High School – Special Programs (i.e. AVID, Honors, AP Courses) 4. Middle College Course Opportunities	a. \$1,100,000 (LCFF Base) - Personnel (\$1,000,000) - Materials and Supplies (\$100,000)	a. \$1,281,297 (LCFF Base) - Personnel (\$1,281,297) - Materials and Supplies (\$0)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Establish opportunities for innovative authentic learning through a broad course of study, including Career and Technical Education courses, which support CCSS. 1. Young Writers Guild 2. Visual and Performing Arts Strategic Plan (VAPA) – Instrumental music, Maker Bus, Creativity Center, All the Arts/Arts Lab, Mosaic Master Classes 3. Science/Technology/Engineering/Arts/Mathematics (STEAM) 4. Elective Courses	a. \$1,000,000 (LCFF Base) - Personnel (\$600,000) - Materials and Supplies (\$100,000) - Consultants (\$300,000)	a. \$969,512 (LCFF Base) - Personnel (\$949,312) - Materials and Supplies (\$0) - Consultants (\$20,200)
Ensure student/teacher access to instructional materials, including digital, that are aligned to CCSS. Williams Instructional Materials 1. Science Kits 2. Writing Program 3. Science Program TK-8	a. \$2,700,000 (LCFF Base) - Instructional Materials	a. \$2,400,323 (LCFF Base) - Instructional Materials
Establish a structure and culture for continuous improvement by implementing best practices and providing professional development to support English Learner students and reclassified students. 1. Supplemental instructional materials 2. English Language Development 3. Dual Immersion (Kindergarten – Third Grade) 4. Jump Start Academy	a. \$1,500,000 (LCFF Supplemental) - Personnel (\$1,200,000) - Materials and Supplies (\$300,000) b. \$350,000 (Title III) - Personnel (\$300,000) - Materials and Supplies (\$50,000)	a. \$1,736,905 (Supplemental) - Personnel (\$1,736,905) - Materials and Supplies (\$0) b. \$398,760 (Title 3) - Personnel (\$398,760) - Materials and Supplies (\$0)
Align fiscal resources to ensure prioritization based on identified needs. 1. Financial Budgeting Systems	a. \$1,900,000 (LCFF Base) - Personnel (\$1,550,000) - Materials and Supplies (\$50,000) - Contracted Services (\$200,000) - Business Applications (\$100,000)	a. \$2,764,082 (LCFF Base) - Personnel (\$2,764,082) - Materials and Supplies (\$0) - Contracted Services (\$0) - Business Applications (\$0)

## Goal Analysis

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

Reduced costs from not being able to offer in-person Professional Development (Action 1) and Professional Learning Community time (Action 2) went toward supporting teachers in other ways through online instructional resources and substitutes for in-person learning.

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

Before March 2020, when COVID forced school closures and a transition to distance learning, FSD was on track to implement all Goal 1 actions/services, with particular attention to extensive opportunities for staff to participate in professional development, coaching and support in the areas of effective instructional strategies and pedagogy in reading and writing strategies, Thinking Maps, use of math materials, NGSS, technology training, STEAM, use of Instructional Aides, support for students with special needs and Designated and Integrated ELD.

The District used iReady ELA and Math formative assessments to provide data on student progress throughout the year for teachers to determine student needs and to plan instruction. Teachers met on a weekly basis through the PLC process to discuss student-learning outcomes through the Professional Learning Communities cycle. The District continued to align funding sources to track and support student achievement in the ELA and mathematics to ensure that metrics for the Academic Indicators were met.

In 2019, overall proficiency in math was at a Level 3 (Yellow) and did not meet the Academic Indicators for Foster Youth and Homeless in that content area. In order to address the need to increase math support the district implemented an afterschool DELTA math club to provide intervention to students performing below grade level. In 2019, overall proficiency in ELA was Level 4 (Green). To meet the needs of the seven subgroups performing in Levels 1-3, student growth targets on formative assessments were tracked to identify students to support with intervention through Response to Intervention (RtI) Coaches and the Linda Mood Bell Academy, an intensive research-based reading intervention program.

We were in the midst of ELPAC testing when the COVID pandemic hit. During the ELPAC testing window February 1st through June 31, we were unable to complete all the Summative ELPAC. Some schools were able to complete the testing and had updated scores while other schools did not. We had to adapt the reclassification criteria to address the fact that we did not complete SBAC testing and that some students had old ELPAC scores; staff were trained on new criteria for reclassification that aligns with CDE recommendations and the ELPAC.

The needs of English Learners continued to be a priority; We trained teachers on synchronous and asynchronous ELD instruction and held a virtual EL Jump Start Program in summer (June) 2020, to provide instruction in Science, Technology, Engineering, Art, and Math (STEAM) integrated English language development. The program gave students extended opportunities to learn and practice English through the use of technology with a focus on STEAM. These students received targeted language instruction based on the ELD standards at the varying language proficiency levels.

Our College and Career PATHFinder program was enhanced with grant funding to expand support to schools to implement college and career ready instructional practices and lessons into 5th-8th grade classrooms that provide students an opportunity to explore their interests and develop passions while building knowledge about college and developing career-ready skills. In addition, in-person enrichment opportunities remained a priority in order to offer all students hands-on opportunities to develop and showcase their interests, passions, creativity and skills in areas such as arts, theatre/STAGE, Speech and Debate, technology and design, science, mathematics, and STEAM opportunities including coding, robotics, and App development.

Upon school closure mandates (March-June, 2020) all of the above activities continued in modified versions, with a particular “all hands-on-deck” focus on building teacher capacity to provide continuity in learning to all students. FSD was closed for just two weeks while the district worked with teachers to develop a plan for coming back as soon as possible via distance learning. Within just two weeks of closure, every teacher and student had at least one device and internet access (Goal#2) so they could access content. Teachers attended a two-day training on distance learning that included topics such as using devices, zoom, distance learning teaching resources, digital subscriptions, lesson templates as well as tools for tracking attendance and engagement. New hardware and online instructional resources were purchased, and synchronous and asynchronous training provided on-going support to teachers on how to use devices and resources to engage students in distance learning.

Our biggest challenge during distance learning was ensuring students were attending and participating, so we implemented many strategies to increase student engagement both during and after the school day. First, all students were provided an iPad or laptop to participate in distance learning, and hot spots were provided to families to provide access to the internet. A pass/no pass grading policy was established to reduce parent and student anxiety and an engagement tracker was created for teachers so there was some way to monitor student participation in learning and provide data to parents if there were concerns. Optional live instruction was provided to all students. We were successful in quickly implementing many supports including expanding student access to a variety of options for learning. These options included a dedicated page within our website with a bank of grade level instructional and enrichment resources for students to do on their own and even with their families (Extended Play). Extended Play was extended into special summer self-paced lessons and activities (Extended Play Summer). We even leveraged our local TV station FSD TV to expand ways that students could access learning. TV broadcasts included pre-recorded lessons from vendors such as Discovery Science which provided a variety of lessons in science, history art, math and reading, and many teachers worked with the district to film lessons for broadcast as well.

The hours of our Social Service Assistants (SSA's) were expanded to increase capacity to provide outreach and support to families of students from unduplicated groups who were not attending and/or were identified as not engaging in school. (EL, low-income and Foster Youth).

Even though we were not able to offer most in-person enrichment programs that we usually provide students both during (e.g. arts) and after the school day (VAPA, including our STAGE theatre arts program), we were able to transition several of programs to a virtual model to continue providing some services to students: ASES, Speech and Debate, Delta Club and EL Jumpstart in the summer.

## Goal 2

District will ensure access to high quality digital tools, resources, and professional learning in order that staff and students will demonstrate digital and informational literacy.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

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7

8

Local Priorities: 1,2,3,4

### Annual Measurable Outcomes

Expected	Actual
Student Devices-Maintain 100% of all students will access high quality digital resources.	100% of students have daily access to high-quality digital instructional resources.
Student Google Accounts-Maintain 100% of students created Individual Learning Portfolios (ILP) to monitor progress.	100% of students have Google Accounts with unlimited storage for student created work.
Professional Development-Maintain 100% of all staff and students on digital citizenship and critical thinking skills to identify accurate and relevant resources.	All teachers are required to teach three digital citizenship/information literacy lessons at the beginning of the school year. These lessons were tracked through self-reporting and principals followed up if lessons had not been reported.

### Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Promote the use of instructional technology as a means to deliver a rigorous and relevant curriculum aligned to the core content standards, taught through 21st Century Learning Skills. 1. High speed Internet access 2. Maintain refresh of staff devices and classroom technology	a. \$1,000,000 (LCFF Base) - Instructional Materials	a. \$1,328,202 (LCFF Base) - Instructional Materials and Equipment (\$102,362) - Network support and Broadband access (\$1,225,840)
Provide professional development for integrating 21st century skills, tools and teaching strategies into classroom practice. 1. Training on innovation and implementing innovative pedagogy and resources	a. \$530,000 (LCFF Base) - Personnel	a. \$575,221 (LCFF Base) - Personnel
Provide parent and student orientations and training on responsible digital citizenship and Internet safety. 1. Parent/student training	a. \$50,000 (LCFF Base) - Personnel (45,000) - Materials and Supplies (\$5,000)	a. \$47,963 (LCFF Base) - Personnel (35,834) - Materials and Supplies (\$12,129)
Implement various systems designed to identify student passions, interests, and strengths and provide opportunities for students to showcase their work. 1. Learning Management Systems 2. Digital Resources 3. Pathfinders 4. FSD Fest 5. Congressional APP Challenge	a. \$690,000 (LCFF Base) - Software and Licensing (\$610,000) - Personnel (\$80,000)	a. \$235,091 (LCFF Base) - Software and Licensing (\$207,872) - Personnel (\$27,220)
Provide professional development and supplemental materials for integrating 21st century skills, tools and teaching strategies into classroom practice to ensure equity and increase student achievement for identified subgroups. 1. Technology training 2. Project Based Learning 3. Collaborative Lesson Design Resources 4. Visible Innovation Program (VIP) student devices TK-8	a. \$1,400,000 (LCFF Supplemental) - Personnel (\$1,230,000) - Instructional Materials (\$170,000) b. \$35,000 (Title 1) - Consultants (\$35,000)	a. \$1,637,021 (LCFF Supplemental) - Personnel (\$1,626,898) - Instructional Materials (\$10,123) b. \$35,000 (Title 1) - Consultants (\$0)
Provide information on free or low cost Internet options to FSD students and parents in the home. 1. Research options 2. Implement options	a. \$150,000 (LCFF Supplemental) - Wireless Access Points	a. \$152,783 (LCFF Supplemental) - Wireless Access Points (\$52,783) - Personnel PD (\$100,000)



## Goal Analysis

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

Budget allocated to Action 4 for in-person showcases was used to support virtual events instead. Virtual events included showcases as well as virtual enrichment opportunities.

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

Before Covid, FSD was on track to meet each action and service described in Goal 2 in the LCAP. FSD continued to make teaching of 21st Century skills a priority and is a nationally recognized leader in the use of 21st century tools. All resources and devices were deployed and in the hands of students, staff and parents. Innovative and Instructional Support Services continued to be provided through personnel, including teachers on special assignment throughout the District. Ongoing parent, staff and student training continued to be refined to keep up with the changes in technology. Bandwidth and High Speed internet access were in place and operational. Use of our cloud/online-based resources was continuing to grow and support our LCAP goals. Ongoing professional development opportunities in instructional technology for both certificated and classified staff members was being offered and developed to ensure that staff has the latest resources available to them. New training opportunities were being developed in alignment with the evolving needs identified by site leadership, teachers, parents, and staff. The District continued to provide parent workshops on technology and continued to expand access to the internet for families without internet services.

Within two weeks of school closure mandates (March-June, 2020) every teacher and student had at least one device and access to the internet and Google Hangouts as a meeting platform to use as a classroom. Teachers attended a two-day training on distance learning that included topics such as using devices, zoom, distance learning teaching resources, digital subscriptions, lesson templates, tracking engagement and more. New hardware and instructional resources were purchased for all teachers to facilitate teaching with a device (e.g. Goosenecks, iPads and laptops, voice amplifiers), and synchronous and asynchronous trainings provided on-going support to teachers on best practices in using devices for distance learning. Digital subscriptions to a variety of apps were purchased to provide teachers and students supplemental learning opportunities that could help ensure continuity in learning and student engagement in a variety of content areas. Teachers had many opportunities to attend synchronous and asynchronous training on using and managing zoom for instruction and further support was available from the Technology, Library and Media Assistants (TMLA).

A significant effort was put into ensuring all students could access instruction during and outside of class time. For example, we curated and

created a bank of grade-level broadcasts to schedule and use all summer through our local TV station FSD TV. Broadcasts included Discovery science and history lessons, a variety of lessons in art, science, math, reading and many teachers worked with the district to film lessons for broadcast as well.

## Goal 3

All District departments and school sites will provide a safe and secure environment for all staff and students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 3

5

6

Local Priorities: 1, 2, 3

## Annual Measurable Outcomes

Expected	Actual
Williams Audit: Facilities 100% compliant	William's Audit – Facilities 100% compliant
Attendance Rates-Increase attendance rates	Maintained attendance at 97% Aug 12, 2019 to March 13, 2020.
Chronic Absenteeism Rates-Decrease chronic absenteeism	Chronic absenteeism rate of 4.49%, a decrease of .41%
Suspension and Expulsion Rates-Decrease suspension and expulsion rates	2019-2020 Suspension rate: 1.2%; Expulsion rate: 0% The suspension rate is based on the period of time during which schools were physically in session last year. Therefore, we are not able to compare the 2019-20 results with the 2018-19 results.

Expected	Actual
Drop-out Rates-Decrease drop-out rates in Junior High Schools	Maintained drop-out rate at 1 student

## Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement a District-wide plan to support the knowledge and training of all stakeholders to ensure safe work and school environments. 1. Emergency Preparedness and Plans 2. Safety Plans 3. Online registration program	a. \$800,000 (LCFF Base) - Personnel (\$55,000) - Materials and Supplies (\$70,000) - Services and Operating (\$675,000)	a. \$859,543 (LCFF Base) - Services and Operating (\$859,543)
Identify and develop programs that support the emotional and physical well being of all students and staff. 1. Positive Behavioral Intervention Supports (PBIS) 2. PBIS Support Personnel and Protocols 3. Bullying/Digital Citizenship training 4. Training for defiant/difficult students	a. \$600,000 (LCFF Base) - Personnel (\$560,000) - Materials and Supplies (\$20,000) - Contracted Services (\$20,000)	a. \$668,835 (LCFF Base) - Personnel (\$668,835)
Promote opportunities and incentives to increase attendance rates at all school sites. 1. Saturday School Opportunity Attendance Recovery (SSOAR) 2. School Attendance Review Board (SARB) and support personnel 3. Automated Communication System 4. Truancy Intervention Program 5. Increase transportation routes as needed 6. Support for Chronically Absent Students	a. \$400,000 (LCFF Supplemental) - Personnel (\$330,000) - Materials and Supplies (\$20,000) - Contracted Services (\$50,000)	a. \$284,889 (LCFF Supplemental) - Personnel (\$135,000) - Materials and Supplies (\$63,960) - Contracted Services (\$85,929)
Coordinate learning support services for identified subgroups to support academic, behavior, attendance and social/emotional needs. 1. Foster Youth Services 2. Homeless Services 3. Mental Health services 4. Counseling support 5. CPR and First Aid training 6. Additional nurses, as needed 7. Staff training on social/emotional student needs	a. \$1,100,000 (LCFF Supplemental) - Personnel	a. \$1,257,038 (LCFF Supplemental) - Personnel

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Ensure school and district facilities are maintained and are safe working and learning environments. 1. Upgrade equipment and facilities as needed 2. Evaluate cleaning schedules (daily cleaning) 3. Install cameras at school sites 4. Install fencing at school sites 5. Visitor management system at school sites	a. \$5,500,000 (LCFF Base) - Facility Improvements	a. \$4,715,108 (LCFF Base) - Facility Improvements

## Goal Analysis

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

Some budgeted expenditures for attendance in Action 3 (e.g. SSOAR) were not possible to implement once schools closed March-June. Funding was used to develop and implement/train teachers on new attendance and engagement tracking protocol developed specifically for distance learning.

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

Before COVID, all actions and services as described in Goal 3 were being implemented. Metrics for Goal 3 were met for both Local and State Indicators. All School sites had Comprehensive Safe School Plans and were implementing PBIS and using data to track student progress through SWIS. Digital Citizenship Certification for school sites was ongoing to..... The FIT (Facilities Inspection Tool) was implemented to assess the facility and safety needs at all school sites and the district was awarded a Federal grant to improve school safety with the installation of video surveillance cameras and gunshot detectors at each school. The district continued the partnership with St Jude on a grant to support Title I elementary school sites to provide mental health counseling hours to support students. Staff was provided CPR training as needed. Additionally, all staff were provided training to assist with Homeless and Foster Youth.

Attendance remained a priority with ongoing incentives and goals, staff training and resources, and a parent brochure, website and handbook. The SSOAR program continued to be successful at all schools sites to increase attendance percentages. The Truancy Tracker helped to support the SARB process. All schools were on track to participate in cross-school collaboration, and increase publicity of SSOAR programs and enrichment opportunities. FSD was continuing to develop additional district wide SSOAR opportunities and attendance incentives. A continued emphasis was placed on creating a safe and healthy environment for all students and staff by continuing and expanding training in

the areas of campus safety, health and wellness, counseling and mental health programs. Due to school closures in March of 2020, the SSOAR program was only operational from September 2019 through February 2020. In this time, however, 4,896 absences were recovered. This resulted in a total value of \$3871,881 for recovered days or 42.21 ADA. High attendance rates were maintained at 97% and chronic absenteeism rates decreased by 0.41% to 4.49%. However, the district continues in declining enrollment, therefore all sites continue to focus on attendance and incentives. An online registration program was implemented for parents to submit student information and documentation and there is a strong focus on students being in school every day and on time.

Site implementation of the PBIS research-based framework and proactive strategies continued to be a successful universal approach in providing clear expectations for students and staff for supporting the mental health, social and emotional well-being of students across the district. School site teams utilized restorative practices for improved student behavior and promoted efforts in building positive relationships. Universal behavior screeners were conducted to determine internalizing and externalizing behaviors and identified at-risk students for school-based counseling and/or outside counseling referrals.

Utilizing a part-time lead PBIS teacher on special assignment (TOSA) benefited school teams through coaching, professional development, resources and intervention tools and an updated systematic approach to collecting and using school-wide data.

During the 2019-20 school year, PBIS efforts were driven by the following five focal areas:

- Restorative Practices: Used Restorative Practices to improve student behavior and build positive relationships.
- Universal Behavior Screening: Used the Student Risk Screening Scale for Internalizing and Externalizing Behaviors (SRSS-IE) to identify at-risk students and pair with appropriate resources, including counseling and mental health support.
- Tiered Fidelity to PBIS: Used the Tiered Fidelity Inventory (TFI) to assess fidelity to PBIS and areas for growth.
- Data Driven PBIS: Used the School-Wide Information System (SWIS) to track discipline data and use as a tool for school-wide decision making.
- Coaching: Drove school site PBIS by working with the district PBIS coach and school-site level PBIS coaches.

These goals also included an overarching focus on building positive relationships with students, along with an emphasis on Social Emotional Learning (SEL) and Mindfulness. In-house sustainability trainings were hosted during the school year. These trainings were attended by the principal/assistant principal from our PBIS sustainability schools, along with the PBIS coaches at these sites, teachers, and Mental Health Associates. Together, these efforts were a key factor in suspensions continuing to be reduced.

Upon school closure mandates (March-June, 2020), FSD provided guidance to all students, parents and staff about evolving COVID-19 safety updates and guidelines, and began developing safety protocols for re-opening, including preparing to purchase PPE and supplies necessary for safe school openings and safe work environments for district staff.

FSD also provided significantly enhanced and expanded services to help schools and teachers identify and support the continued and growing

mental-health and wellness needs of students. Students were consistently serviced successfully through site interventions, school-based counseling, outside referrals and/or community partnerships. From March-May, challenges were found to be in the area of maintaining students' attendance for counseling sessions due to school closures. Several students disappeared or would not respond to phone calls despite multiple attempts to schedule and provide teletherapy. The impacts from COVID-19 did set the district back in reaching students and parents and thus keeping tabs on them. None-the-less, over time the counselors were able to establish contact and provide some form of counseling or “check and connect time” with students utilizing a virtual platform.

In addition to the above support, a collaboration with St. Jude Hospital increased district-wide capacity to provide social emotional learning (SEL) lessons and activities. Through this St. Jude Grant, four Mental Health Associates (MHA) and a Social Services Assistant were employed to provide community resources, counseling and SEL lessons to students and families. The increased personnel from the grant complemented our current resource of school psychologists and Mental Health Specialists/Associates across various school sites.

However, with reflection, data analysis, site feedback and stakeholder input gaps or challenges have been identified. These include increasing SEL curriculum and providing professional development on SEL.

## Goal 4

Increase Parent and Community involvement and communication throughout the District.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

6

Local Priorities: 4

## Annual Measurable Outcomes

Expected	Actual
District and School Climate Survey – Middle Schools: Increase positive ratings on District and School climate surveys	Middle School (2019) Engagement: 3.44 Academic Rigor: 3.75 Instructional Methods: 3.41 Relationships: 3.42 Culture: 3.45
District and School Climate Survey – Elementary Schools: Increase positive ratings on District and School climate surveys	Elementary (2019) Engagement: 2.86 Academic Rigor: 2.53 Instructional Methods: 2.65 Relationships: 2.76 Culture: 2.26
District and School Parent Engagement-Increase the variety of types of parent trainings at the school sites	EL/MS (2019) Culture: 4.27/3.95 Engagement: 4.07/3.76 School Safety: 4.13/3.93 Relationships: 4.42/4.02 Resources: 4.21/4.00 Communication/Fdbk: 4.22/3.72

## Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Promote ongoing and open communication among all stakeholders that maintains a culture of respect, integrity and inclusion. 1. Ensure adequate school office personnel 2. Establish mail delivery schedules based on need 3. Single Plan for Student Achievement (SPSA) 4. Local Control Accountability Plan (LCAP) 5. District and site websites 6. Parent and student led conferences 7. Social Media 8. Partners with Administration and Labor (PAL)	a. \$8,500,000 (LCFF Base) - Personnel	a. \$9,085,147 (LCFF Base) - Personnel
Identify opportunities and implement plans to increase parent and business participation to support the personal and intellectual success of every student. 1. Parent Teacher Association (PTA) 2. District and Site Foundations 3. District and Site Advisory Groups 4. Parents of Students with Disabilities 5. Community Partners	a. \$20,000 (LCFF Base) - Personnel (\$15,000) - Materials and Supplies (\$5,000)	a. \$5,349 (LCFF Base) - Personnel (\$5,349) - Materials and Supplies (\$0)
Plan and promote activities and events highlighting student successes. 1. FSD Fest 2. Technology Foundation Auction 3. Arts Auction 4. Writer's Guild 5. Every Student Succeeding 6. Parent Teacher Association Reflections 7. Arts LAB Bus 8. Daughters of American Revolution (DAR) Essay 9. School Site Awards 10. Eccellenza 11. Family Arts Nights 12 Fullerton Fit Families	a. \$110,000 (LCFF Base) - Personnel (\$5,000) - Materials and Supplies (\$105,000)	a. \$43,278 (LCFF Base) - Personnel (\$43,278) - Materials and Supplies (\$0)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase opportunities for parents of English learners, foster youth, and socioeconomically disadvantaged students to be involved in district and school activities, advisory and advocacy roles, and activities to support learning at home. 1. English language classes 2. Parent Leadership/University 3. School Smarts parent education 4. Words Alive Advocates for Reading 5. Wonder of Reading	a. \$170,000 (LCFF Supplemental) - Personnel (\$100,000) - Materials and Supplies (\$70,000) b. \$25,000 (Title I) - Contracted Services (\$25,000) c. \$60,000 (Title III) - Personnel (\$60,000)	a. \$155,450 (LCFF Supplemental) - Personnel (\$150,000) - Materials and Supplies (\$5,450) b. \$0 (Title I) - Contracted Services (\$) c. \$0 (Title III) - Personnel (\$)

## Goal Analysis

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

Much of the budgeted funding was projected for use for in-person supports, meetings and other opportunities for increasing parent engagement in student learning. These funds were redirected to supports conducive to promoting and hosting virtual meetings using Zoom and for parent outreach to educate parents on COVID learning conditions, learning options and to support parents in engaging and supporting students at home.

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

From August to March, parent involvement in their child/ren's education continued to be a strong focus, with each school site implementing a plan of action for increasing parent opportunities and/or capacity to support their children to increase student achievement. Programs were offered to help newly arriving and/or low-income parents be engaged in their child/ren's learning by increasing understanding of how to navigate the school system (School Smarts) and/or to increase awareness about the importance of reading at home through family literacy (Words Alive).

Before COVID, All services and actions for Goal 4 were implemented and parent/community involvement opportunities were increased and/or expanded. Metrics for Goal 4 were met for both Local and State Indicators. Each school addressed strategies to increase parent involvement



through their SPSAs to address: (1) School site parental involvement activities; (2) Advisory and Advocacy roles to actively engage parents in school policy-making; and (3) Strategies for parents to help their children at home. The FSD Board of Trustee's annual goals continued to include strengthening parent involvement and engagement throughout the district and at school sites. Two district-wide community liaisons provide support to parents and students by providing training and resources to support their child/ren's learning and well-being. School tours are offered at all schools for parents to observe the variety of programs offered to their children.

The District continued to expand planned actions and services for parent/community involvement as it is a district priority to build strong and meaningful relationships and partnerships. FSD was offering and planning expanded special events and programs that positively impact students and their families. To gather input on the LCAP five Block Parties were held for families at schools within each Board of Trustee Area. Hundreds of parents, students and siblings came for dinner, to see student showcases and to provide written feedback on the LCAP goals, for which they would receive a ticket to possibly win one of several baskets. Based on survey results via input from all stakeholders, the district was exploring additional opportunities for parents and the community to be involved with student learning and decision making to increase and promote parent participation for all identified subgroups including English learners, students with exceptional needs, foster youth and low socio-economically disadvantaged students and their families. In addition the district was continuing to review and improve efforts to provide excellent customer service and timely communication at both the district and school levels. One way the district promotes and values parent involvement is through our Champions for Learning Advisory Committee which consists of one parent representative from each school who meet together regularly throughout the year to learn about district initiatives and to provide input into LCAP. Another significant undertaking to support parent learning and involvement was a first annual parent conference called Champions for Children Conference, at which thousands of parents were registered to attend various workshops on child development, social-emotional learning, arts, safety, special programs, parenting resources and more. This conference took place in early March, so attendance was significantly lower than what was expected via registrations.

Upon school closure mandates (March-June, 2020), parent communication about how the District would provide continuity in learning for students was immediate and ongoing. Parents received daily communications from the school, teachers and/or the district about ongoing learning opportunities for their child/ren and family, including Extended Play activities students could do with their parents/guardians. Parent input into how the district would provide continuity in learning in the fall was significant and resulted in the district planning to offer four different learning models for the fall upon clearance from the local health agencies: Independent, hybrid, 5 day/week and a virtual home school.

All families in need of free meals were served through drive-by stations set up across the district; Several grants were received to purchase equipment such as BBQs to serve warm meals to thousands of families.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To assist in the mitigation of learning losses for our most at-risk students and in order to meet the educational needs of targeted student groups, long-term substitutes are being hired to support interventions, small group instruction, and extended learning opportunities.	\$4,000,000	\$4,159,974	Y
Provide Purchase Personal Protective Equipment (PPE) and mandated COVID 19 testing for all staff to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices. This also includes testing per Governor mandate for all staff members.	\$2,500,000	\$4,335,350	N
Purchase voice amplifiers for teachers so students are able to easily hear their teachers during class, while wearing a mask for student and staff protection.	\$100,000	\$106,329	Y

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

Action 1: Increased expenditures for substitutes, Instructional Aides, Special Education Instructional Aides and additional supports.

## Analysis of In-Person Instructional Offerings

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

Upon clearance to offer in-person instruction from our local health department in October, FSD was ready to expand its FSD 360° learning options from distance learning or virtual homeschool, to two in-person learning options: a 5 day per week model as well as a 2 day per week (hybrid) model. In all elementary models, students received core instruction in the morning and enrichment opportunities in the afternoon, five days per week. For most Jr. Highs, students received their individual schedules that reflect a four period-day, Monday, Tuesday, Thursday and Friday and seven shortened periods on Wednesdays, which included electives. These models were/are based on California's Blueprint for a Safer Economy (<https://covid19.ca.gov/safer-economy/>) and the guidance provided to schools for a safe reopening under COVID-19 conditions: (<http://bit.ly/C19SchoolGuidance>).

The district provided several resources for parents to learn about the different learning models that would be available, including hosting several zoom webinars (with translation) about about each of the models, developing a virtual parent guidebook posted on our website and providing FAQs on our website as well. Parents were notified through emails, texts, voicemails about these options.

Being able to offer these models required many months of successful planning activities and meetings between management and teachers related to the implementation of new safety protocols and enhancements to meet COVID-19 guidelines, as well as the successful negotiation with our teachers to provide safe, in-person teaching and learning conditions, including an agreement with SPED teachers working with students with a range of disabilities. Another success included being able to integrate parent feedback by designing these plans around keeping most students with the teacher they had been assigned to at the beginning of the school year. Due to all these important efforts, FSD was able to provide in-person learning options as a 5 day per week model as well as a 2 day per week (hybrid) model as early as October, 2020.

Providing these options presented several logistical challenges related to the adhering to social-distancing safety requirements within each classroom that reduced the number of total students allowed in a classroom space at any one time. Challenges included recruiting enough substitutes to provide the additional supervision required to monitor and support students zooming in to a classroom from an alternate location (e.g. multipurpose room); a success was being able to increase pay rates to attract more substitutes to FSD. Another significant challenge was identifying and preparing safe, alternate learning spaces on campus to align with social-distance guidelines being used in regular classroom spaces; in some cases, schools partnered with local organizations to provide additional off-campus classrooms/learning spaces. Every classroom and learning space had to be reconfigured, configured and prepared for safe learning conditions that adhered to COVID-19 safety protocols.

Teacher training was provided synchronously and asynchronously on how to navigate the delivery of live instruction while also teaching students on zoom. All teachers were provided with laptops, iPads and other hardware (e.g. goosenecks, voice amplifiers) to help in this regard and teachers were provided with online instructional resources (some purchased, some curated by the district), curriculum (e.g. iReady lessons in ELA and math), and educational apps to help facilitate and engage students in learning. Teachers were also given a new system for tracking attendance as well as student engagement. Intervention was provided both in-person and virtually. Teacher support was provided through outreach by mental health counselors to students who were not attending/engaging or who otherwise were identified as high-need.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Contracted with city of Fullerton to provide FSD TV shows and programming targeted towards low-income pupils, English Learners, and pupils with exceptional needs who may not have consistent access to online learning or a different way to access the learning. These shows included videos created by the district with our own experts and a library of videos from Discovery Learning. The programming included language arts, mathematics, science, visual and performing arts, physical education, history, and social emotional programming support for all grade levels.	\$50,000	\$34,258	Y
Purchased an online music program for junior high school and elementary school instrumental music teachers to provide online support for students to ensure that learning music and collaborating with peers continued through school closures.	\$15,000	\$4,090	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased art supplies for Art Kits and which enabled low-income students and students experiencing homelessness to participate in the arts during distance learning. The kits came with an art lesson and QR code to a video with instructions on the art project. Additional links provided access to other lessons online using materials supplied in the kit. Students also used the supplies for other projects and assignments provided by the classroom teacher.	\$43,000	\$45,125	Y
Provide additional time for personnel and purchased instructional materials and awards for FSD Extended Play lessons focusing on English language arts, mathematics, physical education, and project-based learning that support by students to during distance learning. The extension activities benefit all students throughout the district.	\$215,000	\$56,315	Y
Purchased additional devices (iPads, laptops) and internet hotspots, principally target for socio-economically disadvantaged families, so they can access instruction, materials and interventions.	\$260,000	\$781,720	Y
Purchase Zoom meeting licensing so district staff can interact with all students and parents. The service we purchased also allows recording of classroom instruction and translations so students and parents can participate and have access to educational programs.	\$125,000	\$125,000	Y

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

Action 2: Only 3 Jr. High teachers used the music program instead of 4  
Action 4: Not complete and additional expenditures will be incurred before end of year.  
Action 5: Increased expenses due to the purchase of additional iPads to upgrade devices

## Analysis of the Distance Learning Program

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

#### Continuity of Instruction:

Using lessons learned from March-May of 2020, FSD continued five day per week Distance Learning at the beginning of the 2020-2021 school year on August 11, 2020, by enhancing both teacher and student supports in order to provide continuity in learning to all students.

Live interaction with teachers and classmates through synchronous and asynchronous learning was provided and online iReady lessons were purchased to provide rigorous and adaptive instruction aligned to the standards and our ELA and math formative assessments. Extended Play was expanded into special summer self-paced lessons and activities (Extended Play Summer). We even leveraged our local TV station FSD TV in the summer to expand options for how students could access learning. TV broadcasts included pre-recorded lessons from vendors such as Discovery Science which provided a variety of lessons in science, history art, math and reading, and many teachers worked with the district to film lessons for broadcast as well. In addition, to ensure all students could participate in the arts, an online music program was purchased for Jr. High band teachers, and 3000 art kits were distributed, which also helped ensure that all students had basic supplies for learning at home.

We continued our GATE and Dual Language programs and also increased World Language programs in the Junior High to 3 sites and added 1 additional Foreign Language in Elementary School (FLES). We also continued several popular afterschool programs as a virtual model to continue providing special services to students: ASES, Speech and Debate, STEAM Nation, Delta Club and EL Jumpstart (summer).

Our biggest challenge during distance learning continued to be ensuring students were attending and participating, so we implemented many strategies to increase student engagement both during and after the school day. The hours of our Social Service Assistants (SSA's) continued to be expanded to increase capacity to provide outreach and support to families of students from unduplicated groups who were not attending and/or were identified as not engaging in school. (EL, low-income and Foster Youth).

#### Access to Devices and Connectivity

Ensuring equity in access to curriculum was a priority. Devices were provided to every student K-8 as well as hot-spots for low-income families to ensure they had access to the internet. In addition, instead of using Google Hangouts as the teaching and meeting platform, the district transitioned to Zoom to provide greater capacity and functionality for teaching, management meetings and translation options for meetings with parents.

#### Pupil Participation and Progress

All efforts have been aimed at ensuring that the Distance Learning Model maintains continuity in instructional excellence through the following:

1) Daily Tracking of Attendance and Participation (Regular attendance checks, monitoring of participation and interaction with learning, positive reinforcement to engage students), 2) Academic Support and Enrichment (academic intervention offered to students performing below grade level and/or to students with learning loss, Extended Play Wednesdays to provide optional virtual enrichment opportunities (K-8), 3) English Language Development for English Learners (e.g. Integrated and designated ELD for English Learners, continued assessments of English language proficiency), 4) Social Emotional Supports: (e.g. support from our mental health staff and counselors and embedding social emotional learning lessons into regular instruction) 5) Traditional grading practices, including issuing of report cards, to reflect student learning on classroom assignments and assessments.

#### Distance Learning Professional Development

Teacher training was provided synchronously and asynchronously on how to engage students and navigate the delivery of instruction to students using zoom. All teachers were provided with laptops, iPads and other hardware (e.g. goosenecks, voice amplifiers) to help in this regard and teachers were provided with online instructional resources (some purchased, some curated by the district), curriculum (e.g. iReady lessons in ELA and math), and educational apps to help facilitate and engage students in learning. Teachers were also trained on the new system for tracking attendance as well as student engagement.

#### Support for Pupils with Unique Needs

Distance Learning accommodations and modifications made for students with special needs through Individualized Education Plans.

This year we implemented additional pathways for GATE Academic and Artistic Talent identification. We continued to offer GATE Talent Academies, this year in a virtual format through our Extended Play Wednesday Webinars.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Identified English learner students attended the EL Jumpstart program which focused on Science, Technology, Engineering, Art, and Math (STEAM) integrated English language development. The program gave students extended opportunities to learn and practice English through the use of technology with a focus on Science, Technology, Engineering, Art, and Math. These students received targeted language instruction based on the ELD standards at the varying language proficiency levels.	\$60,000	\$60,000	Y
Identified students with special needs attended a twenty-day Extended School Year program through a distance learning platform. Daily instruction targeted specific goals as aligned to the student's individualized education plan. Teachers focused on social emotional learning, communication and pragmatic skills, reading foundational and mathematics skills. Teachers were able to meet virtually to provide 1:1 instruction, small and whole group lessons, and parent consultations.	\$150,000	\$223,000	Y
Purchased i-Ready online reading and math lessons for all GK-G8 students. The online lessons are automatically assigned to students at their academic level based on their diagnostic assessment data. Teachers are also able to assign specific content to supplement their instruction.	\$250,000	\$251,641	Y
Purchased literacy instructional materials to support students who need additional interventions including take home reading books.	\$20,000	\$20,659	Y

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

Action 1 and Action 2: Increased staff time resulted in increased expenses

Action 3: increased actual cost for curriculum. One important support added to mitigate learning loss was the implementation of a modified math intervention (DELTA Club). This program addressed math by utilizing the i-Ready online program for student skill needs, while a tutor addressed at grade level skills.



## Analysis of Pupil Learning Loss

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

Mitigating learning loss was successfully addressed through the following prioritized actions:

- 1) Continued use of district formative assessments in ELA and math to measure progress toward proficiency and compare this year's progress to previous years' diagnostics to better understand extent of learning loss at different points in the year. In addition, we purchased i-Ready online reading and math lessons for all GK-G8 students. The online lessons are automatically assigned to students at their academic level based on their diagnostic assessment data. Teachers are able to assign specific content to supplement their instruction.
- 2) Expanding the number of both physical and digital books for students to have access to. We also created virtual read-alouds through webinars as well as FSD TV and bought additional digital literacy materials to support our ELA curriculum, including Readers and Writers Workshop as well as Haggerty Phonological Awareness Interventions.
- 3) Supporting teachers in increasing the number of students attending and participating in class. The hours of our Mental Health and Social Service Assistants (SSA's) were expanded to increase school capacity to provide services and outreach and support to families of students from unduplicated groups who were not attending and/or were identified as not engaging in school. (EL, low-income and Foster Youth).
- 4) High-need English learner students were identified and recruited to attend the summer EL Jumpstart program which focused on Science, Technology, Engineering, Art, and Math (STEAM) integrated English language development. The program gave students extended opportunities to learn and practice English through the use of technology with a focus on Science, Technology, Engineering, Art, and Math. These students received targeted language instruction based on the ELD standards at the varying language proficiency levels. We also adapted the reclassification criteria to address the fact that we did not complete SBAC testing and that some students had old ELPAC scores. We were successful in adapting to virtual testing this year to better identify learning loss, by providing extra hours to our staff to be able to complete the Initial and Summative ELPAC, and expanding testing in the late afternoon and even on Saturdays.
- 5) Students with special needs were identified and recruited to attend a twenty-day Extended School Year program through a distance learning platform held this year in-person (June 7-July 2) M-F 4 hours/day. We also provided this in Summer 2020 (20 days, 4 hours/day) but virtually. We did this for students attending virtually but we opened for special needs students on Sept. 21st and provided in-person instruction. Make-up sessions related to student IEP goals were provided for students who experienced learning loss due to school closures or learning from home on a virtual platform. Daily instruction targeted specific goals as aligned to the student's individualized education plan. Teachers focused on social emotional learning, communication and pragmatic skills, reading foundational and mathematics skills. Teachers were able to meet virtually to provide 1:1 instruction, small and whole group lessons, and parent consultations. Students who attend the ESY 2021 program will also receive additional 1.5 hours of instruction after ESY for mitigation of learning loss time that will focus on social skills, reading/math foundations, functional/vocational skills, and related services (OT, PT, Speech, Counseling) as appropriate to the student's IEP. Students on an IEP who do not meet ESY criteria will have the opportunity to attend the district's summer learning program targeted for mitigating learning loss with their general education peers. These opportunities will be extended into the 21-22 school year for students who qualify. Make-up sessions

will be determined by the IEP team. Additionally, the district will provide ESY opportunities during the Summer of 2022.

5) We were able to continue providing intervention programming in ELA and math, either virtually or in-person depending on parent and student preference.

## Analysis of Mental Health and Social and Emotional Well-Being

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

The district was successful in maintaining the implementation of PBIS strategies and interventions, school-based counseling, restorative practices, universal behavior screeners, data-driven decision making, outside counseling referrals and community partnership/grant funding for supplementary mental health and SEL resources. SEL materials, online resources and training were provided to teachers prior to the start of the school year. Additionally, the district increased personnel in the areas of a mental health therapist at the Jr. High level, a behavior specialist and 4 behavior paraeducators. These additional resources increased support across the district and reached a wider range of student needs related to anxiety, depression, suicidal ideation and trauma. Although students were not on campus full time, due to health and safety measures, site teams were successful in shifting to a myriad of tools to assist in meeting student needs virtually or in-person. In evaluating district gaps and challenges related to SEL and Mental Health needs there is still a gap in the staff capacity to coordinate SEL implementation across the district. The purchase of a research-based SEL curriculum (i.e. Second Step) for each teacher and providing professional development on the components of the curriculum in alignment to the California Social Emotional Learning (CASEL) framework and philosophy is necessary in increasing SEL across the district in a systematic approach.

Additional challenges arose as parents opted to send students for in-person learning after COVID positivity rates declined across the County. The influx of students for in-person learning, coupled with having to re-establish routines and procedures within the classroom setting, impacted teachers ability to maintain the rate of academic progression, thus shifting teacher focus to address building up student stamina, cognitive endurance and flexibility with the new learning environment. As expected, behaviors related to inattention and task completion, often seen at the beginning of a school year, were a challenge within the final trimester. Primary students had to overcome many of the same obstacles but took much longer to adapt and extinguish outbursts, meltdowns or refusal to complete tasks.

For these reasons, teachers were faced with the challenge of moving forward to attain academic expectations, while re-teaching school behaviors and readiness skills. The district recognizes that resources need to be increased in order to implement a robust SEL program while increasing the capacity for mental health counseling and behavioral interventions.

# Analysis of Pupil and Family Engagement and Outreach

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

As described in earlier sections, the number and/or hours of counselors, mental health and social service assistants were increased to provide outreach to students and families in need of additional academic, social-emotional and mental health supports.

Some successes with family engagement include gathering and integrating parent feedback into the development of our learning models and our plans for re-opening of schools to provide in-person learning. We were also able to continue our regular district and school wide parent advisory group meetings (e.g. DELAC, ELAC, Champions, LCAP) and other family engagement initiatives through Zoom, including parent conferences and a district-wide Listening Tour to understand parent, staff and student experiences with racism and to gather input on recommendations for how the district can foster a sense of inclusiveness and belonging for all of our families. Parents received support through the availability of hot spots and devices, expanded tech support, synchronous and asynchronous trainings and resources on using technology, including training needed to navigate Zoom.

With many families having one device or limited internet capability, it was difficult to conduct meetings during the day. Additionally, families also struggled to be able to watch their children while in school, and we had lower than normal attendance at parent meetings.

## Analysis of School Nutrition

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

Our nutrition team had enormous successes this year, including the following:

Served over 1 million meals.

Provided proper, accessible, and free nutritious meals students need to learn and maintain focus.

Assembled delicious and nutritious weekend meals that are easy for parents to prepare. Every weekend Nutrition Services serves over 1,500 3-day meal boxes.

Ensured that meals were available to families/students even during the breaks and holidays.

Distributed over 1,000 14-day meal boxes over winter break

Distributed over 1,000 9-day meal boxes over Jan. no classroom school session.

Distributed over 3,000 9-day meal boxes during Spring Break

Created videos for weekend meal and holiday break meal kits to encourage families to cook at home  
Allowed for easy curbside pick up at multiple school locations including 16 sites over the summer and then continued at 5 curbside locations once school started in October.  
Prioritized safety and flexibility in the workplace and in the community.  
Praised resiliency and adaptability of our staff with last minute changes and setbacks.  
Recognized patience and commitment while implementing a brand new software, Titan, a cloud-based software to manage school nutrition.  
Started a weekly “check-in” meeting with central kitchen staff to improve morale.  
Conducted the Harvest of the Month Calendar contest and provided calendars to all district staff.  
Collaborated with M&O, Warehouse, Transportation, Personnel and SSA’s to assure nutritional operations were met.  
Created nutritional flyers and amazing recipe videos to accompany meal boxes. The flyers and videos linked to the food items in the box.  
Received multiple grants to purchase equipment.  
Received the Fresh Fruit and Vegetable Grant for 3 schools - Commonwealth, Woodcrest and Valencia Park.  
Purchased an overwrap machine to replace our 25 + year old one  
Worked with great administrators and directors that always had positive attitudes to help us succeed

There were also some challenges:

Scheduling and staff mental health/wellbeing issues  
Scheduling limited staff due to Covid  
Logistical challenges due to changing methods of serve  
Sourcing appropriate food items  
Not receiving food items ordered  
Having limited number of food items to serve  
Estimating the number of meals needed to serve on a daily basis  
Meeting last minute operational changes  
Implementing Titan School Solution software and working within its limits  
Providing pre-packaged meals and not having the ability to cook from scratch  
Working with a leaking roof in our central kitchen during rain  
Lacking menu variety due to lack of food availability from distributors

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Parent Outreach	Provide parent outreach and training via Zoom to help parents assist their children in academics and to assist parents in navigating the educational system per the new guidelines.	\$30,000	\$40,000	Y
Instructional Materials/Programs	Purchased additional instructional materials and instructional programs for English language arts and mathematics in order to ensure access for both online and in-person instruction.	\$80,000	\$91,625	Y
Mental Health Program	Purchase additional mental health program to ensure that all teachers have access and can provide lessons for students who have experienced isolation and lack of social interactions during the pandemic.	\$150,000	\$10,000	Y

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

Action 1: Increased expenditures for additional Zoom costs and trainings

Action 2: Increased costs for Early Learning and McGraw Hill curriculum.

Action 3: Reduced expenditures due to the use of other funding sources and Board Certified Behavior Analyst.

## Overall Analysis

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

Evaluate the challenges and identified gaps, gathered through stakeholder input, data sources and analysis of the district implementation plan, to determine next steps related to materials and supplies, personnel, professional development and maintenance of current practices and interventions that have proven to be successful.

Goals for 2021-2024 were revised to reflect the need to meet two of the most urgent needs identified by all stakeholder groups necessary to mitigate learning: Goal 1: Provide significantly enhanced supports for in-person academic intervention and enrichment in order to increase understanding of core content and skills; Goal 2: Ensure continued equity in access to internet and devices and continue using technology to supplement regular classroom instruction; Goal 3: Provide significantly enhanced supports to improve the social-emotional, mental health and well-being of all students and promote positive and inclusive school cultures; and Goal 4: Expand access to information about on-going student progress, parent meetings, parent teacher conferences, advisory groups, and school events by continuing to offer virtual options and at days and times that fit parent schedules.

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

iReady formative and summative assessments will continue to be administered at least two times per year for all students. Outcomes will inform teachers of whether or not students are on-track to meet goals related to growth toward proficiency in ELA and math on the SBAC assessments. Intervention and/or other academic supports will be identified for high-need students. To this end, the numbers of intervention coaches will be increased in ELA to make sure that each school has at least one Rtl coach in ELA; A whole new team of Rtl-math coaches will be hired to provide each school intervention support in math.

In addition, we are recruiting high-need students into a three-week in-person Summer Learning Academy (SLA) to provide them additional instructional minutes in ELA and math to mitigate learning loss from COVID, but also from the 'summer slide' known to negatively impact low-income students. The SLA will also include fun and engaging hands-on learning to increase student interest and engagement in learning.

Students will also have access to several in-person and virtual enrichment opportunities including, but not limited to art, STEAM, speech and debate and ELD support (EL Jumpstart).

Our 2021-2024 also has a strong focus on strengthening students' sense of belonging through the development of whole-school social-emotional learning instructional strategies, as well as culturally responsive teaching practices that foster inclusive learning environments and promote all student's sense of self-worth.

Students identified for special education will continue to be evaluated and assessed on multiple measures including but not limited to standardized assessments, progress on goals, district benchmarks, supplemental assessments, and observational data. Through the IEP process, present levels are analyzed and discussed to determine academic, socio-emotional, and related service(s) are progressing according to the agreed and implemented IEP prior to and during COVID restrictions this year. Comparative data points are analyzed and environmental factors are taken into consideration in determining when a student is not progressing according to the IEP plan. The team will then meet to

adjust the IEP and support the student in their areas of need with additional services and/or accommodations/modifications.

We will also continue to expand our Gifted and Talented Identification pathways and services with a focus on equity and access by highlighting students' ability, potential, and interests.

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

There are no substantive differences.

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

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

Evidence of the achievement gap among student subgroups, parent and student survey suggestions and feedback from the LCAP Stakeholder Advisory Committee indicate that Tier 2 and Tier 3 intervention supports must be significantly expanded. To this end, FSD has committed significant funding to expanding the following: Rtl coach support, Delta Club Math/ELA, Lindamood Bell, Extended Play and has initiated the FSD Summer Learning Academy. We are also offering several enrichment opportunities to keep students engaged in the summer to mitigate learning loss.

We will continue to retain and hire mental health professionals (i.e. MHAs, Mental Health Specialists, Counselors, mentors, SSAs, LSW) to provide ongoing counseling and referrals for community supports, and will increase the salary for MHA's to be competitive and retain staff, continue to vet and coordinate outside counseling referrals to aid in family needs due to the impacts of COVID, and continue to provide materials for site mental health teams and teachers to implement SEL or school-based counseling. We will also purchase a systematic



curriculum (Second Step) and supplemental materials and supplies to ensure that all teachers have access and can provide lessons for students who have experienced isolation and lack of social interactions during the pandemic. Ongoing professional development in social-emotional health and well-being will be provided and we will increase the coordination of SEL through the hire of a SEL TOSA. Finally, we will increase parent training opportunities both within the district and through community partners so that all families have access to learning how to partner in supporting their child's social-emotional health and well-being.

## Instructions: Introduction

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

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

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

### Annual Update

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

### Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of



why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

## **Actions/Services**

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

## **Goal Analysis**

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

## **Annual Update**

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

## **Actions Related to In-Person Instructional Offerings**

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

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

## **Analysis of In-Person Instructional Offerings**

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

## **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

## **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## **Analysis of Pupil Learning Loss**

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

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

## Local Control and 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
Fullerton Elementary	Dr. Robert Pletka Superintendent	Robert_Pletka@myfsd.org  (714) 447-7400

## Plan Summary 2021-24

### General Information

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

Fullerton School District, located in North Orange County, is recognized for its commitment to excellence in education. The district works collaboratively with the community to provide an innovative, high-quality educational program for all students in a safe learning environment. Our motto, “Great Schools - Successful Kids” exemplifies the belief that all students will achieve academic excellence, acquire interpersonal skills, and develop technological expertise to contribute as productive citizens in a democratic society.” The district currently serves approximately 12,852 students in grades preschool through eighth. There are 20 schools in the district: three Junior High Schools serving grades seventh and eighth; two kindergarten through eighth grade; and fifteen kindergarten through sixth grade schools. There are a variety of preschool and K-8 enrichment and afterschool program options at varying schools as well as transitional kindergarten classes.

The Fullerton student population continues to grow more diverse. The ethnic distribution breakdown is as follows: 51% Hispanic, 17% White, 22% Asian, 2.1% Filipino, 1.2% African American, and 6.7% Two or More Races/Other. Approximately 49% of students qualify for the National School Lunch Program and 23% of students are identified as English learners. Approximately 75% of the district’s English Learner population speak Spanish and 17% speak Korean. There are 34 languages represented in the Fullerton School District.

Fullerton School District is proud of its over 1532 dedicated employees who are the heart of the district. Approximately 673 employees are certificated as teachers, principals, counselors, nurses, and other administrators. Another 859 or more employees are classified employees, with occupations such as secretaries, clerical assistants, account clerks, health assistants, instructional assistants technology, custodians, bus drivers, specialists, managers, supervisors, mechanics, maintenance and grounds staff, food service workers, and instructional aides. All district staff members focus on providing and supporting exemplary educational programs to serve our students.

The Fullerton School District has a history of academic excellence. Students consistently match or exceed the national performance on achievement tests in the areas of reading, writing, science, history/social science, language, and mathematics. The district will continue to strive to increase student achievement on all state assessments and district multiple measure assessments.

## Reflections: Successes

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

Dashboard and local data demonstrate the following successes:

### ELA/Math

The 2019 California Dashboard indicates that overall, a strength for FSD is ELA; in ELA, students performed at Level 4 (green), out of 5

levels on the CAASPP in 2018 and 2019. This matched the overall State performance, but when looking at points above the standard, FSD students outperformed students across the state, scoring 16.6 points above the standard, vs 2.5 below standard statewide.

FSD experienced an overall decline to Level 3 (Yellow) in math, however students outperformed statewide results in math (Level 2, Orange), and saw growth with a score of 1.5 points below the standard. In 2019-2020, FSD implemented the Delta Math Club at 7 sites to provide afterschool math support and interventions for identified students.

Another metric we used to measure ELA and math performance is percentile scores on 2019 and 2020 iReady assessments. Looking at this year's fall percentile scores compared to last year's winter scores, there was an increase in the percentile scores for our students overall for both ELA and math, a two point increase in ELA and a one point increase in math. The majority of our subgroups increased or stayed the same in their percentile score, with the exception of our Hispanic subgroup who saw a one percentile point drop in math.

We will build on these successes by ensuring the use of iReady formative assessments in ELA and math by all 3rd-8th teachers three times per year (2nd will take it twice) and expanding availability of administrative and teacher training to support administrative and teacher use of results in monitoring student progress throughout the year, identifying trends among subgroups and using data to help inform instructional practices for all students. We will also examine the data at a district level to identify trends in which student groups are not on track to meet expected target growth goals and to target additional supports, resources and interventions to these groups of students.

### Attendance

Attendance rates remain high at 97% due to a range of focused efforts that include reducing chronic absenteeism by .41% to 4.49%, a low middle school drop out rate of 1, no expulsions, and a low suspension rate from August to March, at 1.2%. the suspension rate is based on the period of time during which schools were physically in session last year. Therefore, we are not able to compare the 2019-20 results with the 2018-19 results.

We will continue to continuing to provide attendance recovery and incentive programs such as Saturday School Opportunity Attendance Recovery (SSOAR) and the School Attendance Review Board (SARB), and by increasing availability of Social Services Assistants (SSA) and Community Liaisons to do home visits and outreach. We will build on these successes by launching a new initiative and hiring new staff to implement social-emotional curriculum, professional development and instructional strategies for all staff and students, to help staff identify and respond to day-to-day social emotional and mental health needs as well as student trauma.

### Unduplicated Student Groups

Looking at this year's fall percentile scores compared to last year's winter scores, there was an increase in the percentile scores for our students overall for both ELA and math. A two point increase in ELA and a one point increase in math. The majority of our subgroups increased or stayed the same in their percentile score, with the exception of our Hispanic subgroup who saw a one percentile point drop in math. Low-Income students increased by one point in ELA and maintained in math; ELs maintained in both ELA and math. In addition,

before COVID, a success was that students enrolled in Title 1 schools began further below standard but made more progress to reaching the standard in both reading and math than peers at non-Title 1 schools.

FSD will continue use of iReady formative assessments three times per year in both ELA and math to identify needs and track progress of students throughout the year toward expected growth targets calculated by iReady. These scores have been shown to be strongly aligned to how students will do on the CAASPP. FSD will also continue providing professional development and professional learning time to provide teachers strategies to use in meeting student needs and time to reflect on what student needs are and how to respond to them via instructional or intervention supports. We are building on the use of iReady by conducting deeper analysis of performance in ELA and math by student groups and using this to inform progress along our new LCAP metrics related to achievement which measure proficiency or growth toward proficiency.

### English Learner Achievement and Support

On the 2019 ELPAC test, 53.2% made progress, higher than progress made statewide, which was 48.3%; On the ELA assessment, 42.9% of FSD's English learners scored at the highest level, higher than the County and State. To support EL development, FSD implemented a three week summer EL Jumpstart program in 2019 to provide language support and intervention for identified students going in to 1st through 8th grade. We were able to continue this program virtually in the summer of 2020.

FSD will build on these successes through a department reorganization that includes a new director in Educational Services assigned to oversee the EL plan and who will redesign a district-wide strategy to meet the needs of EL students and their families. The plan will be strongly aligned to the EL Roadmap to Success practices and strategies, and include professional development and the implementation of new student and family supports. FSD will enhance the planning process by integrating community partners and seeking outside funding.

### Conditions for Learning

According to the 2019 district-wide Youth Truth Survey, elementary student responses were high (above the 60th percentile) on questions related to having strong and caring relationships with teachers, and a positive learning environment/culture. In addition, most parents believe that schools are a safe (EL: 79%/ MS: 70%) and welcoming place to learn (EL: 90%/MS: 81%).

FSD continues to create the conditions for learning through standards based curriculum, including a newly adopted K-8 Science curriculum (2019-2020) and a 7th/8th History/Social Science curriculum (2021-2022), while also expanding access to a broad course of study (e.g. pre-AP courses and middle college, and by enhancing some of our elective courses with college and career ready standards and practices). Teachers are supported in the delivery of high-quality instruction through access to online curriculum platforms, professional development in all core content areas, as well as instructional technology and tools to provide students equitable, 24/7 access to content and career-ready skill building, as well as personalized learning as an essential component to engaging students in learning that is aligned to their individual interests and needs. We have also been successful in offering programs that provide students in-person academic and enrichment supports in a variety of areas, both during (e.g. All the Arts, Dual Language, Rtl Coaches) and afterschool (e.g. STEAM Nation, S.T.A.G.E., Speech



and Debate, GATE Enrichment, and ASES).

#### Parent Engagement:

Elementary school parent feedback on the 2019 Youth Truth Survey indicate that strengths for the district include parent perceptions of school culture (89%), parent engagement (80%), school resources (80%) and communication with parents (83%), all slight increases from the 2017 survey. At the middle school level, a majority of parents responded favorably on the same categories, culture (78%), engagement (62%), resources (73%), and communication (61%). A particular strength at the middle school was in the area of respectful and caring relationships, with 79% percent of parents responding favorably, an increase of +2%.

FSD has been successful in offering opportunities for parents to be involved with decision making and their child/ren's learning through community-building Block Parties at which parents within a Board of Trustee's area are invited to bring their family to one school for an evening that includes dinner, fun activities, student showcases, a review of LCAP priorities and an opportunity to provide input to the Superintendent, Administrators and other district staff that oversee and work to support those goals. We also continue to engage our parents in decision making around how the district can foster an inclusive learning environment at our schools. Parents also have opportunities to voice input through a district-wide Listening Tour about feelings and experiences with inclusiveness in our district as well as a parent advisory committee called Champions for Learning that includes one parent from every school. The Champions meet regularly to learn about new initiatives, provide input into district initiatives and LCAP and communicate updates to site-based committees.

We will build on these successes by enhancing parent engagement through a district-wide invitation to be part of a new Diversity, Equity and Inclusion Advisory Committee and various subcommittees that together will enhance the cultural inclusiveness of students and parents in supporting and celebrating student success. This committee was a direct outcome of the Listening Tour which included feedback from students, parents, staff and management about personal experiences with racism and sense of inclusiveness here in the district. One recommendation was to establish this committee to identify specific actions that would strengthen sense of inclusiveness and belonging for both students and parents.

## 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.

## Math Overall

An area of growth is overall Math performance; between 2018 and 2019, there was a decline in Math performance from Level 4 (green) in 2018 to Level 3 (yellow), 1.5 points below the standard.

## Achievement Gaps

When looking at subgroup performance in both ELA and math in 2019, there is an achievement gap among subgroups, including low-income, ELs and Foster Youth.

ELA (2019): In ELA in 2019, four subgroups were proficient: White (Level 4, Green), and Asian, Filipino, and Two or more races (Level 5, Blue); however, in both years, seven subgroups performed below standard: Homeless (Level 3, Yellow), African American, Hispanic, Socioeconomically Disadvantaged, English Language Learners and Students with Disabilities (Level 2, Orange), and Foster Youth (Level 1, Red).

Unduplicated student groups either maintained or saw a decline in ELA performance between 2018 and 2019, as measured by points below standard: 1) Low-Income Students declined 3.3 points to 24 points below standard, a Level 2 (Orange) on the Dashboard; 2) English Learners maintained performance, scoring 58.4 points below standard, a Level 2 (Orange) on the Dashboard; and 3) Foster Youth declined 7.1 points to 96 points below standard, a Level 1 (Red) on the Dashboard.

Math (2019): In math in 2019, four subgroups were proficient: White (Level 4, Green), and Asian, Filipino, and Two or more races (Level 5, Blue); however, in both years, the remaining 7 subgroups performed below standard: Homeless (Level 3, Yellow), African American, Hispanic, Socioeconomically Disadvantaged, English Language Learners and Students with Disabilities (Level 2, Orange), and Foster Youth (Level 1, Red).

Unduplicated student groups either maintained or saw a decline in math performance between 2018 and 2019, as measured by points below standard: 1) Low-Income Students maintained 0.3 points to 45.6 points below standard, a Level 2 (Orange) on the Dashboard; 2) English Learners also maintained performance at 1.8 points, scoring 30 points below standard, a Level 2 (Orange) on the Dashboard; and 3) Foster Youth declined 6.1 points to 140 points below standard, a Level 1 (Red) on the Dashboard.

## Learning Loss

On the local iReady ELA and math assessments normally administered three times per year, an examination of scores between the first and second assessments in 2020-2021 indicate that overall, students were on track to make their growth targets. However a smaller percentage of students at Title 1 schools made their target growth scores, as compared to non-Title 1 schools.

To address needs related to academic achievement in ELA and math, we will expand our Delta Math club to all sites to provide afterschool

tutoring, significantly expand our Response to Intervention (RtI) program by ensuring one ELA and one math RtI coach is available to each site, and provide additional professional development and supports to teachers for how to use iReady math formative assessments to plan instruction that meets student needs throughout the year. We will also provide a 3 week Summer Learning Academy to which low-performing students will be invited to attend to help in learning recovery efforts. A 3 week summer EL Jumpstart program will also be provided to low-performing ELs and a 3 week Extended School Year summer program will also be provided to special needs students who qualify.

#### Conditions for Learning

Before COVID, the 2019 Youth Truth student survey outcomes indicate that elementary school students are much more likely to be engaged in school (51st percentile), compared to middle school students, whose perceptions of engagement are much lower (28th percentile) according to national norms. A growth area for the district is to strengthen engagement of all students.

Among middle school students, there is a particular need to strengthen cultural inclusiveness and their sense of belonging; less than half report feeling welcomed at their school (49%) or believe that their school fosters a culture of respect and fairness (45%).

#### Mental Health and Social-Emotional Well-Being

Under COVID learning conditions, the mental health and well-being of our students (K-8) has significantly declined. In 2019-2020, about 6.8% (700/10,190) of students were identified at risk, and in 2020-2021, that percentage grew to 11.4% (1243/10,824); at our six highest need (>83%FRL) Title 1 schools, we know that COVID has had a significant negative impact on English Learners in particular: 31% were identified at risk in 2019 (314/1006) vs. 72% in November, 2020 (700/979).

Conditions for Learning will be strengthened through the implementation of a district-side social-emotional health and well-being initiative that will help teachers use Second STEP curriculum and other resources and strategies to strengthen students' ability to be engaged in learning through improved sense of belonging, self-awareness and self-efficacy. Additional mental health counselors will be hired and we will have a new position of a Coordinator to oversee the implementation of SEL and coordination of all professional development, trainings and activities.

#### Middle School Parent Engagement

A majority of middle school parents responded favorably on many key categories, but the percent responding favorably marked a decline from 2017: culture (78%, a decline from 80%), engagement (62%, a decline from 68%), resources (73%, a decline from 75%), and the most significant decline was seen in the area of communication (61%, a decline from 74%).

Actions to improve engagement among middle school parents will be examined by the new Diversity, Equity and Inclusion committee to identify supports, communications, workshops, etc., that may help improve parent access to student progress and school activities. Parents will be invited to be part of the DEI committee as well.

## LCAP Highlights

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

The 2021-2024 LCAP refines the Goals of the previous LCAP, with a continued commitment to actions and services that we have found to be successful in supporting student success. Improvements include the integration of curriculum and teaching practices that promote equity, inclusion and a sense of belonging for all students, the expansion of our Visible Innovation Program 1:1 to 3rd grade, expanded student and parent supports for use of technology, a significant enhancement and expansion of district resources dedicated to supporting the social-emotional, mental health and behavior needs of all students, increased ELA and math intervention and support, and increased opportunities for in-person, hands-on enrichment (e.g. math, art, STEM).

## 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.

n/a

### Support for Identified Schools

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

n/a

## Monitoring and Evaluating Effectiveness

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

n/a

## Stakeholder Engagement

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

FSD values collaboration with all stakeholders in developing effective and meaningful engagement opportunities for staff, parents and community members. Engaging in outreach with our stakeholders continues to provide valuable input to inform planning in academics, participation, attendance and engagement, interventions, mental health services, and nutrition.

The 2021-2024 LCAP reflects feedback from a variety of stakeholders including parents, teachers, staff, students and community members. Each year, the district recruits about 40 members to the LCAP Stakeholder Advisory Committee (SAC) to review this feedback and provide input on district goals, metrics, actions, services and related expenditures. The LCAP SAC includes all 20 of the LCAP Champions for Learning Advisory Committee members; a district-wide committee which consists of one parent representative from each school. The SAC also included representatives from other parent advisory committees (DELAC, PTA), employee bargaining units (FETA, CSEA), the Director of Student Services and Special Education, and site and district administration. This year, the LCAP SAC met three times virtually (February,

March, and April) and translation/interpreters were available in Spanish and Korean.

LCAP SAC members were given background on LCFF, and introduced to the LCAP requirements, process and timeline for planning the 2021-2024 years. SAC members self-selected or were assigned to one of four LCAP goals. Members met in groups by goal to review and refine the goals, actions and services using feedback from several sources including: 1) themes from the 2019-2020 LCAP SAC which did not get to finish planning the 2020-2021 LCAP due to COVID-19 school closures, 2) themes from the five 2019-2020 Block parties held around the district at which over 300 comments were collected related to LCAP, 3) annual updates on successes and challenges from 2019-2020 and 2020-2021 that included academic performance on the Dashboard, local iReady assessments, plans to address social-emotional, behavioral and mental health needs in 2021-2022, and 2019 Youth Truth survey data collected from families and students on a range of measures including academics, school culture and communications, and 4) district-wide survey feedback from 214 parents and 30 staff in March, 2021 on the proposed 2021-2024 LCAP goals. All parents were sent a text, email and a phone call with information in English, Spanish or Korean encouraging them to go to the FSD website to learn about the LCAP process, the proposed goals, actions and services, and to provide feedback or ask questions via the translated parent survey. Feedback from all of the above sources was used by the SAC to inform and refine goals, actions and services. The top three suggestions were collected from each of the SAC groups to make sure those ideas and concepts were reflected appropriately in the LCAP.

The LCAP was also informed by student feedback (5th-8th) via a district-wide LCAP survey administered in April, 2021. 5th-8th grade students had a special weblink pushed out to their iPads for easy access; students with laptops were given a survey link. Additional input was included from recommendations collected during a six month Listening Tour initiated by our Superintendent August-November, 2020. The Listening Tour included several meetings with parents, staff, community members and students. District staff listened to understand each group's perspectives and experiences and the Listening Tour Planning Committee synthesized all feedback into key recommendations that were presented to the Board by Listening Tour participants. The Listening Tour was a response to community concerns about lack of awareness of local racism and inequities which was spurred by national protests of the George Floyd murder. Translators were provided during meetings and at the Board meeting to ensure equity within our community.

A summary of the feedback provided by specific stakeholder groups.

#### LCAP Committee and Block Parties (2019-2020)

Feedback included requests to provide additional tutoring and homework help, including math intervention, increase summer and after school programs including sports, STEM and arts, expand GATE and college and career courses/opportunities, provide professional development on supporting the special needs of high achieving students as well as SPED, increase Saturday school opportunities, expand dual language, track progress of students by cohorts, improve inclusiveness with implicit bias training for teachers and a new history curriculum that provides multiple perspectives, and improve support for transitions to 7th and 9th grade. Recommendations (pre-COVID) related to technology included device upgrades, after hours support, more robotics classes and more technology training for both teachers

and parents. Parents would also like to see upgraded playgrounds and increased security through supervision before, during and after school, fencing and video surveillance cameras and anti-bullying/cyberbullying programs. Feedback demonstrates that there is a need to increase availability of nurses as well as counseling for social-emotional support, providing parent workshops on supporting students with behavioral challenges and related school initiatives (e.g. PBIS).

#### Listening Tour (August - November, 2020)

A district-wide Steering Committee (FETA, CSEA, FESMA, PTSA, DELAC, Champions for Learning)

held several focus groups over four months to gather feedback from parents, staff and students about their perspectives on the degree to which FSD creates a culture of inclusiveness and recommendations for moving forward. Short-term recommendations included establishing a Task Force/Committee to develop a plan for strategic implementation of cultural inclusiveness, continuing to involve stakeholders (PTA, SSC, ELAC, DELAC, LCAP, Champions) to elicit input on the implementation plan, providing professional development/training for staff and parents and providing information sessions for parents and community. Longer-term recommendations included planning a district-wide focus on cultural awareness including events, literature, and activities, creating a guidebook/comprehensive plan, ensuring consistency across schools, adopting new History/Social Science materials, identifying lessons on cultural diversity and citizenship that address multiple perspectives and are age appropriate, ensuring classroom libraries represent diversity, expanding collaboration with outside agencies such as Museum of Tolerance, inviting community members/ guest speakers that can share diverse perspectives and sharing practices and celebrations across sites i.e (Appreciation Days, Multicultural Celebrations).

#### Community Stakeholder Survey (March 2021, N=247 parents and staff members)

The 2021 Community Stakeholder Survey feedback strongly aligned with feedback collected in 2019-2020. However, due to COVID learning conditions, there were also many comments related to the use of technology for learning, including the need to make sure we provide equitable access and that we don't become too dependent on technology as a teaching tool. The district needs to continue providing access to books and other experiences that engage students in core content, but also skills like SEL, critical thinking, writing, problem solving and people skills. A high priority is in increasing opportunities for in-person interventions and support, both during and afterschool (esp for ELs, SPED and math) and that all students need increased opportunities to participate in in-person enrichment opportunities including more hands-on math opportunities, arts and math. Responses also indicated that teachers need more time to plan and reflect on student needs, more support is needed for identifying and supporting English Learners, parents need more frequent communication about learning goals and student progress and supports for helping their child, and we need to provide more support to high-achievers. In particular, due to COVID learning conditions, mental health and well-being is an urgent need and we need to significantly increase availability of staff to support students with wrap-around services. There needs to be a focus on celebrating the variety of cultures we have in the district and teacher training on creating safe spaces and positive school climates in which all cultures are accepted.

#### LCAP SAC Committee (2020-2021)

The 2020-2021 LCAP SAC had similar feedback to what was gathered in 2019-20120, as well as the Community Stakeholder Survey. Again, there was a strong focus on increasing supports in both ELA and math to all students, including high-achievers. Some additions included the idea of expanding electives (e.g. AVID, arts, and college and career pathways), implementing pathway portfolios for students to showcase their interests and progress along a personal pathway, integrating departmental articulation of skills/content that are consistent and taught across all classes/subjects (soft skills, content), systematizing inclusive teaching practices through professional development and curriculum that includes multiple and diverse perspectives, embedding social-emotional skill building into intervention and enrichment, building teacher mentor teams to check-in with a core group of at-risk students to build relationships, model good character, increase skills, track growth, work with their families, and celebrate success. Parents want more information on student progress and how they can support their child's success, digital literacy nights, continued use of Zoom for meetings, technology to be available in summer, teacher training on using technology to engage students, and an increased use of Thrively for students to discover and explore their strengths and passions, foster Habits of Mind and SEL skill development. The SAC agreed that a key priority and need is to advance and increase physical, social, and emotional health and well-being of students through wrap-around services, student success mentors, training on trauma informed practices, increased availability of SSA's, Community Liaisons, Mental Health Assistants, Nurses and Counselors to include hours parents are not working, increased availability of staff available to support teachers and parents, parent trainings on PBIS, MTSS, SEL, teacher and staff training on social-emotional health and well-being, and support for the use of Restorative Practices at all school sites and classrooms.

LCAP Student Survey (April, 2021) [N= 364 5th-8th graders: 5th (26%), 6th (23%), 7th (30%), 8th (21%)]

Much of the student feedback aligned with other stakeholder feedback, but there was a much greater emphasis on students needing to/wanting to learn "real-world" skills that will help them in jobs and life overall (financial literacy, taxes, typing, career skills, studying). The top 5 recommendations made by 5th-8th grade students included: 1) the district needs to teach real-world skills (51% of Goal 1 Recommendations), 2) the district needs to teach more about cyber safety and do a better job monitoring students' use of devices (e.g. many look at youtube or do games in class) (36% of Goal 2 Recommendations), 3) schools need to make sure they are creating a culture where all students feel accepted (e.g. by creating clubs/opportunities for students to get involved and belong to something, improving relationships between students and teachers, providing consistency in consequences for not following rules) (40% of Goal 3 Recommendations), schools could improve how safe students feel at school (e.g. with fences, video surveillance cameras, practice drills for shooters and earthquakes, teaching students how to identify risky substances) (40% of Goal 3 Recommendations), and the district should make sure parents have easier and more frequent access to student learning goals and progress (e.g. make it easier to contact teachers, portfolios, more frequent emails, require signing up for updates, use an app, give parents strategies, involve parents in projects/learning) (83% of Goal 4 Recommendations).

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



The 2021-2024 LCAP goals, actions and services were revised to reflect all of the top ten major themes that emerged from stakeholder groups. These themes included increased needs for the following (not in any particular order): 1) In-person intervention opportunities afterschool for all students and English Learners, especially in math, 2) Increased in-person hands-on enrichment opportunities in arts, science and math, 3) Increased availability of staff and wrap-around resources available on a daily basis to support students' medical, social-emotional and mental health needs, 4) Teacher training and instructional resources for embedding SEL into daily instructional practices, 5) Parent training on SEL, mental health and positive behavioral approaches they can use at home, 6) New history curriculum that reflects diverse cultural, gender and ethnic experiences and perspectives, 7) Staff training and instructional resources on creating school cultures that promote a sense of belonging and inclusivity by valuing all cultures, 8) District-wide strategy for celebrating and supporting student achievements as they transition to 7th and 9th grade, 9) Expanded opportunities for high-achieving and GATE students to participate in differentiated and accelerated learning, and 10) More frequent and diverse communication strategies to inform parents about how they can support student learning.

Major changes to LCAP that were influenced by Stakeholder groups:

#### Building a Culture of Inclusiveness (Goal #1)

Actions and Services were added to Goal #1 that include providing professional development in culturally responsive teaching and social-emotional skill building, and purchasing a new history curriculum that presents multiple perspectives.

#### Increasing Opportunities for Academic Intervention and Enrichment Support (Goal #1)

The number of Rtl ELA coaches will be increased and Rtl math coaches will be hired; each school will have at least one Rtl ELA coach and one Rtl math coach.

#### Expanding Access to Technology (Goal #2)

Our 1:1 iPad program will be extended to 3rd grade and zoom will continue to be used to increase access to parents for conferences and meetings.

#### Increasing Availability of Social-Emotional, Behavior and Mental Health Supports (Goal #3)

A new department focused on supporting the social-emotional, behavioral and mental health needs of students will be created and the availability of mental health and social service staff will be increased. Professional development will provide teachers curriculum, assessment and strategies for identifying SEL needs of students and embedding SEL into daily practice.

#### Increasing Parent Resources for Supporting their Child's Success (Goal #4)

Communication, resources and workshops will be enhanced and expanded to increase the number of parents who feel engaged in their child's learning and success.

# Goals and Actions

## Goals

Goal #	Description
Goal 1	All students will demonstrate proficiency or growth toward proficiency in ELA and Math.

An explanation of why the LEA has developed this goal.

Fullerton School District's mission includes the belief that all students will achieve academic excellence, acquire interpersonal skills, and develop technological expertise to contribute as productive citizens in a democratic society. The 2019 California Dashboard indicates that overall, a strength for FSD is ELA; in ELA, students performed at Level 4 (green), out of 5 levels on the CAASPP in 2018 and 2019. An area of growth is Math; in that same time period, there was a decline in Math performance from Level 4 (green) in 2018 to Level 3 (yellow) in 2019. However, when measuring the distance from standard (DFS) in 2018 to 2019, students grew 1.6 points, moving them closer to proficiency. When looking at subgroup performance in both ELA and math in 2018 and 2019, four subgroups performed at Level 4 (green) or 5 (blue): Asian, Filipino, White and Two or more race; however, in both years, 7 subgroups performed below standard (Yellow, Orange, or Red): Homeless, African American, Hispanic, Socioeconomically Disadvantaged, English Language Learners, Students with Disabilities, Foster Youth.

Another metric we used to measure ELA and math performance is percentile scores on 2019 and 2020 iReady assessments. Looking at this year's fall percentile scores compared to last year's winter scores, there was an increase in the percentile scores for our students overall for both ELA and math. A two point increase in ELA and a one point increase in math. The majority of our subgroups increased or stayed the same in their percentile score, with the exception of our Hispanic subgroup who saw a one percentile point drop in math.

Closing the achievement gap for low-performing subgroups is therefore a priority for FSD.

Other local indicators include metrics of engagement and rigor on the Youth Truth survey. The 2019 student survey outcomes indicate that elementary school students are much more likely to be engaged in school (51st percentile) and feel that is rigorous (41st percentile)

compared to middle school students, whose perceptions of engagement (28th percentile) and rigor (28th percentile) are lower.

In order to ensure all student subgroups demonstrate proficiency or growth toward proficiency, FSD will work to mitigate learning loss through enhanced initiatives that improve engagement, increase rigor and improve our capacity to identify, match and track student needs among target subgroups. Together, these efforts will improve the tracking and responsiveness to student learning needs, a research-based approach known to positively impact student learning among low-performing students, which in FSD, include Low-Income, English Learners and Foster Youth.<sup>1</sup> Integrating culturally responsive teaching practices will also improve achievement for unduplicated student groups by providing all students a socially and emotionally safe, welcoming and inclusive learning environment in which all students know their culture and experiences are valued and used to promote understanding.<sup>2</sup> In addition, there is substantial research demonstrating that when social-emotional skill building is systematically embedded into classroom instruction, it has both short term and long term positive and significant impacts on indicators of well-being including academic, behavior and mental health outcomes, especially for students who have lacked exposure to opportunities to develop these competencies, including Low-Income, English Learners and Foster Youth. <sup>3</sup>

1 Symonds, K. W. (2004). *After the test: Closing the achievement gaps with data*. San Francisco.

2 Griner, A. C., & Stewart, M. L. (2013). Addressing the achievement gap and disproportionality through the use of culturally responsive teaching practices. *Urban Education*, 48(4), 585-621.

3 Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child development*, 88(4), 1156-1171.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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CAASPP Distance from Standard-ELA	2019 ELA DFS: *ELs: -14.4 *Foster Youth: -96 Homeless: -55.1 *SocioEcon Dis: -24 Stud w/Disab: -85.7 Af American: -18.7 Am Ind/Alskn: -62 Asian: 82.7 Filipino: 56.5 Hispanic: -23.1 Nat Hawa/Pacl: n/a White: 44 Two or More: 49.7	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Each student group will demonstrate proficiency or annual growth on the CAASPP-ELA assessment, as measured by DFS.
CAASPP Performance Level in ELA-Overall	2019 ELA Level 3, Green	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Overall district performance in ELA is Level 3 (Green) or 4 (Blue)

CAASPP Distance from Standard-Math	2019 Math DFS: *ELs: -30 *Foster Youth: -140 Homeless: -80.3 *SocioEcon Dis: -45.6 Stud w/Disab: -108 Af American: -38.6 Am Ind/Alskn: -116 Asian: 81.9 Filipino: 40.8 Hispanic: -47.3 Nat Hawa/Pacl: n/a White: 25 Two or More: 25.8	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Each student group will demonstrate annual growth on the CAASPP-Math assessment, as measured by DFS.
CAASPP Performance Level in Math-Overall	2019 Math Level 2, Yellow	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Overall district performance in Math is Level 3 (Green) or 4 (Blue)

iReady typical growth target by final diagnostic-ELA	TBD, May 2021	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	The # of student groups meeting or exceeding the typical growth target scores on the final iReady-ELA diagnostic will increase annually.
iReady typical growth target by final diagnostic-Math	TBD, May 2021	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	The # of student groups meeting or exceeding the typical growth target scores on the final iReady-Math diagnostic will increase annually.
District and School Climate Survey – Elementary (scale is out of 3) and Middle School (scale is out of 5)	EL/MS (2019) Engagement: 2.86/3.44 Academic Rigor: 2.53/3.75 Instructional Methods: 2.65/3.41 SEL: TBD	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Ratings by EL and MS students on measures of engagement, SEL, academic rigor and instructional methods will increase annually

EL Progress Indicator and Reclassification Rates	2019: Progress Indicator: 53.2% Reclassification Rate: 13.1%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	The percent of ELs demonstrating progress toward English Language proficiency will increase annually.
Williams Audit – Textbooks and Teacher Credentialing	100% compliance	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% compliance will be maintained annually
Principal Reflection Survey: Ratings on Measures related to Implementation of State Standards: Progress in providing professional learning to staff Progress in making standards-aligned instructional materials available Progress in providing support to staff where they can improve in delivering instruction Progress in implementing other adopted academic	From 2021 Principal Survey: Progress in providing professional learning to staff (Average: 2.48) Progress in making standards-aligned instructional materials available (Average: 2.64) Progress in providing support	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Principal Ratings will improve to and/or be maintained at 2.5 or above: Progress in providing professional learning to staff (Average: 2.5+) Progress in making standards-aligned instructional materials available

standards (PE, Health, VAPA, etc.)	<p>to staff where they can improve in delivering instruction (Average: 2.48)</p> <p>Progress in implementing other adopted academic standards (PE, Health, VAPA, etc.) (Average: 2.36)</p> <p>Progress on support for teachers and administrators on identifying professional learning needs (Average: 2.59)</p>				<p>(Average: 2.5+)</p> <p>Progress in providing support to staff where they can improve in delivering instruction (Average: 2.5+)</p> <p>Progress in implementing other adopted academic standards (PE, Health, VAPA, etc.) (Average: 2.5+)</p>
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<p>Williams Audit Ratings on Measures related to Basic Conditions:  Number of teacher mis-assignments  Number of students without access to instructional materials  Number of instances where facilities do not meet the “good repair” standard</p>	<p>Williams Audit Ratings on Measures related to Basic Conditions:  Number of teacher mis-assignments: 100%  Compliance  Number of students without access to instructional materials: 100%  Compliance  Number of instances where facilities do not meet the “good repair” standard: 100%  Compliance</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Williams Audit Ratings on Measures related to Basic Conditions:  Number of teacher mis-assignments: 100%  Compliance  Number of students without access to instructional materials: 100%  Compliance  Number of instances where facilities do not meet the “good repair” standard: 100%  Compliance</p>
<p>Percent of students who have access to required courses as well as the opportunity for enrichment and interventions.</p>	<p>100% of students have access to required courses as well as the opportunity for enrichment and interventions.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>100% of students have access to required courses as well as the opportunity for enrichment and interventions.</p>

# Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Professional Development	<p>Establish a culture of excellence by providing teachers annual training and support in using research-based practices in delivering, differentiating, and continually improving standards-based instruction in their core content area(s) by promoting standards-based rigor, equity through culturally responsive and inclusive content and teaching practices, and social emotional learning. Core content includes ELA, Math, Science, Arts, History/Social Studies and/or Health curriculum.</p> <p>Examples of training and support topics include, but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Research-based instructional strategies, including hands-on math and science</li> <li>Next Generation Science Standards (NGSS)</li> <li>Common Core State Standards</li> <li>Health/Physical Education Standards</li> <li>History/Social Studies Framework and Content Standards*</li> <li>Culturally Responsive Teaching*</li> <li>Social-Emotional Skill building*</li> <li>Information Literacy</li> <li>Arts (VAPA)</li> <li>Differentiation that includes high-achievers vs GATE</li> <li>Support to new and general education teachers to support students with exceptional needs</li> <li>SPED Instructional Aides</li> </ul>	\$820,402.00	No

Action #	Title	Description	Total Funds Contributing	
Action #2	Professional Learning Communities	<p>Provide increased teacher support, resources, data systems and grade-level planning time to participate in Professional Learning Communities to promote authentic and timely assessment and review of student progress and performance as a means to strengthen instruction, monitor performance gaps between student groups, and to identify students for academic and enrichment interventions, including students with disabilities.</p> <p>Examples include, but are not limited to the following:            Data Dashboards/Student Information Systems            Supplemental CCSS instructional materials            Structured release time            Grade level collaboration/Vertical articulation            Instructional Aide Support            Special Education Teacher Support            SPED training for General Ed and new teachers</p>	\$2,747,754	00  No
Action #3	High-Quality Staff	<p>Recruit and retain highly qualified staff by building a culture of excellence and support through peer assistance review, teacher induction, training for classified staff and collaboration with local teacher and administrative preparation programs.</p> <p>Examples include, but are not limited to the following:            Peer Assistance Review (PAR)            Teacher Induction            Teacher preparation programs            Administrator Mentor Program            Training for Classified Staff            Enhance support to new and general education teachers to support students with exceptional needs            Enhance support to Instructional Aides for SPED</p>	\$56,062,331	00  No

Action #	Title	Description	Total Funds Contributing	
Action #4	Advanced Coursework	<p>Ensure student access to advanced learning opportunities.</p> <p>Examples include, but are not limited to the following:            Gifted and Talented Education -expand access to all schools            Junior High School – (Honors, AP Courses)            Middle College Course Opportunities</p>	\$117,117.00	No

Action #	Title	Description	Total Funds Contributing	
Action #5	College and Career Readiness	<p>Improve College and Career Readiness by strengthening supports for transitions to 7th and 9th grade, and expanding student access to innovative and authentic learning experiences that build content knowledge and develop career ready skills, including participation in enrichment opportunities and elective courses aligned to Career and Technical Education standards and career ready practices, which both support CCSS.</p> <p>Examples include, but are not limited to the following for all students, with accommodations made as needed for students with special needs:</p> <ul style="list-style-type: none"> <li>Young Writers Guild</li> <li>Visual and Performing Arts (VAPA) – Instrumental music, Maker Bus, Creativity Center, All the Arts/Arts Lab, Mosaic Master Classes</li> <li>Hands-On Science/Technology/Engineering/Arts/Mathematics (STEAM)</li> <li>Professional Development on CTE and career ready practices for Elective Course Teachers</li> <li>Teacher collaboration time with high schools</li> <li>Showcase opportunities to demonstrate student growth/readiness/interests</li> <li>Enhance PATHFinder with more support and content that promotes diversity, equity and inclusion.</li> <li>Projects promoting democracy, such as Civic Endeavors</li> <li>AVID</li> <li>Teacher mentoring</li> </ul>	\$1,110,832.00	No

Action #	Title	Description	Total Funds Contributing	
Action #6	Standards Aligned Curriculum and Materials	<p>Ensure student/teacher access to rigorous, standards-aligned instructional materials (print and digital) for each core content area and enhance instruction by identifying and coordinating content and skill instruction that is a common requirement across content areas.</p> <p>Examples include, but are not limited to the following:            Williams Instructional Materials            Science Kits            Writing Program            Science Program TK-8            History Social Studies Curriculum</p>	\$2,400,323	00  No
Action #7	English Language Learner Support	<p>Increase and improve services to English Learner students and reclassified students through designated and integrated ELD programs and by expanding intervention support and programs, providing professional development in the latest research-based practices in English Language Development, and supporting teachers in the strategic use of student performance data for continuous improvement.</p> <p>Examples include, but are not limited to the following:            Rtl Coaches            ELD trainings            Supplemental instructional materials            English Language Development            Dual Immersion (Kindergarten – Fourth Grade)            Jump Start Academy            Data Coaching            Delta Club            Spanish events in Speech and Debate</p>	\$2,765,901	00 Yes

Action #	Title	Description	Total Funds Contributing	
Action #8	Fiscal Alignment	<p>Align fiscal resources to ensure prioritization based on identified needs.</p> <p>Examples include, but are not limited to the following:            Financial Budgeting Systems            Grant writing to support target subgroups with new or existing initiatives</p>	\$2,028,799	00  No
Action #9	Academic Intervention and Enrichment	<p>Enhance and expand enrichment and intervention programs to accelerate learning and engagement.</p> <p>Examples include, but are not limited to the following:            In-person intervention opportunities to mitigate learning loss for all students performing below grade level, including students identified for SPED services (Summer Academy, Response to Intervention (RtI), Linda Mood Bell)            In-person enrichment opportunities (e.g. All the Arts/VAPA, clay labs, hands-on math and science, Afterschool ASES, DELTA Club/Math, GATE Academy, STAGE, Speech and Debate, STEAM, dual language, robotics and computer science)- with accommodations made as needed for students with special needs            Transitional Kindergarten (TK)            Extended Day Kindergarten            Integration of Social-Emotional Learning into intervention and enrichment, including services for special education students            Mentor team support for at-risk students            Increase access to GATE program at Title 1 sites through inclusion of creativity component in identification criteria</p>	\$7,965,832	00 Yes

Action #	Title	Description	Total Funds Contributing	
Action #10	Strategic Use of Data	<p>Increase/Improve services to target student groups (Low-Income Youth, Foster Youth and English Language Learners) to mitigate learning loss by creating systems and tools that help identify student learning needs and match those needs to interventions, services and programs known to be effective.</p> <p>Examples include, but are not limited to the following:            Develop data dashboard to track progress on multiple measures (SBAC, iReady, absences)            Identify and track student participation in interventions, programs and supports.            Examine data and use outcomes to inform improvement of efforts to match and serve Low-Income Youth, Foster Youth and English Language Learners.            Provide coaching support to sites in using dashboards to identify needs and match supports for Low-Income Youth, Foster Youth and English Language Learners.</p>	\$220,923.00	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.

[Intentionally Blank]



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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 2	District will ensure access to high quality digital tools, resources, personalized learning technology and professional learning to ensure that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.

An explanation of why the LEA has developed this goal.

FSD's mission includes the belief that all students will achieve academic excellence, acquire interpersonal skills, and develop technological expertise to contribute as productive citizens in a democratic society. In support of this mission, FSD will ensure equity of access to technology for all students (3-8) and teachers by building and sustaining proper infrastructure, and will provide parent training and resources to promote digital literacy and internet safety. In addition, FSD provides a variety of technology resources that serve as essential instructional tools to provide students equitable, 24/7 access to content and skill building, as well as personalized learning, an essential component to engage students in learning aligned to their individual interests and needs.

Research demonstrates that technology can have a positive impact on a range of student outcomes, but that technology alone is not enough<sup>1</sup>; only when teachers are provided high-quality training and on-going support in using technology to meet diverse student needs is technology found to have a positive impact on both teacher and student outcomes<sup>2</sup>. Therefore, FSD will provide on-going professional development and teacher support for using technology in a variety of ways to enhance teaching and learning of core content, build college and career ready skills, promote social emotional competencies and personalize learning in ways that promote self-awareness and agency. A teacher survey will be developed to capture baseline data on teacher confidence in using technology to enhance teaching and learning

<sup>1</sup>Lemke, C., Coughlin, E., & Reifsneider, D. (2009). Technology in schools: What the research says: An update. Culver City, CA: Commissioned by Cisco.

<sup>2</sup>Martin, W., Strother, S., Beglau, M., Bates, L., Reitzes, T., & McMillan Culp, K. (2010). Connecting instructional technology professional development to teacher and student outcomes. Journal of research on technology in education, 43(1), 53-74.

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
% of students have daily access to high-quality digital instructional resources.	100%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain 100%
% of students have Google Accounts for student created work.	100%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain 100%
% teachers who teach three digital citizenship/information literacy lessons at the beginning of the school year.	100%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain 100%

% teachers trained in Overlays	20%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	80% of teachers will be trained in Overlays
% of teachers who feel confident in using instructional technology to enhance student learning.	No baseline data- we will use a new survey	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Annual increases in % of teachers who feel confident

## Actions

Action #	Title	Description	Total Funds Contributing	
Action #1	Build Infrastructure for Instructional Technology	<p>Enhance and expand capacity to provide instructional technology as a means to deliver a rigorous and relevant curriculum aligned to the core content standards, taught through 21st Century Learning Skills.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>High speed Internet access</li> <li>Robust network</li> <li>Filter</li> <li>Maintain refresh of staff devices and classroom technology</li> <li>Visible Innovation Program (VIP) student devices (3-8)</li> <li>School-level support (e.g. Technology, Library, and Media Assistants)</li> <li>Technicians to address tech support needs</li> <li>Access to devices in the summer</li> </ul>	\$1,385,000	00 No

Action #	Title	Description	Total Funds Contributing	
Action #2	Professional Development-Digital Literacy	<p>Provide professional development support and supplemental materials for integrating 21st century skills, tools and teaching strategies into classroom practice to promote equity, social-emotional skill development and increase student achievement.</p> <p>Examples include, but are not limited to:            Teachers on Special Assignment (TOSAs) provide training on innovation and implementing innovative pedagogy and resources including personalized learning            Project Based Learning and Overlay focus            Use of Thrively for students to discover and explore their strengths and passions for personalized learning and to foster Habits of Mind and SEL skill development</p>	\$596,051.00	No
Action #3	Parent and Student Training	<p>Provide parent and student in person and/or webinar orientations and trainings to promote digital literacy, digital citizenship and Internet safety.</p> <p>Examples include, but are not limited to:            Parent/student training and support for using devices and apps            Digital Literacy Parent nights (e.g. Wed Webinars)</p>	\$70,000.00	No

Action #	Title	Description	Total Funds Contributing	
Action #4	Student Agency Opportunities	<p>Implement various technology systems and tools to help students identify, explore and experience their passions, interests, and strengths and provide opportunities for students to showcase their work.</p> <p>Examples include, but are not limited to:            Learning Management Systems            Digital Resources            PATHFinder            FSD Fest            Congressional APP Challenge            Thrively            Robot/STEM Nation</p>	\$535,000.00	No
Action #5	Strategic Technology Support to Low-Income, Homeless and Foster Youth	<p>Provide professional development and supplemental materials for integrating 21st century skills, tools and teaching strategies into classroom practice to ensure equity and increase student achievement for identified subgroups.</p> <p>Technology training            Project Based Learning            Collaborative Lesson Design Resources            Devices</p>	\$1,794,929.00	Yes
Action #6	Student Access	<p>Provide information on free or low cost Internet options to FSD students and parents in the home.</p> <p>Research options            Implement options</p>	\$150,000.00	Yes

# Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
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Goal 3	All District departments and school sites will work to provide a safe and secure environment that promotes the physical, social and emotional health and well-being of all staff and students.
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### An explanation of why the LEA has developed this goal.

FSD recognizes that creating physically safe and welcoming learning environments in which the needs of the whole child are met is essential to a student's ability to thrive academically, socially, and emotionally<sup>1</sup>. Attendance rates remain high at 97% due to a range of focused efforts that include reducing chronic absenteeism to 4.49% and low suspension rates 1.2%.

According to the 2019 district-wide Youth Truth Survey, a strength of the district in this area is that most parents believe that schools are a safe (EL: 79%/ MS: 70%) and welcoming place to learn (EL: 90%/MS: 81%). Similarly, elementary student responses were high (above the 60th percentile) on questions related to perceptions of having strong relationships and a positive learning environment/culture. However, a growth area for the district is to strengthen these perceptions among middle school students, less than half of whom report feeling welcomed at their school (49%) or believe that their school fosters a culture of respect and fairness (45%).

In addition, under COVID learning conditions, the mental health and well-being of our students has significantly declined. In 2019-2020, about 6.8% (700/10,190) of students were identified at risk, and in 2020-2021, that percentage grew to 11.4% (1243/10,824); at our six highest need (>83%FRL) Title 1 schools, we know that COVID has had a significant negative impact on English Learners in particular: 31% were identified at risk in 2019 (314/1006) vs. 72% in November, 2020 (700/979).

<sup>1</sup>Pamela Cantor, David Osher, Juliette Berg, Lily Steyer & Todd Rose (2019) Malleability, plasticity, and individuality: How children learn and develop in context<sup>1</sup>, Applied Developmental Science, 23:4, 307-337, DOI: 10.1080/10888691.2017.1398649

## Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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Williams Facilities Audit- 100% compliance	Williams Facilities Audit- 100% compliance	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain Williams Facilities Audit at 100% compliance
Attendance Rate	Aug 12, 2019 to March 13, 2020: 97%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain or increase the attendance rate annually.
Chronic absenteeism rate	4.49%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Decrease the attendance rate annually.
Suspension/Expulsion rates	2019-2020 Suspension rate: 1.2% Expulsion rate: 0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain or decrease then % of students being suspended and expelled each year.
Drop Out Rate	1	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain or decrease the number of students dropping out each year



Survey outcomes of School Climate– Middle School Students	Middle School 2019 Engagement: 49% Relationships: 45% Belonging and Peer Collaboration: 51% Culture: 45%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Annual increases on measures of engagement, relationships and culture
Survey outcomes of School Climate – Elementary School Students	Elementary 2019 Engagement: 2.86 Relationships: 2.76 Culture: 2.26	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Annual increases on measures of engagement, relationships and culture.
Survey outcomes of School Climate – Family Survey EL/MS	EL/MS 2019 Safety: 79%/70% Relationships: 90%/81%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain or increase % of parents reporting feelings of safety and strength of relationships.

Teacher confidence in identifying and responding to social-emotional needs of students.	No baseline data-will develop a survey	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	The percentage of teachers reporting confidence in identifying and responding to the social-emotional needs of students will increase annually.
Number and % of students identified in need of SEL support on the Student Risk Screening Scale for Internalizing and Externalizing Behaviors (SSRS-IE)	2019-2020: 700/6.8%  2020-2021 1243/11.4%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	The number of students at risk on the SRSS-IE will decrease annually.

## Actions

Action #	Title	Description	Total Funds Contributing
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Action #	Title	Description	Total Funds Contributing	
Action #1	Safety Training	<p>Implement a District-wide plan to support the knowledge and training of all stakeholders to ensure safe work and school environments.</p> <p>Examples include, but are not limited to:            Emergency Preparedness and Plans            Safety Plans            Online registration program</p>	\$810,000.00	No
Action #2	Physical, Social and Emotional Health and Well-Being	<p>Enhance and expand capacity of schools to support the physical, social and emotional well-being of all students and staff, by creating a new department and increasing the availability of specialized staff support (e.g. Social Service Assistants, Health Assistants, Community Liaisons, SEL Coach), expanding teacher and parent training, expanding community partnerships, and continuing to provide other district-wide resources and programs such as PBIS, MTSS, anti-bullying and restorative practices.</p> <p>Examples include, but are not limited to:            Positive Behavioral Intervention Supports (PBIS)            PBIS Support Personnel and Protocols            Bullying/Digital Citizenship training            Training for defiant/difficult students            Increase staff available to support teachers and parents            Parent trainings on PBIS, MTSS, SEL            Professional development on social-emotional health and well-being            Use of Restorative Practices - at all school sites and classrooms            SEL curriculum for each teacher            Tiered interventions of SEL supports            Increased capacity of Social Services Assistants (SSAs) and Community Liaisons to serve schools</p>	\$848,017.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Increased capacity to coordinate with community partners to support students, parents, and staff.</p> <p>Increased capacity of schools to deliver SEL (e.g. SEL coach)</p> <p>Peer mentors</p> <p>Increased capacity of schools to serve medical needs of all students, but especially at sites with high SDC (mod/sev) students</p> <p>Communication with parents about mental, social and emotional health initiatives and how they can support them at home</p>		
Action #3	Attendance	<p>Expand capacity of schools to have high attendance rates by providing timely and accurate attendance data, continuing to provide attendance recovery and incentive programs, and by increasing availability of Social Services Assistants (SSA) and Community Liaisons to do home visits and outreach.</p> <p>Examples include, but are not limited to:</p> <p>Saturday School Opportunity Attendance Recovery (SSOAR)</p> <p>School Attendance Review Board (SARB) and support personnel</p> <p>Automated Communication System</p> <p>Truancy Intervention Program</p> <p>Increase transportation routes as needed</p> <p>Support for Chronically Absent Students</p> <p>Increase capacity of schools to support attendance efforts, home visits, and outreach</p>	\$200,000.00	Yes

Action #	Title	Description	Total Funds Contributing	
Action #4	Wrap-Around Services for Low-income, English Language Learners and Foster Youth	<p>Hire an SEL TOSA to oversee the expansion of mental health and counseling supports both during and after school (ASES) to improve academic, behavior, and social/emotional needs for identified subgroups, especially at the Jr. High's.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Foster Youth Services</li> <li>Homeless Services</li> <li>Health Assistants</li> </ul> <p>Increase capacity of each school to provide mental health services and counseling support for all students</p> <ul style="list-style-type: none"> <li>CPR and First Aid training</li> <li>Additional nurses, as needed</li> <li>Staff training on social/emotional student needs</li> <li>Training on "Trauma Informed Practices"</li> <li>Mentoring for Jr. High Students</li> </ul>	\$1,338,716 <sup>00</sup>	Yes
Action #5	Safe Facilities	<p>Provide regular maintenance on school and district facilities and ensure safe and clean working and learning environments.</p> <p>Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Upgrade equipment and facilities as needed</li> <li>Evaluate cleaning schedules (daily cleaning)</li> <li>Install cameras at school sites</li> <li>Install fencing at school sites</li> <li>Visitor management system at school sites</li> </ul>	\$5,000,000 <sup>00</sup>	No

## Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 4	Promote engagement of all parents by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.

## An explanation of why the LEA has developed this goal.

Fullerton School District knows that parent engagement in their child's learning is a strong predictor of student success and that schools are essential gateways for parents having multiple and diverse types of opportunities to be welcomed and involved in school and engaged in supporting their child's learning.<sup>1</sup> Elementary school parent feedback on the 2019 Youth Truth Survey indicate that strengths for the district in this area are elementary parent perceptions of school culture (89%), engagement (80%), resources (80%) and communication (83%); all slight increases from the 2017 survey. At the middle school level, a majority of parents responded favorably on the same categories, but the percent responding favorably declined from 2017: culture (78%, a decline from 80%), engagement (62%, a decline from 68%), resources (73%, a decline from 75%), and the most significant decline was seen in the area of communication (61%, a decline from 74%). A strength at the middle school was in the area of relationships, with 79% percent of parents responding favorably, an increase of +2%.

Given that middle school parent response rates are lower than elementary school rates, one growth area, therefore, is to close the gap between elementary and middle school parent perceptions of culture, engagement, resources and communication. In addition, a recent listening tour with elementary and middle school parents and students (2020-2021) indicates a need for FSD to expand opportunities for parents to learn how to support their child's learning and also participate in opportunities to support and promote a positive and welcoming school climate. Community stakeholder feedback indicates a need to improve communication to parents about student learning goals, progress and how parents can support their child in their learning.

<sup>1</sup>Fenton, P., Ocasio-Stoutenburg, L., & Harry, B. (2017). The power of parent engagement: Sociocultural considerations in the quest for equity. *Theory Into Practice*, 56(3), 214-225.

# Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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District and School Parent Survey-Overall	EL/MS (2019) Culture: 89%/78% Engagement: 80%/62% Resources: 80%/73% Communication: 83%/61%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Elementary rates maintain or increase annually; Middle school rates increase annually.
District and School Parent Survey- Specific questions on Decision making and feeling engaged	EL/MS (2019) I feel empowered to play a meaningful role in decision-making at my school: 67%/50% I feel engaged with my school: 77%/ 59%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Elementary and Middle School rates increase annually
Number of workshops/trainings/programs offered to parents of low-income, foster and homeless youth and SPED	Need to collect baseline data	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Attendance of parents representing the targeted subgroups increases annually.

# Actions





Action #	Title	Description	Total Funds Contributing	
Action #2	Parent Engagement in Student Success	<p>Identify opportunities and implement plans to increase parent, community and business participation to support the personal and intellectual success of every student.</p> <p>Parent Teacher Association (PTA)  District and Site Foundations  District and Site Advisory Groups  Parents of Students with Disabilities  Community Partners</p> <p>Promote parent use of Thrively to foster SEL skill development (I am, I can, I belong)</p> <p>Provide Parent trainings on PBIS, MTSS, SEL  Parent training on culturally responsive teach  Champions for Children Conference  Multilingual Taskforce  Fullerton Collaborative Early Childhood Subcommittee  Early Childhood Leadership Team  Culturally Responsive Taskforce with guidance from outside consultant  Preschool Parent Advisory Group  After School Programs Parent Advisory Groups  After School Programs collaboration with Community Based Organizations (Boys and Girls Club, City of Fullerton, OC United)  Wellness Advocacy Council  Project Connect</p> <p>Communicate how we will measure growth toward proficiency to parents  Communicate student learning goals and progress on those goals to parents frequently, not just at parent conferences</p>	\$10,436.00	No

Action #	Title	Description	Total Funds Contributing	
Action #3	Showcase Celebrations	Plan and promote activities and events highlighting student successes. FSD Fest Technology Foundation Auction Arts Auction Writer's Guild Every Student Succeeding Parent Teacher Association Reflections Arts LAB Bus Daughters of American Revolution (DAR) Essay School Site Awards Eccellenza Family Arts Nights STEM Nation Robot Nation Speech and Debate Fullerton Film Fest Innovation Experience	\$84,439.00	No

Action #	Title	Description	Total Funds Contributing	
Action #4	Strategic Engagement of families of Targeted Groups	<p>Increase/Improve opportunities for parents of English learners, foster youth, and socioeconomically disadvantaged students to be involved in district and school activities, advisory and advocacy roles, and activities to support learning at home.</p> <p>Parent English language classes (NOCE)</p> <p>Champions for Learning</p> <p>School Smarts parent education on how to navigate the school system</p> <p>Words Alive Advocates for Reading (2500/school x 4 schools = \$10K)</p> <p>Wonder of Reading (2-3 schools maybe \$1K school)</p> <p>Develop workshops to support parent orientation/navigation of school system available to all school sites</p>	\$252,047.00	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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

## 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
10.81%	\$11,556,010.00

**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.

## Goal 1:

(Action 7): English Language Learner Support: ELD Services will be provided district-wide but targeted to students who are English Learners. These supports are essential in helping teachers scaffold curriculum to provide EL students access to core content.

(Action 9): Academic Intervention and Enrichment: Academic intervention will be targeted to our Title 1 school which have the highest rates of Low-Income and English Learners, two groups who need the most support in reaching proficiency in ELA and math. Title 1 schools will each have at least one dedicated Rtl coach in ELA as well as one Rtl coach in math. Three of the highest need schools will provide the Linda Mood Bell reading intervention program. In-person enrichment opportunities will also be expanded at Title 1 sites to increase engagement in learning through hands-on experiences (e.g. arts, STEM, Delta Club), a method known to help students connect to and understand content. By identifying and targeting support to specific learning needs in ELA and/or math, students will have a greater chance of improving achievement in those areas.

(Action 10): Strategic Use of Data: This is a new action under Goal #1, with the purpose of creating systems to track unduplicated student needs at Title 1 schools as well as to track which interventions and programs should be, are or have been provided to meet their needs. By examining data on program participation, and being more strategic in what programs we are offering to meet particular needs, we will increase the likelihood that students will receive the most effective interventions and support to improve academically.

## Goal 2:

(Action 5): Strategic Support to Low-Income, Homeless and Foster Youth: Professional Development will be provided to Title 1 schools on additional supports available to specifically promote equity and increase student achievement for all identified subgroups. Integrating strategies specific to the needs of the target subgroups will be effective because they will increase opportunities for students to engage in the curriculum and expand access to understanding through innovative teaching approaches and additional teaching resources that help connect all students to meaningful learning.

(Action 6): Student Access: FSD will target equity in access to curriculum for unduplicated students at Title 1 schools by providing devices and hot spots as needed. These needs are most prevalent among our low-income, EL and foster youth students and are directly related to student achievement.

**Goal 3:**

(Action 3): Attendance: The highest rates of Chronic Absenteeism are among our Homeless (21.7%), Low-Income (6.7%) and Foster Youth (13.8%). By continuing targeted outreach to Low-Income and Foster Youth, attendance rates for Homeless are also expected to improve. being provided by community liaisons and social service assistants have been effective strategies for reducing chronic absenteeism among the target groups.

(Action 4): Wrap-around services for Low-income and Foster Youth: Staff capacity will be increased to provide increased district and school level supports for students' social-emotional, behavior and mental health needs, a need especially prevalent among Low-Income and Foster Youth. Supporting student's social-emotional, mental health and well-being are evidence-based strategies essential to all student's ability to thrive.

**Goal 4:**

(Action 4): Strategic Engagement of families of Targeted Groups: This goal prioritizes funding to engage parents at Title 1 schools in opportunities to learn how they can be more involved in student learning and in providing input into school decision-making. Parent engagement in student learning is a key predictor of student success, and research demonstrates that foster youth and students from Low-Income and EL families have parents with lower rates of engagement and participation.

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

\$14,688,348 has been allocated to increase services and supports to foster youth, English learners, and low-income students. This is 27% above the required supplemental allocation of \$11,556,010. Intervention supports to these student groups has been increased for ELA (20 to 25 coaches) and doubled for Math (0 to 25 coaches). Mental and health and well-being supports will be increased and improved through the addition of a district level SEL TOSA who will work with schools to improve teaching of SEL skills through a district-wide framework and curriculum as well as professional development. This addition represents a 100% increase in services in this area. Another new support/service will be in the strategic use of data to improve how we track and serve students with interventions and enrichment programs.

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## Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Professional Development	All	\$438,402.00	\$0.00	\$0.00	\$382,000.00	\$820,402.00
1	2	Professional Learning Communities	All	\$317,254.00	\$0.00	\$0.00	\$2,430,500.00	\$2,747,754.00
1	3	High-Quality Staff	All	\$56,062,331.00	\$0.00	\$0.00	\$0.00	\$56,062,331.00
1	4	Advanced Coursework	All	\$117,117.00	\$0.00	\$0.00	\$0.00	\$117,117.00
1	5	College and Career Readiness	All	\$1,110,832.00	\$0.00	\$0.00	\$0.00	\$1,110,832.00
1	6	Standards Aligned Curriculum and Materials	All	\$2,400,323.00	\$0.00	\$0.00	\$0.00	\$2,400,323.00
1	7	English Language Learner Support		\$2,340,901.00	\$0.00	\$0.00	\$425,000.00	\$2,765,901.00
1	8	Fiscal Alignment	All	\$2,028,799.00	\$0.00	\$0.00	\$0.00	\$2,028,799.00
1	9	Academic Intervention and Enrichment		\$7,965,832.00	\$0.00	\$0.00	\$0.00	\$7,965,832.00



1	10	Strategic Use of Data		\$220,923.00	\$0.00	\$0.00	\$0.00	\$220,923.00
2	1	Build Infrastructure for Instructional Technology	All	\$1,385,000.00	\$0.00	\$0.00	\$0.00	\$1,385,000.00
2	2	Professional Development-Digital Literacy	All	\$596,051.00	\$0.00	\$0.00	\$0.00	\$596,051.00
2	3	Parent and Student Training	All	\$70,000.00	\$0.00	\$0.00	\$0.00	\$70,000.00
2	4	Student Agency Opportunities	All	\$535,000.00	\$0.00	\$0.00	\$0.00	\$535,000.00
2	5	Strategic Technology Support to Low-Income, Homeless and Foster Youth		\$1,732,929.00	\$0.00	\$0.00	\$62,000.00	\$1,794,929.00
2	6	Student Access		\$150,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00
3	1	Safety Training	All	\$810,000.00	\$0.00	\$0.00	\$0.00	\$810,000.00

3	2	Physical, Social and Emotional Health and Well-Being	All	\$848,017.00	\$0.00	\$0.00	\$0.00	\$848,017.00
3	3	Attendance		\$200,000.00	\$0.00	\$0.00	\$0.00	\$200,000.00
3	4	Wrap-Around Services for Low-income, English Language Learners and Foster Youth		\$1,338,716.00	\$0.00	\$0.00	\$0.00	\$1,338,716.00
3	5	Safe Facilities	All	\$5,000,000.00	\$0.00	\$0.00	\$0.00	\$5,000,000.00
4	1	Culture of Inclusion via Communication	All	\$9,530,161.00	\$0.00	\$0.00	\$0.00	\$9,530,161.00
4	2	Parent Engagement in Student Success	All	\$10,436.00	\$0.00	\$0.00	\$0.00	\$10,436.00
4	3	Showcase Celebrations	All	\$84,439.00	\$0.00	\$0.00	\$0.00	\$84,439.00
4	4	Strategic Engagement of families of Targeted Groups		\$152,047.00	\$0.00	\$0.00	\$100,000.00	\$252,047.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$95,445,510.00	\$0.00	\$0.00	\$3,399,500.00	\$98,845,010.00

Total Personnel	Total Non-Personnel
\$88,751,439.00	\$10,093,571.00

## Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	7	English Language Learner Support	Limited	English Learners	All	\$2,340,901.00	\$2,765,901.00
1	9	Academic Intervention and Enrichment	Limited	All	All	\$7,965,832.00	\$7,965,832.00
1	10	Strategic Use of Data	Limited	All	Title 1	\$220,923.00	\$220,923.00
2	5	Strategic Technology Support to Low-Income, Homeless and Foster Youth	Limited	All	Title 1	\$1,732,929.00	\$1,794,929.00

2	6	Student Access	Limited	Low-Income	All	\$150,000.00	\$150,000.00
3	3	Attendance	Limited	All	All	\$200,000.00	\$200,000.00
3	4	Wrap-Around Services for Low-income, English Language Learners and Foster Youth	Limited	All	All	\$1,338,716.00	\$1,338,716.00
4	4	Strategic Engagement of families of Targeted Groups	Limited	All	Title 1	\$152,047.00	\$252,047.00

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>		
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Limited Total:</b>	\$14,101,348.00	\$14,688,348.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

## Annual Update Table Year 1

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
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

## Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

*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](mailto:lcff@cde.ca.gov).*

### Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e) (1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which

should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 perse 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 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022–23 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 <b>2020–21</b> .	Enter information in this box when completing the LCAP for <b>2020–21</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2020–21</b> .

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 2020–23 LCAP from the 2017–20 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.
  - **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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).
- **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.

